Association for Institutional Research

Data and Decisions for Higher Education

Program Book and Schedule

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AIR | FORUM

MAY 26-29, 2015 • DENVER, COLORADO

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WEDNESDAY, MAY 27 | 9:45 - 10:30AM

PRESENTED BY: John White, PhD - VP, Product Management

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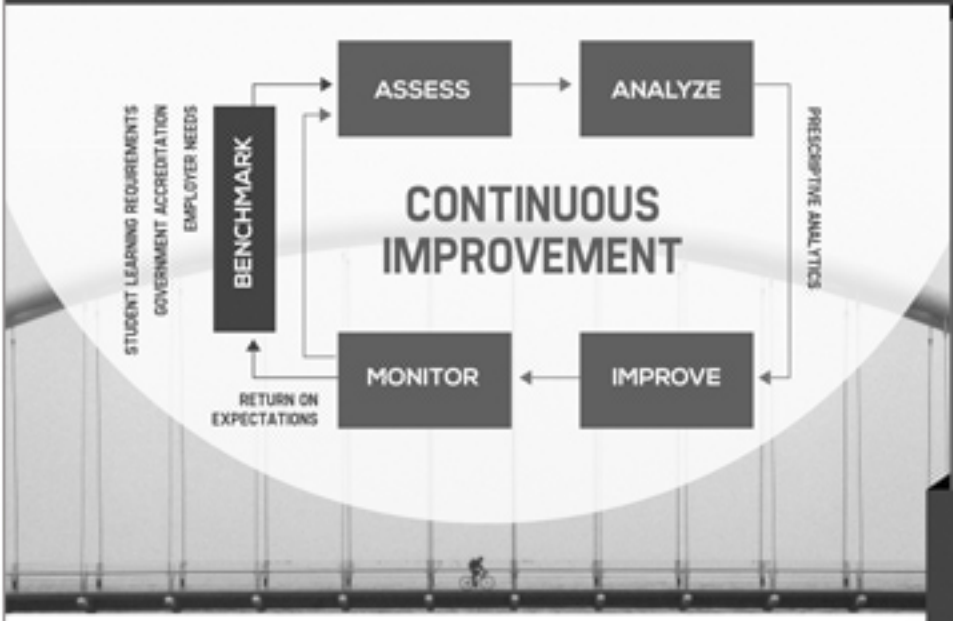

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Welcome from the 2014-2015 Board of Directors

Dear Forum Participants,

On behalf of the AIR Board of Directors, I welcome you to the 55th Annual Forum! While in Denver, you will have the opportunity to network with some 2,000 of your colleagues, all of whom share a passion for institutional research, effectiveness, assessment, planning, and other related fields within higher education. The Forum Program is bursting with opportunities for learning, connecting and sharing through workshops, keynotes and concurrent sessions. Engage! sessions kick off the Forum on Tuesday afternoon. These sessions bring together communities of practice and feature panel discussions, networking breaks and opportunities to collaborate. See the latest tools and technologies to improve and streamline practice with our exhibitors and sponsors in the Exhibit Hall. Learn about cutting-edge research within the profession. The Forum has something for every IR professional – assessment, data analysis and research methods, and decision support strategies, as well as creating efficiencies and transparency in IR office operations and demonstrating new technologies and techniques.

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

Enjoy!

Gayle Fink
President, AIR Board of Directors

AIR President
Gayle Fink
Bowie State University

AIR Vice President
Gary Pike
Indiana University-Purdue University Indianapolis

AIR Immediate Past President
Sandi Bramblett
Georgia Institute of Technology

Board Members at Large

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Delaware Valley College

Heather A. Kelly
(Board Treasurer)
University of Delaware

F. Mauricio Saavedra
California Polytechnic State University

Martha Gray
Ithaca College

Dawn Kenney
Central New Mexico Community College

Alice M. Simpkins
Paine College

Michelle Hall
Southeastern Louisiana University

C. Ellen Peters
(Board Secretary)
University of Puget Sound

Meihua Zhai
University of Georgia

Nominations and Elections Committee

Sandi Bramblett
(Chair)
Georgia Institute of Technology

Michelle Appel
University of Maryland-College Park

Jan Lyddon
Organizational Effectiveness Consultants

Kathy Schmidtke Felts
University of Missouri-Columbia

Timothy Chow
Rose-Hulman Institute of Technology

Soon Merz
Austin Community College

Rick Voorhees
Voorhees Group LLC

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 participants may collect AIR Bucks coupons from Forum Sponsors in the Exhibit Hall. AIR Bucks coupons can be redeemed for food and beverage at CENTERPLATE retail outlets in the Convention Center May 27-29 and/or at cash bars during the Welcome Reception (Wednesday, 4:00 p.m. – 5:00 p.m.) in the AIR Exhibit Hall. AIR Bucks are not redeemable for cash and have no cash value.

Dinner Groups

Meet new people and network with colleagues by joining a dinner group hosted by fellow AIR members on Tuesday, or an Affiliated Organization dinner group on Wednesday and Thursday. Select a Tuesday dinner group and sign-up on MyForum and then meet in the Hyatt Regency Lobby to connect with the host. All restaurants are within walking distance. For more information, visit the Forum App or AIR Registration Desk.

Evaluations

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

Exhibit Hall—The AIR Networking Hub

Visit the Exhibit Hall, AIR's networking hub, located in the Four Seasons Ballroom, to meet sponsors and learn about the latest software, products, and services. This is also the place to meet with colleagues, visit the Cyber Café, and charge your device. The Exhibit Hall is the site of the Poster Sessions, coffee breaks, daily lunch breaks, the Wednesday Welcome Reception hosted by the AIR Board of Directors, and the complimentary dessert break after lunch on Thursday. Be sure to check out the photo booth and caricature artist to create fun Forum mementos.

Wednesday, May 27	9:30 a.m. – 5:30 p.m.
Thursday, May 28	8:00 a.m. – 2:30 p.m.

Facilitators

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

Forum Apps

Use the Forum Apps to search for specific sessions, build custom schedules, download presentation materials, access scholarly papers, take notes, evaluate sessions, and view maps. Note that MyForum on the Web must be used to upload presentation materials. All Apps are activated with your AIR username and password.

iPhone and iPad App

http://myforum.airweb.org/APPLE or search Apple App Store

Android App

http://myforum.airweb.org/ANDROID or search Google Play Store

Other Mobile Devices

http://myforum.airweb.org/MOBI

MyForum on the Web

http://myforum.airweb.org

Local Information

The heart of downtown Denver is the 16th Street Mall, a well-lit pedestrian promenade lined with restaurants, outdoor cafes, shops, galleries, and entertainment venues (1/3 mile from the Hyatt Regency and the Colorado Convention Center and steps away from the Grand Hyatt). Shuttle buses provide free transportation in continuous loops along the mile-long 16th Street Mall.

Visit our Denver.org microsite or the Visit Denver Information desk in the lobby of the Convention Center for special discounts and information on things to do in Denver.

Lunch and Breaks

Dedicated Lunch Time. The schedules for Wednesday and Thursday include 1½ hours for dedicated lunch breaks, networking, and Poster Presentations (co-located in the Exhibit Hall). Cash carts in the Exhibit Hall and other common areas will offer a sandwich, chips, and a drink for $16. AIR Bucks can be redeemed for food and beverage at the CENTERPLATE retail outlets in the Convention Center.

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

Dessert. Please join us for a complimentary dessert break to thank our sponsors and close the Exhibit Hall on Thursday, 1:45 p.m. – 2:30 p.m.

Registration and Information Desk

Forum Registration is located on Concourse B in the Convention Center near the Four Seasons Ballroom.

General Registration Hours

Tuesday, May 26	11:30 a.m. – 6:00 p.m.
Wednesday, May 27	6:00 a.m. – 4:30 p.m.
Thursday, May 28	7:30 a.m. – 4:30 p.m.
Friday, May 29	7:30 a.m. – 1:00 p.m.

Pre-Conference Workshop Registration Hours*

Monday, May 25	7:00 a.m. – 5:00 p.m.
Tuesday, May 26	7:00 a.m. – 1:30 p.m.

**Pre-conference workshop registration—for workshop participants only—is located at the Hyatt Regency.*

Session Recordings—Digital Pass

Again this year, AIR will record select sessions at the Forum that will be available for purchase/download following the event. These sessions are noted in MyForum and may be accessed with purchase of the Forum Digital Pass. The Digital Pass includes over 35 hours of recorded Forum content available on-demand 24/7 through the MyForum web app. The 2015 Forum Digital Pass allows users unlimited access from July 1, 2015 through January 31, 2016. Attendees may purchase the digital pass at the Information Desk at the Forum Registration counter.

Water Bottle Filling Stations

Pick up a complimentary water bottle in the registration area and utilize the water bottle filling stations next to the water fountains located throughout the Convention Center (see map, page 150). Look for the AIR water stations signage. (Note: please only fill bottles at these stations.)

Drinking plenty of water is the number one way to help your body adjust easily to Denver's higher altitude. The low humidity in Colorado keeps the air dry, like the desert, so you need about twice as much water here as you would drink at lower altitudes.

Wireless Internet

Wireless Internet suitable for checking email and using the MyForum schedule tool and Forum Apps is available in the Colorado Convention Center (in most Forum areas). Laptops with Internet access are available in the Cyber Café in the Exhibit Hall during Exhibit Hall hours.

Log in SSID: **AIR** Password: **2015FORUM**

AIR Volunteers

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

Please visit the AIR website and view the extensive list of individuals who shared their talents with AIR – more than half of whom are involved with Forum-related activities.

www.airweb.org/GetInvolved

Welcome AIR Members

The field of institutional research is changing. Disruptive innovations are driving some of the change, and much more is occurring as a result of higher education's maturing use of data to inform decisions. There has never been greater demand for—or capacity in—institutional research. It is a perfect opportunity for raising the status, increasing resources, and shaping the future of institutional research as we head into the Association's 50th anniversary.

In the coming year, I encourage you to engage in future-focused conversations and planning. The 2015 Forum is the best professional development. Along with other AIR member services, you can use your membership to spot trends in the field, including clearer metrics and measures of what matters in higher education outcomes; a renewed focus on the faculty role as decision-makers in governance, student outcomes, and the delivery of an institution's mission; the spread of institutional studies and data use across academic, student affairs, and business units; and greater pressures from external entities, including accrediting bodies and state system offices.

Fortunately, there are new resources available to assist us in meeting the challenges for more data-information and greater dissemination to the decision makers we serve. A walk through the 2015 Forum Exhibit Hall reveals new products and services that may be useful at your institution. Don't assume that the exhibitors you have known for years are standing still; many have revamped and expanded their offerings to meet current and future challenges. Ask questions of exhibitors and sponsors. Consider the Exhibit Hall a prime part of the Forum educational experience.

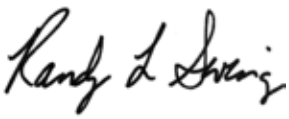
Two Forum sessions explore AIR members' grant-funded work coordinated by the AIR Executive Office. I encourage you to learn about the Statement of Aspirational Practice for Institutional Research (Wednesday at 10:45 a.m.) and the National Survey of Institutional Research Offices (Thursday at 10:45 a.m.) These and other AIR member services are future-focused and are aligned with the organizational purpose determined by your Board of Directors.

Participating in sessions is only one way to make your Forum experience valuable. Be sure to build your network by connecting with other AIR members before and after sessions, during lunch breaks, and in dinner groups. Use the conversations started at formal conference events to extend discussion of shared interests beyond the meeting room—and keep it going with comments posted to eAIR and LinkedIn.

Here's wishing you long days infused with vast amounts of new ideas and new colleagues! It is clear that AIR members work hard during Forum—and every day in service to your organization. Want evidence of the passion that we have for our profession? Just look around at the attendance in early morning and late afternoon sessions, participation in AIR surveys, and volunteering. You are among professionals who are eager to learn. Engage!

I hope the 2015 Forum inspires and prepares you for a terrific 2015-2016 academic year. See you next May in New Orleans.

Sincerely,



Randy L. Swing, Ph.D.
AIR Executive Director

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Skyfactor (formerly EBI MAP-Works) • QSR International • SmartEvals (GAP Technologies, Inc.)
Taskstream • ZogoTech

Bronze Sponsors

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John N. Gardner Institute for Excellence in Undergraduate Education • Noel-Levitz
The Outcomes Survey powered by CSO Research, Inc. • Tk20 Inc. • Weave

Sponsor descriptions can be found on pages 133–143

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 11–122).

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

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

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

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

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

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

Session Formats

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

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

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

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

Special Recognition

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

Charles F. Elton Best Paper Award celebrates the scholarly papers presented at Forum that best exemplify the standards of excellence established by the award's namesake and that make significant contributions to the field of IR. A paper accepted for publication in any peer-reviewed journal will be named a 2015 Charles F. Elton Best Paper. The goal is to honor publishable papers and to acknowledge that the scholarship of IR is featured in a wide range of peer-reviewed journals. All scholarly papers uploaded to MyForum on the Web by June 27, 2015 are eligible for the award. Visit http://www.airweb.org/Membership/Awards/ for more information.

Research in Higher Education
Special Forum Issue

AIR and Springer are pleased to provide free access for all AIR members.

airweb.org/publications

Scholarly papers presented at the 2015 AIR Annual Forum are eligible for possible inclusion in the Special Forum Issue of RIHE to be released in March 2016. The submission deadline for the Forum Issue is June 26, 2015. When submitting your manuscript, please use the online submission system at http://rihe.edmgr.com/ and be sure to designate the submission type as the "Forum Issue."

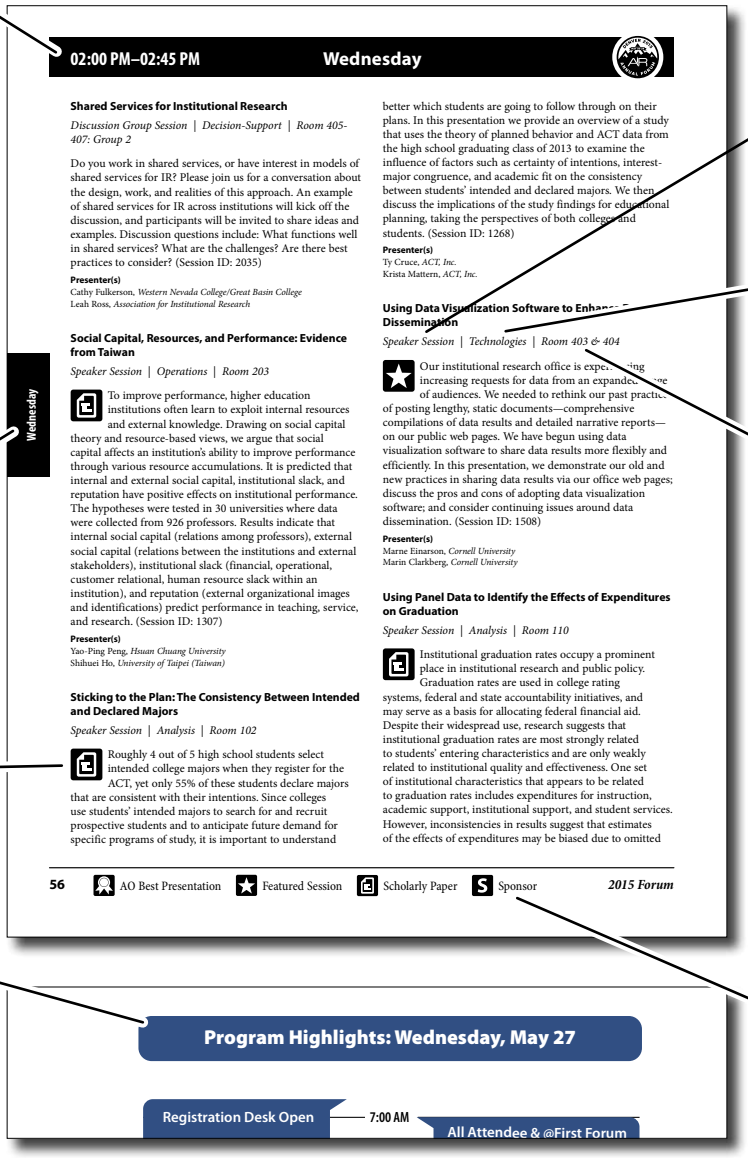
Using the Forum Program Book

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

Tab denotes the day/event

Icons denote format of session

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



Session Type — See previous page for detailed descriptions

Session Topic — See previous page for detailed descriptions

Session Room Number

Icon Key

Icon Key

AO Best Presentation

Featured Session

Scholarly Paper (Download Available)

Sponsor

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www.airweb.org/Academy

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 (AIR) operates a grant program that supports research on a wide range of issues of critical importance to U.S. higher education. Recipients of AIR Grants present their research at the AIR Forum.

AIR Grant Recipients Presenting at the 2015 Forum:

DISSERTATION GRANT PRESENTATIONS

Drew Allen, *New York University / City University of New York*
Helen Kilber, *University of Washington*

RESEARCH GRANT PRESENTATIONS

Thomas Bailey & Di Xu, *Teachers College at Columbia University*
David Knight, *Pavilion Research* & Rodney Hughes, *Harvard University*
Robert Toutkoushian, *University of Georgia*
Lesley Turner, *University of Maryland - College Park*
Paul Umbach, *North Carolina State University*
Xueli Wang, *University of Wisconsin-Madison*

AIR

www.airweb.org/Grants

Program Highlights: Monday, May 25

7:00 AM – 5:00 PM Pre-Conference Workshop Registration Open (Hyatt Regency)

8:00 AM – 4:00 PM Pre-Conference Workshops (additional fee required)

08:00 AM–11:30 AM

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

Workshop | Hyatt Capitol Ballroom 2

To improve student retention, and thus net tuition revenues, institutional research offices are asked to help identify which students are likely to drop out. The purpose of this workshop is to teach IR professionals how to effectively build and implement a predictive model for student dropout and retention using standard regression methods with SPSS. Participants follow along on their laptops while instructors demonstrate step-by-step instructions (via overhead projection) on how to build a model with start-of-semester data that yield the relative dropout risk for each student. The workshop highlights how dropout risk data are used by academic support services to tangibly improve student retention. Knowledge of statistical variance, correlation, and regression is recommended. (Session ID: 1875)

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

Power Tools for IR Reporting: A Hands-On Introduction

Workshop | Hyatt Mineral Hall B-C

With increased emphasis on data-driven support in higher education, the need for improved, more advanced reporting has increased dramatically. The institutional research and information technology staff from a regional university have been working with the new "Power" tools released by Microsoft® to meet these reporting needs: Power Pivot, Power View, Power Maps, and Power Query. All of the workshop exercises will use Excel 2013 (with the help of Access 2013), which are the only requirement for these capabilities. These products have the potential to revolutionize data analysis and reporting in an IR office. (Session ID: 1876)

Presenter(s)
Alison Joseph, *Western Carolina University*
Timothy Metz, *Western Carolina University*

08:00 AM–04:00 PM

Correlation, Causation, and Evaluation: A Practitioner's Guide to Research Methods

Workshop | Hyatt Capitol Ballroom 1

Given the intensifying importance of valid, reliable data and results, institutional researchers need to be aware of the shortcomings of simple descriptive statistics and incorporate more rigorous methodologies into their studies. This workshop is intended to bridge the gap between descriptive reporting and applied research by introducing analysts to more advanced techniques for determining correlation and causation, and for evaluating programs at their institutions. It focuses on identifying sources of bias, reducing bias by using approachable, practitioner-oriented econometrics, and interpreting results for lay audiences. Discussion, examples, and group work are used to ensure mastery of concepts and techniques. (Session ID: 1874)

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

Introduction to Linear and Logistic Regression in SPSS

Workshop | Hyatt Capitol Ballroom 7

This workshop builds on participants' foundational knowledge in statistics and SPSS. The facilitators provide a conceptual overview of the assumptions and principles of multiple linear regression and logistic regression, as well as rules-of-thumb to consider when building regression models. Participants will be provided with a national dataset containing longitudinal information on college students to practice applying the concepts of linear and logistic regression through the use of SPSS. (Session ID: 1873)

Presenter(s)
Kevin Eagan, *University of California, Los Angeles*
Jessica Sharkness, *Tufts University*

IPEDS Keyholder Training

Workshop | Hyatt Capitol Ballroom 3

This new Keyholder workshop is designed as base-level training that provides participants with a thorough introduction to the IPEDS data collection cycle and reporting requirements. Created specifically for new IPEDS Keyholders, this workshop outlines the roles and responsibilities of Keyholders and the resources available to assist in the IPEDS planning and reporting processes. The workshop provides participants an opportunity to create an IPEDS planning calendar for the upcoming data collection cycle, and also serves as a valuable professional networking opportunity for institutional researchers in their new roles. (Session ID: 1872)

Presenter(s)
Kimberly Thompson, *University of the Rockies*
Yvonne Kirby, *Central Connecticut State University*

12:30 PM–04:00 PM

Advanced Statistics for Institutional Research: Exploratory Factor Analysis

Workshop | Hyatt Mineral Hall E

This workshop focuses on factor analysis and its application within the field of institutional research. Factor analysis is used to establish evidence of the validity of many common assessments (e.g., NSSE, CIRP). Exploratory factor analysis studies the relationships among variables to discover if those variables can be grouped into smaller sets of underlying factors. Often IR professionals are faced with the difficult task of summarizing numerous variables from a survey and seek to reduce the data into smaller sets of factors. The workshop reviews the basic statistical principles of factor analysis and uses a case study example from a senior survey to analyze and interpret exploratory factor analysis with SPSS. (Session ID: 1877)

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

Dashboards in Excel: An Introduction

Workshop | Hyatt Capitol Ballroom 2

This workshop features various types of dashboards, and includes instructions about 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 include creating and formatting charts for time-series, ranking, part-to-whole, deviation, and nominal comparison relationships. (Session ID: 1878)

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

Data Mining with R for Predicting Student Success and Financial Aid Modeling

Workshop | Hyatt Mineral Hall B-C

This workshop provides an introduction to the basics of data mining and offers an overview of the R tool and its relevant applications using sample sets of New Jersey Institute of Technology (NJIT) financial aid and student success data. Dataset preparation, data cleaning, and several data mining methods are demonstrated with simple examples. The workshop concludes with two case studies of student success and financial aid analysis using R and data mining techniques. Electronic handouts containing step-by-step instructions and screenshots are provided. (Session ID: 1879)

Presenter(s)
Oleksandr Rudniy, *New Jersey Institute of Technology*

Effectively Targeting Presentations for Different Audiences

Workshop | Hyatt Mineral Hall D

You've got the data skills, have added pizzazz to your presentations making them attractive to the audience, prepared for the meeting, yet it still seems like people are choosing to ignore your analyses. This workshop focuses on effective presentation design methodologies and techniques that can be applied to IR analyses in an effort to be part of the decision-making process. Topics include how information resonates with different groups, effective formats for communicating information to different audiences, and demonstrating knowledge in the topic to be seen as a decision-making partner. This participatory workshop culminates with a small group exercise focused on the creation of tailored presentations. (Session ID: 1880)

Presenter(s)
John Pryor, *Pryor Education Insights*
Kristina (Cragg) Powers, *Bridgepoint Education*

Making the Most of NSSE: A Detailed Overview of Survey Updates, Customization Options, Reports, and Assessment Applications

Workshop | Hyatt Capitol Ballroom 5

The National Survey of Student Engagement (NSSE) is a widely-used resource to help institutions assess and improve the quality of undergraduate education. This workshop will help extend institutional research professionals' use of the updated survey and include a review of survey content, new customization options, reporting, and assessment opportunities. The goal of this workshop is to help IR professionals make a seamless transition to using and maximizing the benefits of the updated NSSE, and to exchange ideas about approaches to using student engagement results. (Session ID: 1881)

Presenter(s)
Jillian Kinzie, *National Survey of Student Engagement*
Amy Ribera, *National Survey of Student Engagement*
Louis Rocconi, *National Survey of Student Engagement*
Shimon Sarraf, *National Survey of Student Engagement*

PROFESSIONAL FILES

Maintain your excellence.

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

AIRWEB.ORG/PUBLICATIONS

ASSOCIATION FOR INSTITUTIONAL RESEARCH

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1966-2016

HELP US DISCOVER OUR HISTORY. VISIT THE EXHIBIT HALL TO LEARN MORE AND JOIN THE CELEBRATION ONLINE AT WWW.AIRWEB.ORG/50TH.

SCHOLARSHIPS

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

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

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

AIR Congratulates the 2015 Scholarship Recipients:

JULIA M. DUCKWALL SCHOLARSHIP

Sara Cooper, *Jackson State Community College*

Lisa Cowan, *Southern Regional Education Board*

Jennifer May, *Tufts University*

EDWARD DELANEY SCHOLARSHIP

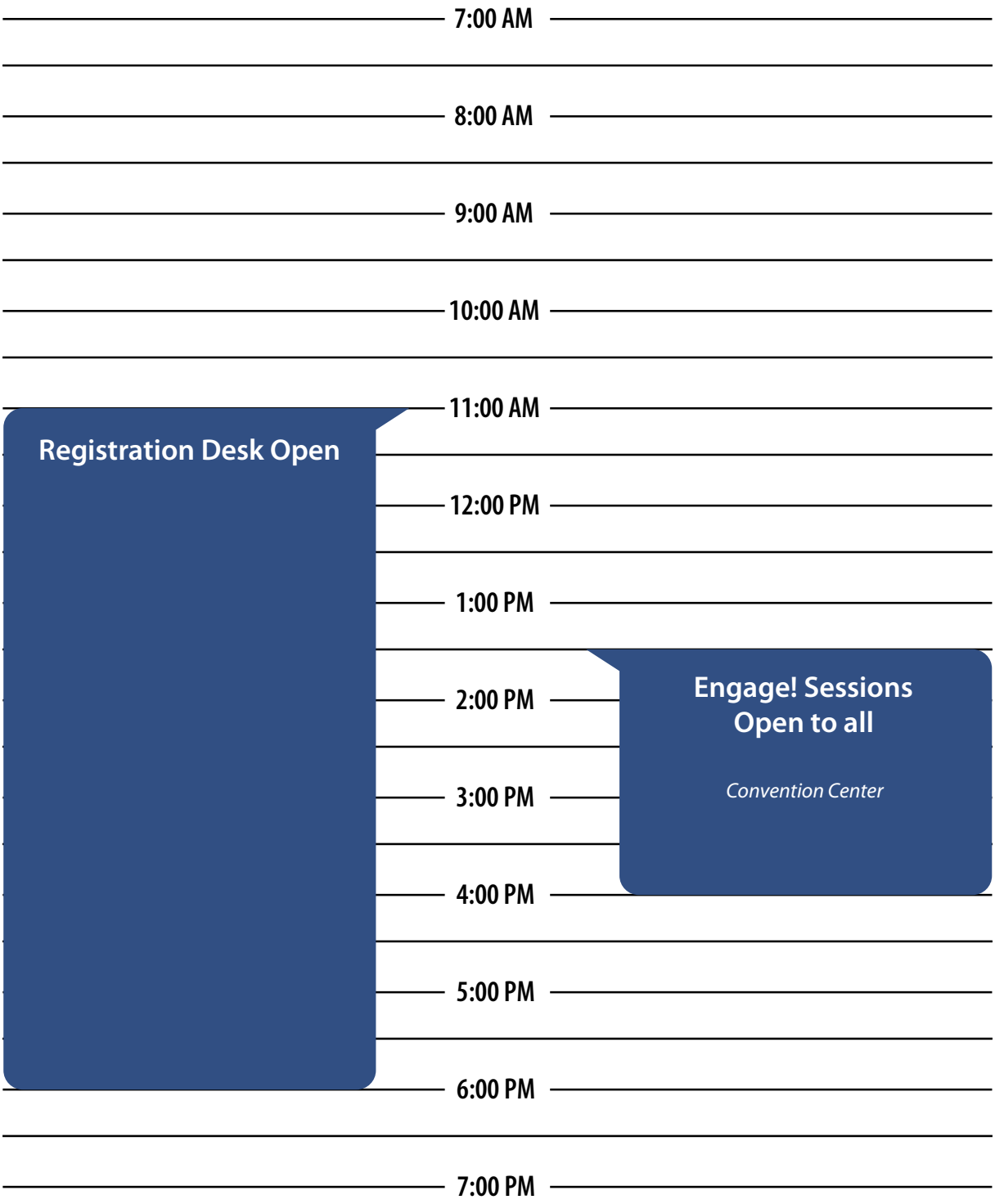
Tony Romero, *Howard Community College*

www.airweb.org/Scholarships

Program Highlights: Tuesday, May 26

8:00 AM – 4:00 PM	Pre-Conference Workshops (Hyatt Regency)
11:00 AM – 6:00 PM	General Registration Open, Convention Center
1:30 PM – 4:00 PM	Engage! Sessions - Open to all, Convention Center
5:00 PM	Dinner Groups (Hyatt Regency)

Program Highlights: Tuesday, May 26



08:00 AM–11:30 AM

Asking Good Questions: The Survey Design Process

Workshop | Hyatt Mineral Hall D

This workshop is designed to provide participants with a solid practical foundation in survey design. We begin by discussing how to formulate good research questions and the types of research questions that can be investigated through survey research. We then spend the majority of our time covering how to develop, test, and revise survey items. We also consider the cognitive processes that affect how people respond to survey items, and briefly discuss survey instrument organization and design, survey administration techniques, and pilot testing. (Session ID: 1884)

Presenter(s)
Hyun Kyoung Ro, *Carnegie Mellon University*
Janel Sutkus, *Carnegie Mellon University*

Enrollment Forecasting in Excel

Workshop | Hyatt Mineral Hall B-C

Providing timely and accurate forecasts to campus stakeholders can assist in the planning and development of physical, academic, and human resources. This workshop offers hands-on learning and discussion regarding the development and implementation of enrollment forecasting models in higher education. Facilitators provide participants with a brief history of enrollment forecasting techniques and examples of multiple models of enrollment forecasting, such as trend lines, exponential smoothing, moving averages, and linear regression. Participants are invited to provide feedback and applicable examples during the workshop. Prepared data files are provided for participants to utilize through the workshop. (Session ID: 1886)

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

Excel Dashboards from Unit Record Data Using PowerPivot

Workshop | Hyatt Capitol Ballroom 2

In this workshop, participants learn how to create dashboards in Excel using PowerPivot and unit record data. Using example student, applicant, and human resource data, participants will learn how to connect to different data sources, create calculated columns, fields, and hierarchies, and design customizable key performance indicators. Using slicers and filters, participants will create custom interactive views of data with graphs and tables. Other important considerations, such as layout and design, are also addressed. This workshop introduces the skills necessary to create operational, tactical, or strategic dashboards. (Session ID: 1887)

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

Mentors in Measurement: Building Institutional Capacity to Conduct Assessment

Workshop | Hyatt Capitol Ballroom 6

Job responsibilities of IR professionals have expanded to include the coordination and completion of assessment activities. To be effective, IR professionals find themselves in the role of teaching others how to do assessment. This session is for those individuals who may be asked to train others to do assessment in their department, in their college, or help prepare others for upcoming accreditation visits. Designed as a "train the trainer" session, this workshop provides participants with several strategies for teaching/training on assessment techniques and allows participants to develop at least one session they can implement on their campus. (Session ID: 1888)

Presenter(s)
Ann Gansemer-Topf, *Iowa State University*
Shari Ellertson, *Boise State University*
Lance Kennedy-Phillips, *University of Illinois at Chicago*
Kevin Saunders, *Drake University*

Student Learning Outcomes for Institutional Success

Workshop | Hyatt Capitol Ballroom 7

In this workshop, participants learn to lead groups in developing student learning outcomes and measures that strengthen programs at their institutions. The workshop includes suggestions for working with faculty and student support personnel. Resources available to institutional research and assessment professionals are highlighted. Participants will learn how to guide faculty and staff in successful outcomes assessment at their institutions. This workshop is best for beginners in assessing student learning outcomes or those who are struggling with how to measure learning outcomes effectively. It is well-suited for IR and assessment professionals who work with academic disciplines and student affairs. (Session ID: 1885)

Presenter(s)
Paula Krist, *University of San Diego*

What are Workforce Data?

Workshop | Hyatt Capitol Ballroom 1

Increased interest in workforce training, coupled with the mission of higher education to teach students skills required in the labor market, has resulted in demands for institutional researchers to provide information to decision-makers regarding the performance of their institutions in training students. Also, labor market information is used to plan new programs and estimate demand and supply for specific skills. This workshop highlights the sources of data available, where to find them, and how to interpret them. The facilitators use examples and exercises to help participants create their own dashboards and reports. (Session ID: 1889)

Presenter(s)
Gabriela Borcoman, *Texas Higher Education Coordinating Board*
Ruben Garcia, *Texas Workforce Commission*

08:00 AM–04:00 PM

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

Workshop | Hyatt Capitol Ballroom 3

This is an intermediate-level Keyholder training designed for individuals who lead the IPEDS data submission cycles on their campuses and have done so for at least one full reporting cycle. Using IPEDS as a focus, participants will: Learn IR best practices and technical efficiencies in data management through Excel (e.g., pivot tables, merging data, custom formulas, and filters); Examine multiple options for IPEDS submission (manual entry, .csv file upload, and XML); and Learn how to use benchmarking data to address key institutional questions and needs. Participants should have experience using the IPEDS Data Center to retrieve data and a working knowledge of Excel (e.g., how to create basic formulas and sort data). This workshop will not review IPEDS survey component submission instructions or cover basic benchmarking concepts (though intermediate topics are covered). (Session ID: 1882)

Presenter(s)
Mary Ann Coughlin, *Springfield College*
Kristina (Cragg) Powers, *Bridgepoint Education*

Data Blending and Predictive Analytics with KNIME: Building Workflows for Institutional Research

Workshop | Hyatt Capitol Ballroom 5

This workshop provides a general framework for conceptualizing a predictive analytics project that participants can apply to their own institutional environments. Utilizing the Konstanz Information Miner (KNIME), a free open source data mining platform, participants construct their own predictive model from scratch. Through a collection of hands-on exercises using mock datasets, participants create their own workflows to extract data, prepare data, and build predictive models within a graphical interface (no code is required). Hands-on applications will culminate in a system that institutional researchers can use to deploy predictive models to support admissions yield and student success. (Session ID: 1883)

Presenter(s)
Paul Prewitt-Freilino, *Wheaton College*
Nathan Rush, *Wheaton College*

12:30 PM–04:00 PM

Facilitation Tools for Institutional Researchers

Workshop | Hyatt Mineral Hall D

Human interactions and relationships represent the core of every institution. Institutional researchers often lead diverse groups of stakeholders to identify common solutions. Since institutional lives can be long, and some memories longer, group processes that enhance trust and respect provide long-term benefits to the institution. Trust is built through personal interactions, and institutional researchers recognize that creating trust is key to successful change on campus. Using the relationship-building tools of facilitation makes finding solutions that last much more likely. (Session ID: 1890)

Presenter(s)
Phyllis Grummon, *Retired*

Tableau Boot Camp - From Raw Data to Polished Interactive Visualizations

Workshop | Hyatt Capitol Ballroom 2

The accessibility and capacity of data visualization tools has increased in recent years. This workshop provides hands-on experience with Tableau to build attractive, interactive data visualizations. Participants receive instructions on how to install a special extended evaluation version of Tableau, which should be installed on the laptops they bring to this workshop. Additional resources provided during the workshop include a workbook and other instructions. By the end of the day, participants will create interactive visualizations using our example files and have the confidence to begin using Tableau to enhance their own reporting. (Session ID: 1891)

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

Using Wage Data to Inform Various Stakeholders

Workshop | Hyatt Capitol Ballroom 1

What happens to students after they graduate? Do they find jobs? How much do they earn? It is critical for higher education to address these questions; however, the necessary data are not readily or consistently available. To help institutions face these challenges, this workshop shares steps the University of Texas System took to develop a data sharing agreement with the state's workforce commission. Secondly, details are shared about the unemployment insurance (UI) wage data cleaning and preparation process for analysis purposes. Lastly, additional analyses demonstrating the utility of wage data to inform students, families, administrators, and legislators about student success and the value of higher education are discussed. (Session ID: 1892)

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

01:30 PM–04:00 PM

Engage! Sessions

Community Colleges

Engage! Session | Room 205

The role of institutional research offices in community colleges has changed over the last ten years due to "data-driven" initiatives, the push for student success/completion, and increased interest in student analytics. Less time is spent on compliance and more time on data analysis, cohort tracking, coordinating data teams and participation in educational reform. These changing roles have often left managers without adequately trained staff and looking to fill positions for which there are few skilled applicants. In this session, a panel of seasoned IR administrators will answer questions about trends and issues. Attendees will interact with their colleagues, discuss critical issues and break into discussion groups organized by topic. (Session ID: 1579)

Presenter(s)
Terri Manning, *Central Piedmont Community College*
Bobbie Frye, *Central Piedmont Community College*
Ricka Fine, *Anne Arundel Community College*
George Gabriel, *Northern Virginia Community College*
Rigoberto Rincones-Gomez, *Broward College*
Trudy Bers, *The Bers Group*

Faculty Who Teach IR

Engage! Session | Room 109 & 111

Patrick Terenzini wrote about the nature of institutional research and the knowledge and skills required in 1993 and revisited his concepts in 2013. Over this time period several graduate-level certificates, concentrations, and degree programs in IR have been developed. This session focuses on developing and delivering graduate-level institutional research courses and programs, and the knowledge, skills, and abilities that graduate students need to be prepared for institutional research careers. After brief thoughts from session leaders, participants will break into small discussion groups. The session will conclude with networking with participants in the Graduate Student Gathering Engage! Session. (Session ID: 2009)

Presenter(s)
William Knight, *Ball State University*
Gloria Crisp, *The University of Texas at San Antonio*

Global Perspectives Symposium

Engage! Session | Room 103 & 105

Although our tasks may go by different terms – Institutional Research, Planning, Quality Assurance – many of us dedicate our work to decision support in colleges and universities around the world. Regardless of where you live, understanding the impact of IR on the global higher education market will improve your knowledge of and role in institutional research. We begin the Symposium with a panel of authors of the book, *Institutional Research and Planning: Global Contexts and Themes* (published Spring 2015). They discuss the state of IR across the world and give examples of good practices that are relevant for that country or region. Following the panel discussion, join discussion groups moderated by the book's authors. Come to the Symposium and learn about the global reach of IR. You will walk away with a stronger appreciation of the role IR plays around the world. (Session ID: 1199)

Presenter(s)
Karen Webber, *University of Georgia*
Angel Calderon, *RMIT University*
Diane Nauffal, *Lebanese American University*
Mauricio Saavedra, *Cal Poly State University*
Sandra Bramblett, *Georgia Institute of Technology*
Victor Borden, *Indiana University Bloomington*

Graduate Student Gathering

Engage! Session | Room 113

Graduate students are encouraged to attend this session to network with fellow students, discuss tips for transitioning to the field of IR from seasoned professionals, and learn how AIR can help with your professional development. This session includes four parts. In part one, a panel will discuss and answer questions related to IR as a profession, talk about the changing nature of IR and IR as a long-term career. In part two, members who recently posted jobs on the AIR Jobs Board will discuss what they look for in applicants. In part three, panelists will provide feedback on resumes, as well as how to read a job application. The session concludes with networking with participants in the Faculty Who Teach IR Engage! Session. (Session ID: 2007)

Presenter(s)
Gary Pike, *Indiana University-Purdue University Indianapolis*
Shari Ellertson, *Boise State University*
Eric Atchison, *Mississippi State Institutions of Higher Learning*
Sherry Woosley, *Skyfactor (formerly EBI MAP-Works)*

Health Profession Schools

Engage! Session | Room 108

Session leaders begin by discussing issues with data collection and reporting for these specially focused institutions, with discussion groups to follow. Topics of interest include: managing multiple accreditation needs, reporting to IPEDS for non-traditional program structures, assessing graduate employment for non-licensed health professions, IR office structure and responsibilities (program based or university wide), assessing compliance based issues such as state authorization and clinical sites, assessing competency based education, assessing interprofessional education, and the role associations play across all health education schools and programs. (Session ID: 2010)

Presenter(s)
Christine Plepys, *Association of Schools and Programs of Public Health*
Carolyn Giordano, *Thomas Jefferson University*

Introduction to Institutional Research

Engage! Session | Room 203

This session, developed for individuals new to institutional research, starts with definitions and functions of IR and different ways institutions approach this function. It also discusses IR work and products, categories and examples of IR projects, and steps in projects (including three possible analysis dimensions). Technical skills, including Terenzini's three types of IR intelligence, are described, as are tips for building relationships and image, and a discussion of ethical use of data. The session also provides lists of resources and includes exercises to encourage networking with peers. (Session ID: 2008)

Presenter(s)
Mary Sapp, *University of Miami*
Jim Lenio, *Walden University*
Crissie Grove Jameson, *Walden University*

Ivory Tower Documentary

Engage! Session | Room 201

As tuition rates spiral beyond reach and student loan debt passes $1 trillion (more than credit card debt), Ivory Tower asks: Is college worth the cost? Through interview profiles, Ivory Tower reveals how colleges in the United States, long regarded as leaders in higher education, came to embrace a business model that often promotes expansion over quality learning. Ultimately, Ivory Tower asks: What price will society pay if higher education cannot revolutionize college as we know it and evolve a sustainable economic model? AIR offers an exclusive screening of this award-winning two-hour

documentary with a discussion, moderated by Jane Wellman, Senior Advisor at College Futures Foundation, to follow. (Session ID: 2011)

Discussion Leader
Jane Wellman, *College Futures Foundation*

Small IR Offices

Engage! Session | Room 110 & 112

Small IR offices face unique challenges in their day-to-day operations. Find solutions to small IR office issues by engaging with a panel of experienced professionals from different higher education sectors, as well as fellow attendees. This session includes panel and discussion groups. The panelists will share successful strategies for managing IR responsibilities and priorities while the discussion groups will allow for additional conversation and sharing among participants. Come jumpstart your AIR Forum with fellow colleagues from small IR offices and leave with BIG solutions! This unique session is designed to connect you with a network of colleagues that you can contact after the Forum. (Session ID: 2005)

Presenter(s)
C. Ellen Peters, *University of Puget Sound*
Kathleen Hill, *East Carolina University*
Jerold Laguilles, *Springfield College*
Anne Marie Karlberg, *Whatcom Community College*

03:30 PM - 04:30 PM

Community College Reception

Special Event | Room 207

Professionals from community colleges are invited to join colleagues for this reception at the conclusion of the Community Colleges Engage! Session.

Sponsored By
Achieving the Dream (ATD)
American Association of Community Colleges (AACC)
Center for Community College Student Engagement (CCCSE)
National Higher Education Benchmarking Institute (NHEBI)
Data and Decisions® Academy

AIR

IPEDS TRAINING

IPEDS

AIR offers IPEDS training and information at no charge to participants through face-to-face workshops and online resources. A new online course for IPEDS Keyholders with less than one year of experience will be avabilable by Fall 2015. Funding for this work comes from the National Center for Education Statistics (NCES).

www.airweb.org/IPEDS

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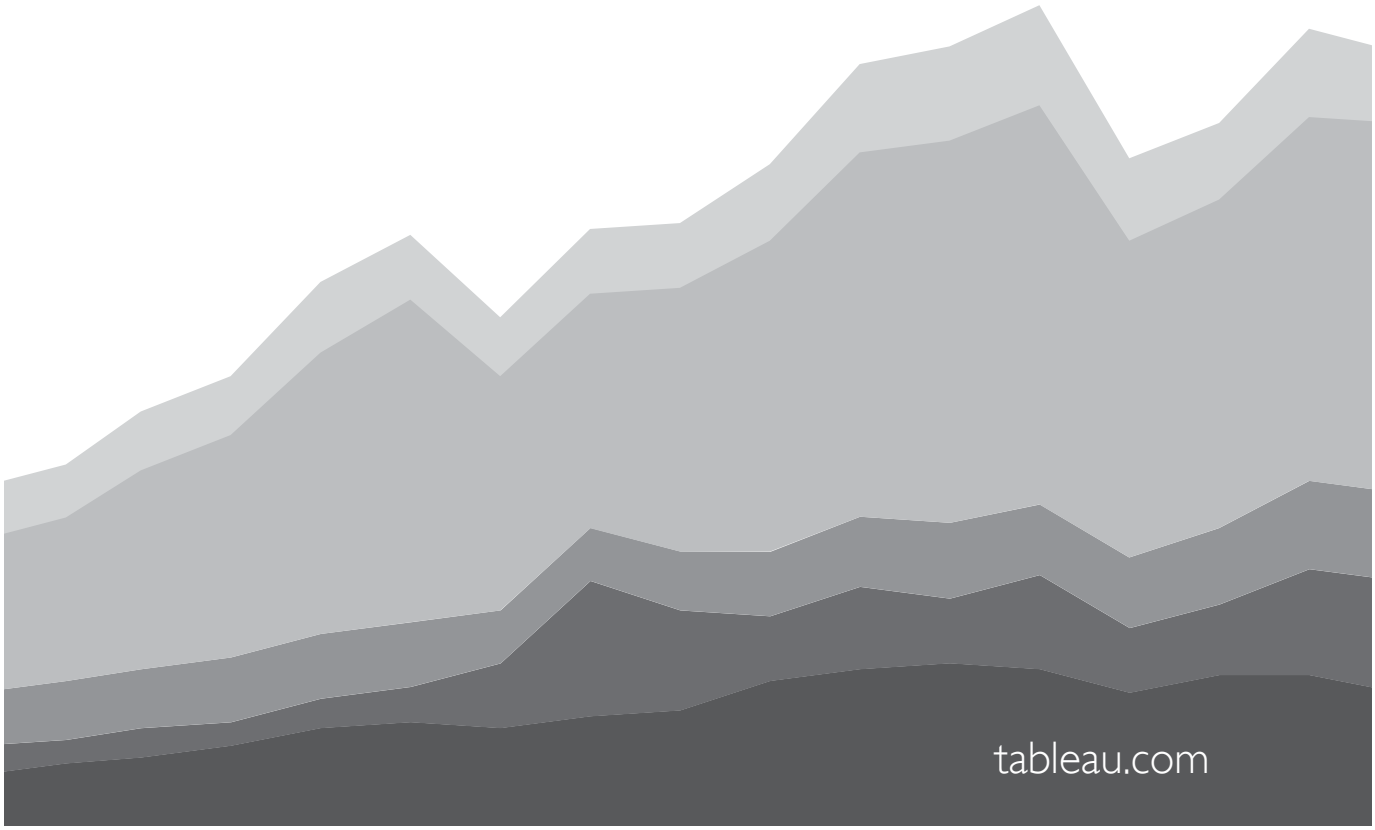
"Tableau is the best thing that ever happened to us. We've spent 90 percent of our time on the data [and 10 percent on the tool]. We had a significant ROI."

Cindy Sedlacek - Cornell University

See it in action at booth 220



Program Highlights: Wednesday, May 27

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

Program Highlights: Wednesday, May 27

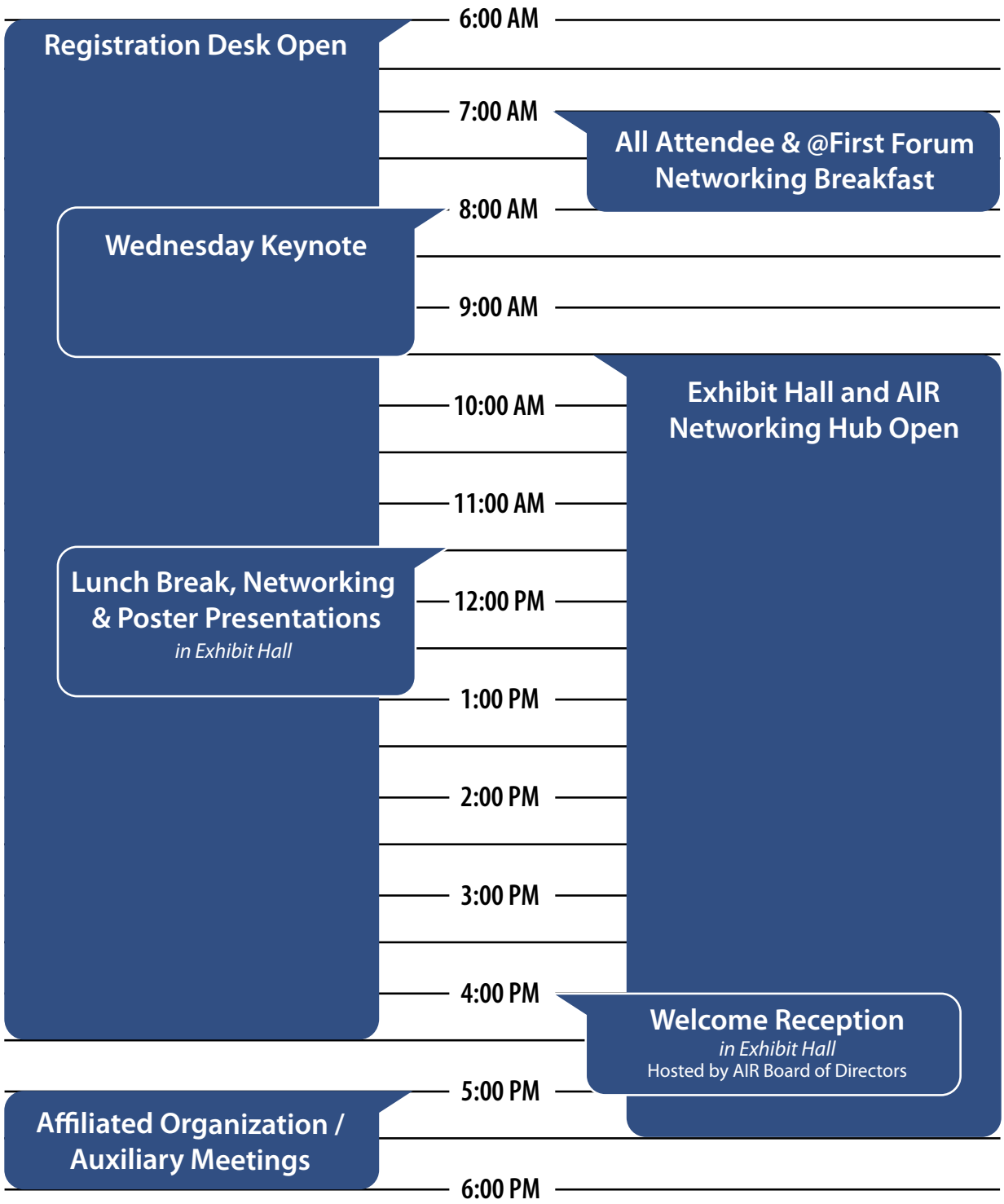
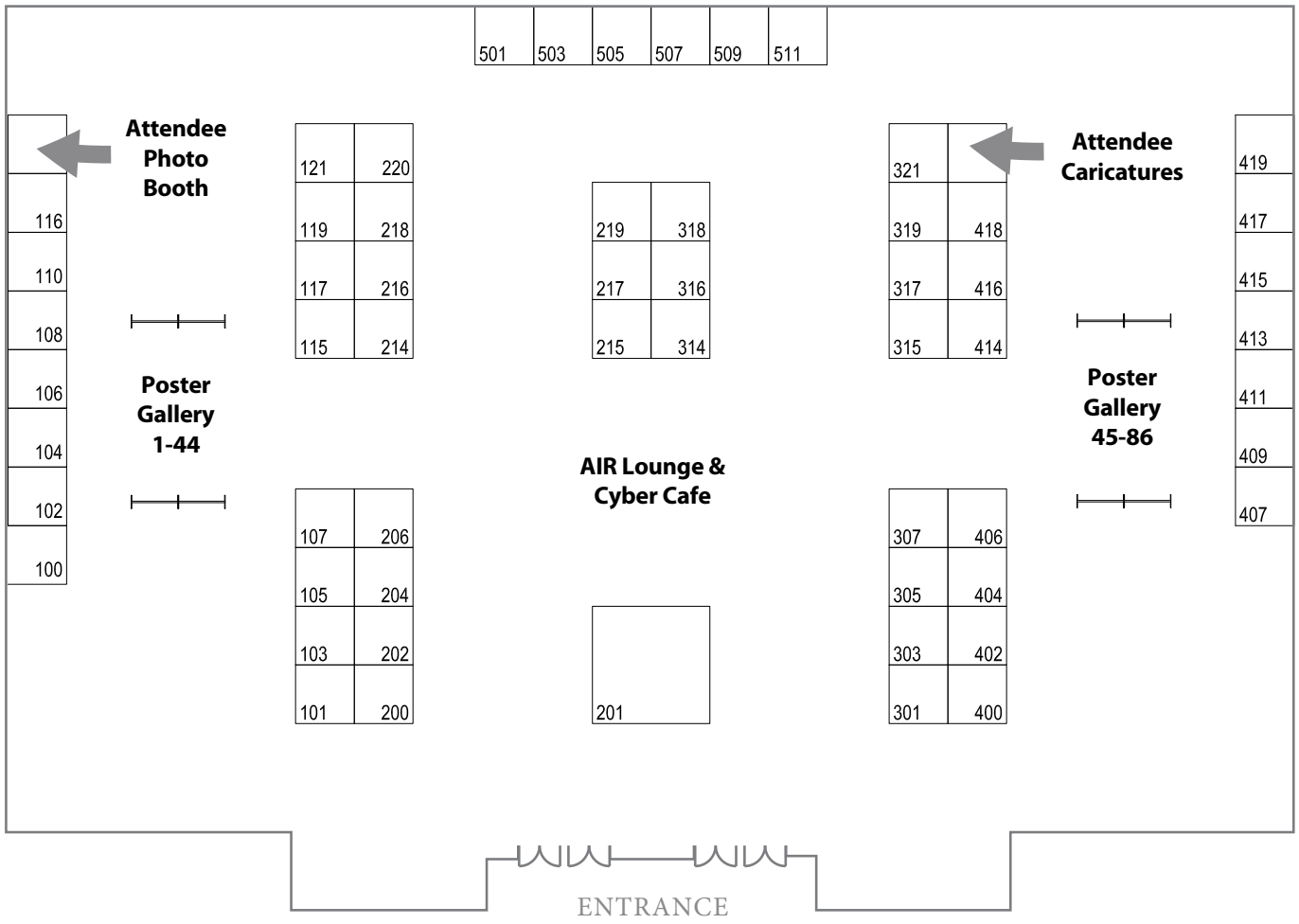


Exhibit Hall Floor Plan—Four Seasons Ballroom



Company Name	Booth #
Academic Analytics, LLC	419
Academic Management Systems	413
ASR Analytics	411
Axis Group	119
Blackboard	417
Campus Labs	200 & 202
Civitas Learning™	218
Concord USA, Inc.	214 & 216
Data and Decisions® Academy	407
Data180	402
Digital Measures	201
Elsevier	418
Envisio	511
ETS	317
EvaluationKIT	219
eXplorance	301 & 303
Gravic, Inc. - Remark Software	505
IASystem	110
IBM	318
iDashboards	121
IData Incorporated	314
IDEA	102
Incisive Analytics	103
Information Builders	107
IPEDS	415
John N. Gardner Institute	319
National Student Clearinghouse	100
Noel-Levitz	409
Nuventive, LLC	414
Oracle	101
PACAT	509
Public Insight	117
QS Intelligence Unit	406
QSR International	416
Rapid Insight, Inc.	503
SAS Institute Inc.	215 & 217
Scantron	315
Skyfactor (formerly EBI MAP-Works)	404
SmartEvals	321
Strategic Planning Online	400
Tableau	220
Taskstream	501
The College Board	507
The Outcomes Survey powered by CSO Research, Inc.	104
Thomson Reuters	115
Tk20 Inc.	116
U.S. News Academic Insights	305 & 307
Weave	108
ZogoTech	105

07:00 AM–08:00 AM

@First Forum: Newcomers to Forum Breakfast Gathering

Special Event | *Mile High Ballroom 2-4*

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

Welcome Breakfast

Special Event | *Mile High Ballroom 2-4*

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

08:00 AM–09:30 AM

Welcome and Wednesday Keynote

Board Welcome

Special Event | *Mile High Ballroom 2-4*

The official Forum welcome conducted by the AIR Board of Directors includes acknowledgement of member volunteers, announcement of AIR award winners, and introduction of our keynote speaker.

Convener
Gayle Fink, *AIR President, Bowie State University*

Keynote Session

Wednesday Keynote with Speaker Roger Schwarz

Special Event | *Mile High Ballroom 2-4*

Smart Leaders, Smarter Teams

In this keynote based on his newest book *Smart Leaders, Smarter Teams*, Roger Schwarz addresses three critical questions: What does it take for a team to create great results? Why does a group of smart leaders so often create a less-than-effective team? What can you and your team start doing now to get better results? Using stories and examples, Roger describes the three results that every high-functioning team needs to achieve. Then he shows that how leaders think creates behavior that undermines the results they are trying to achieve. Join Roger and learn how you and your team can consistently create strong performance, solid working relationships, and individual well-being. With humor and compassion, Roger will invite you to reconsider your basic assumptions about leadership and teams so you and your team can create the results you need. (Session ID: 2012)

09:45 AM–10:30 AM

A Conversation With Jane Wellman, 2015 Sidney Suslow Scholar Award Winner

Speaker Session | Operations | Room 109

Jane Wellman will share her perspective on challenges facing IR from current pressures on finances and growing concern about college costs, using the example of efforts to measure value as a case in point. She will stress both the importance and limits of empiricism, and the need for more willingness to explore the connections between learning outcomes and finances. (Session ID: 2033)

Presenter(s)
Jane Wellman, *College Futures Foundation*

Applying IR Expertise to the Budget Process

Speaker Session | Operations | Room 108

The use of performance-based budget models is increasing across American higher education. At the University of Cincinnati, performance-based budgeting has been in place since 2010. From conception to present day operations, the Office of Institutional Research has played a key role in the process. In this session, two institutional researchers with primary responsibility for the PBB model describe how it came about, how it works, and how IR helps lead the process. Overall, this session provides a full description of how data developed by IR is at the center of an essential campus decision-making process. (Session ID: 1260)

Presenter(s)
Daryl Wright, *University of Cincinnati*
Hongmei Zhu, *University of Cincinnati*

Best Practices in Program Review

Discussion Group Session | Assessment | Room 405-407: Group 3

Discussion participants are invited to share their colleges' approaches to program review: For budgeting processes on your campus, how important is program review in allocating resources? How much a part of the culture is program review on your campus? What is the level of transparency with the final reports out of the program review process on your campus? What is the cycle (timeline) for ongoing program review on your campus? What data elements are involved institutionally? (Session ID: 1724)

Presenter(s)
Sheri Barrett, *Johnson County Community College*
Natalie Alleman Beyers, *Johnson County Community College*

Case Study of Overall Efficiency and Effectiveness of IR/IE Offices

Speaker Session | Operations | Room 111

IR/IE offices are often overwhelmed by the sheer volume of data requests from campus stakeholders. How can we organize our office projects, communicate priorities, and even negotiate necessary resources with senior administrators? As a solution, we developed a four-quadrant framework to analyze overall efficiency and effectiveness of IR/IE offices in terms of the purposes (i.e., external accountability or internal improvement on the X axis) as well as the regularity (i.e., routine or ad-hoc basis on the Y axis). Our presentation illustrates multiple case studies of IR/IE offices and also explains how audience members can use our framework for their offices. (Session ID: 1586)

Presenter(s)
Hirosuke Honda, *University of Maine at Augusta*
Shigeru Asano, *Yamagata University*
Toshiyuki Shimada, *Ibaraki University, Japan*

Course-Taking Patterns of Community College STEM Transfers

R&D Grant Session | Analysis | Room 102

This study examines course-taking patterns of beginning community college students who plan to transfer into 4-year STEM majors, drawing upon post-secondary transcript data. The study offers new insight into course and program features that help contribute to efficient and effective baccalaureate STEM pathways for interested community college students. (Session ID: 1870)

Presenter(s)
Xueli Wang, *University of Wisconsin-Madison*

Defining and Developing a Model for Higher Education Affordability

Speaker Session | Analysis | Room 106

Affordability and the rising costs of college for students and families are pressing issues that receive significant attention at the national and state levels. As tuition rates and the cost of attendance continue to rise, states and institutions must take steps to ensure college participation does not become unattainable for those students in the lower and middle income ranges. Affordability is hard to define, however, and this session shares how SHEEO and WICHE developed their definitions of the term and the challenges inherent with the available data used. (Session ID: 1500)

Presenter(s)
Andy Carlson, *State Higher Education Executive Officers (SHEEO)*
Kathleen Zaback, *State Higher Education Executive Officers (SHEEO)*
Brian Prescott, *Western Interstate Commission for Higher Education*

Do Honors Programs Impact Learning? Findings from the Wabash National Study

Speaker Session | Analysis | Room 104

Honors programs are often touted for their alleged educational benefits, enriched educational environment, and increased academic challenge. Yet rigorous research on the four-year impact of participation in an honors program is rare. This study examined the educational impact of honors participation across three cohorts of students enrolled at Wabash National Study institutions. The results, both surprising and intriguing, hold potentially important implications for institutions and higher education scholars. Those implications are discussed at length during this presentation. (Session ID: 1263)

Presenter(s)
Mark Salisbury, *Augustana College*
Rebecca Post, *Augustana College*

Doing the Math on Developmental Math Reform: Cost, Impact, and ROI

Speaker Session | Decision-Support | Room 203

This study attempted to account for all costs (direct, recurring, and redirected) incurred as a result of developmental math reform in a North Carolina college. The study confirmed that developmental math enrollment did decline, but college-level math enrollment increased as well as college-wide enrollment. Students who participated in the new math modules had greater success and progressed to college-level math at higher rates. Students who completed college-level math had better outcomes (course completion, persistence, and retention) than students who did not complete college-level math. (Session ID: 1589)

Presenter(s)
Terri Manning, *Central Piedmont Community College*
Bobbie Frye, *Central Piedmont Community College*

Factors Influencing Jordanian Students' College Choices

Discussion Group Session | Assessment | Room 405-407: Group 5

This discussion addresses factors influencing college choice in Jordan. Due to the lack of research on the subject of college choice in Jordan and the Middle East region, the discussion provides useful insights into the college selection process for higher education institutional researchers and policy makers in Jordan. The topics of college choice and college retention have gained attention from higher education policy makers and institutional researchers in the Middle East. A recent Jordanian study is the first of a series of replicated studies in Lebanon, Saudi Arabia, Egypt, and Tunisia. The session objectives are to gain feedback on the research topic, methodology, and implications for Jordanian/Arab higher education and to explore the relative importance of college-choice factors in Jordan and how they compare to the West. (Session ID: 1641)

Presenter(s)
Suliman Batawil, *Ohio University*

Going Beyond "First-Time, Full-Time": Best Practices in Cohort Analysis

Sponsored Discussion Group | Technologies | Room 405-407: Group 6

This discussion addresses the value of cohort analysis for improving student success at community and technical colleges. To what extent are colleges analyzing student cohort data beyond the requirements of external agencies and initiatives? How are these cohort data used for internal decision-making within colleges? What are the greatest challenges colleges face when tracking cohorts? What are the data sources, tools, and technologies IR currently uses for cohort analysis? Are there additional data sources, tools, and technologies that would allow IR to more effectively analyze cohorts?
(Session ID: 1973)

Presenter(s)
Natalie Kistner, *ZogoTech*
Aaron Thomason, *ZogoTech*

KAIR Best Presentation: Increasing the Pace of Student Analytics: Database Development and Visualization Tools to Support Effective Decision-Making

Affiliated Organization Best Presentation | Technologies | Room 205

We describe the suite of tools being developed at the University of Kentucky to increase the pace of data acquisition, analytics, and decision making. Using SAP HANA in-memory database, we have built an extensive and highly flexible set of reporting tables for custom reporting and ad-hoc analytics. With this and Tableau Server, we have been able to "outsource" much of our reporting and analytics work to end-users throughout the University. Additionally, our MyUK mobile app contains several avenues for interacting with students, including the "K-feed" messaging system and a single-question "micro-survey" engine that has a response rate over 40%. (Session ID: 1554)

Presenter(s)
Craig Rudick, *University of Kentucky*
Roger Sugarman, *University of Kentucky*
Katherine Tharp, *University of Kentucky*

Maximize Institutional Effectiveness with Campus Labs®

Sponsored Speaker Session | Technologies | Room 105

Every campus runs on data. Efficiently collecting data and sharing that data in meaningful ways can be challenging and time-consuming. Come learn how the Campus Labs platform, in use at over 700 colleges and universities, can help you solve problems and answer questions on your campus by maximizing the accessibility of your data; giving you comprehensive assessment, reporting, retention and resource allocation tools; and enabling you to leverage your data to support your accreditation process and view progress toward your strategic initiatives. We also provide a glimpse of new capabilities offered around improving teaching and learning. (Session ID: 1963)

Presenter(s)
John White, *Campus Labs*

Moving Forward in IR: Strengthening the IR Professional's Role

Discussion Group Session | Operations | Room 405-407: Group 1

Following a discussion of Terenzini's tiers, attendees will be asked: What is your role in IR? What is the breadth and scope of IR at your institution? What are the key challenges you face? Do you believe senior administrators at your institution deeply understand IR? If not, how can that be accomplished? (Session ID: 1203)

Presenter(s)
Karen Webber, *University of Georgia*
Angel Calderon, *RMIT University*
Gerald McLaughlin, *DePaul University (Retired)*
Charles Mathies, *University of Jyväskylä*
John Taylor, *University of Liverpool*

NEAIR Best Presentation: Integrative Learning: Helping Students Make the Connections

Affiliated Organization Best Presentation | Assessment | Room 103

At the University of Michigan, research conducted with student leaders showed that even though most reported having extraordinary learning experiences, the vast majority could not describe what they had learned, why or how it was valuable to them, or how they might apply their knowledge and skills. Through integrative learning, students can make meaningful connections of their experiences, synthesize their learning, and gain a greater understanding of how their skills and knowledge can help them achieve their academic, professional, and personal goals. This research explores the university's effort to facilitate integrative learning by engaging students in curriculum-focused, guided self-reflection. (Session ID: 1912)

Presenter(s)
Thomas McGuinness, *Bates College*

PNAIRP Best Presentation: Exposing Basic Institutional Stats Using Interactive Tableau Dashboards

Affiliated Organization Best Presentation | Technologies | Room 113

We discuss the challenges of building useful dynamic Tableau dashboards that present an 8-year history of student enrollments, course taking, progress, and graduation at a large public 4-year institution. We also address the challenges of publishing such dynamic dashboards for the public while preventing accidental disclosure of personally identifiable information. Finally, we provide participants a sample data model and a sample Tableau dashboard if they wish to implement the model with their own institutional data. (Session ID: 1911)

Presenter(s)
Nevena Lalic, *University of Washington*

Price Versus Press on Graduation Rates

Sponsored Discussion Group | Decision-Support | Room 405-407: Group 4

In 45 minutes, we'll discuss Price Versus Press on Graduation Rates and take a very different look at what it means to finish in four years and how much money was spent on a degree. Some institutions are looking at three year undergraduate degrees as an option for meeting the job market needs. Other institutions are concerned about the cost of an education and a student's ability to bear the debt. (Session ID: 2032)

Presenter(s)
Christina Rouse, *Incisive Analytics*

Student Leadership Development Programs for Underrepresented Populations

Discussion Group Session | Decision-Support | Room 405-407: Group 2

Design of student leadership development programs for underrepresented/underserved students is an important issue. According to Komives, Dugan, Owen, Slack, Wagner & NCLP (2011) racial group identification has a direct impact on leadership development and therefore, it should be considered and accounted for during the creation of leadership development programs. The discussion is built around a study completed by the Gates Millennium Scholars Program. These questions guide the discussion: What are appropriate leadership paradigms related to race/ethnicity? What are the best methods to communicate results on a student leadership study to campus stakeholders? What program types can be developed from study results (presented during the discussion) by campus stakeholders? How is the study generalizable to wider audiences? (Session ID: 1769)

Presenter(s)
Barry Nagle, *Gates Millennium Scholars Program/UNCF*

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

Speaker Session | Analysis | Room 207

The session provides updates on all of the U.S. News education ranking projects, including Best Colleges, Best Graduate Schools, Best High Schools, and Best Online Programs. We explain methodology changes made to these projects in the past year, discuss existing project expansions (e.g., rankings of graduate nursing programs), talk about new ideas being considered for the upcoming edition of Best Colleges, and review other new ranking projects, including Best Global Universities and Best Arab Region Universities. We discuss why we give data and unpublished rankings to the institutional research community, and how AIR members can obtain those data from U.S. News. (Session ID: 1243)

Presenter(s)
Robert Morse, *U.S. News & World Report*
Diane Tolis, *U.S. News & World Report*

Using Analytics to Minimize Student Course Withdrawals

Speaker Session | Decision-Support | Room 201

Excessive course withdrawals are costly to both the student and the institution. While most institutions have systems to track and report basic descriptive information (e.g., counts and percentages), less attention is typically paid to a student's precise (and often complex) reasons for withdrawal. Building upon the results of prior empirical work, this session provides and demonstrates the use of both qualitative and quantitative analytics to process large volumes of raw, unstructured (open) text as extracted from a student withdrawals (text) database. The session focuses on how these text data can be qualitatively structured and then transformed numerically for subsequent quantitative analyses using appropriate multivariate procedures. (Session ID: 1095)

Presenter(s)
Greg Michalski, *Florida State College at Jacksonville*

Using Labor Market Data to Review and Strengthen Curricular Offerings

Speaker Session | Decision-Support | Room 107

At J. Sargeant Reynolds Community College, our Office of Institutional Effectiveness created reports that focus on mapping labor market data with potential careers that students may pursue upon completing occupational-technical programs. While evaluating our curricular offerings, these reports have become a key asset to: a) ensure we meet our mission, b) answer our President's challenge: "Is today's decision in the best interest of our students?", and c) understand current and future labor market needs in our community. This presentation is intended for research analysts and IR directors interested in implementing similar reports at their institutions. I will take the audience through the process from where to find data to how to aggregate results, and discuss tips for presenting these data to college leaders. (Session ID: 1150)

Presenter(s)
Ryan Johnson, *J. Sargeant Reynolds Community College*

What if...? How PIRS Debate May Make Us Reconsider Relationships Between IR Offices and Graduate and Professional Schools

Sponsored Speaker Session | Decision-Support | Room 112

Thus far, debates on the President's proposed postsecondary institutional rating system (PIRS) plan have focused exclusively on undergraduate education. However, heightened attention to debt levels and employment outcomes for graduate and professional (G&P) students could spur discussion of a rating system for G&P education. If that happens, what will it mean for institutional researchers? This session begins a conversation among IR professionals to deepen the understanding of IR's roles in G&P education. We discuss what capacity—if any—G&P schools have to respond to a PIRS-like mandate to produce appropriate metrics that reflect their value, and what may be missing from currently available data on G&P programs. We also explore if this era of greater accountability and transparency offers an opportunity for more collaboration between IR offices and G&P programs, and how an organization like AIR can serve as a hub for such collaboration. (Session ID: 1976)

Presenter(s)
Elise Miller, *Access Group, Inc.*
Bryan Cook, *American Dental Education Association*
Tiffane Cochran, *Access Group, Inc.*
Antoinette Flores, *Center for American Progress*

10:45 AM–11:30 AM

A Better Data Culture: How to Have a Clear Path from Question to Answer

Sponsored Speaker Session | Reporting | Room 112

Successful institutional reporting is based on good reporting processes and data governance. In this presentation, we share our perspective on the best practices of data management. We discuss the iterative life-cycle of data requests from questions to answers, and we also introduce the Data Cookbook, the data management tool for higher education. The Data Cookbook provides workflows to manage the process of reporting and to govern the knowledge that is shared through your reports. (Session ID: 1975)

Presenter(s)
Scott Flory, *IData, Inc*

Balanced Scorecard + Change Management = Kaizen!

Speaker Session | Assessment | Room 210 & 212

The ability to effectively implement a strategic plan that requires organizational change is now an imperative for most higher education institutions. It is no longer sufficient to have a strategic plan; it is necessary to have a strategic plan that focuses on continual measurement paired with an intentional change management process. Continuous improvement (also known as kaizen) is the key to institutional effectiveness in our organizations. Participants will learn about a very accessible approach to change management (Kotter's 8-Step Process) as well as a measurement-focused methodology for strategic planning and implementation. The presentation shares real-world examples from Carlow University's use of these tools to accelerate the change needed to achieve our strategic goals. (Session ID: 1656)

Presenter(s)
Anne Candreva, *Carlow University*

Best Practices in Sharing Information to Engage the College Community

Discussion Group Session | Technologies | Room 405-407: Group 3

Often the wealth of IR data goes unnoticed. This discussion highlights some unique and fun practices used to share institutional data internally, and externally with the local community. What creative things are you doing to share data and education with the community? What are some pitfalls you've experienced with sharing data? What creative solutions have you found to free up your time to work on new initiatives? (Session ID: 1424)

Presenter(s)
Donald Femino, *Endicott College*
Peter Hart, *Endicott College*

Beyond Earnings: High-Impact Experiences and Post-Graduation Outcomes

Speaker Session | Analysis | Room 104

Amid heightened campus, state, and national discussions of postsecondary student success and institutional effectiveness measures, undergraduates' post-graduation earnings have often garnered the greatest attention. Yet a range of recent studies from academics and policymakers alike have also highlighted the longitudinal impact of undergraduates' participation in high-impact educational practices (HIPs) on their post-graduation outcomes. Effectively connecting those HIP experiences to post-graduation outcomes has been a growing challenge for students and institutions. Utilizing data from the Student Experience in the Research University (SERU) survey, this session uses an expanded model of student development and outcomes mapped to HIP participation during college to explore a broader portfolio of measures of successful outcomes for students and for institutions. Presenters also apply the model to student participation levels in HIPs with implications for policy and practice. (Session ID: 1152)

Presenter(s)
Lesley Lydell, *University of Minnesota Twin Cities*
Laura Gorny, *University of Minnesota Twin Cities*

Bringing Credibility to Data: Data Governance and Institutional Research

Panel Session | Technologies | Room 107

Creating a culture of data driven decision-making is a familiar mantra. One major component of creating this culture is implementing data governance. In short, data governance makes the data and information provided through decision support systems more accessible, understandable, and credible to a larger number of individuals. This panel includes four IR professionals who have been involved in data governance at different levels at four large, research institutions. They provide their perspectives of the role of IR in data governance, including answers to the following questions: What is data governance? Why is it important in higher education? What is the role of IR or IR professionals in data governance? Where does data governance sit within your institution? Practically speaking, how do we do data governance? What are the best practices and lessons learned in data governance at your institutions? (Session ID: 1454)

Presenter(s)
Kathryn Schmidtke Felts, *University of Missouri Columbia*
Ryan Cherland, *University of California, Irvine*
Christina Drum, *University of Nevada-Las Vegas*
William Knight, *Ball State University*
Kathryn Flack Potts, *Stanford University*

Canonical Correlation Analysis to Examine Student Engagement and Learning

Speaker Session | Analysis | Room 207

Using canonical correlation analysis, this study examines the relationships between measures of student engagement from NSSE and perceived gains in learning. The study draws on institution-level data from NSSE participants in 2011 and 2013. Several significant relationships were found between engagement and learning. For example, learning outcomes associated with application, like acquiring job-related skills, were positively associated with the engagement indicators of quantitative reasoning and collaborative learning. This presentation also provides attendees with an introduction to the logic and methods underlying canonical correlation analysis. (Session ID: 1324)

Presenter(s)
John Zilvinskis, *Indiana University Center for Postsecondary Research*
Anthony Masseria, *Indiana University Robert H. McKinney School of Law*
Gary Pike, *Indiana University-Purdue University Indianapolis*

Degree Qualifications Profile, Tuning, and IR: Partners in Insuring Academic Quality

Panel Session | Decision-Support | Room 403 & 404

In this session, the presenters will provide an overview of the Degree Qualifications Profile (DQP) and related Tuning efforts. First, we explain what DQP and Tuning are and do, and then we provide examples of how institutions are using them along with lessons learned since 2011. Institutional researchers from institutions involved in DQP and Tuning efforts will share their experience as well as their role in working with these initiatives. The role of IR in DQP/Tuning work will be outlined and resources will be shared with participants interested in undertaking this work. (Session ID: 1905)

Presenter(s)
George Kuh, *National Institute for Learning Outcomes Assessment*
Natasha Jankowski, *National Institute for Learning Outcomes Assessment*
Robert Sweatman, *Illinois College*
Annette Tommerdahl, *Holy Names University*
Sandra Fulton, *J. Sargeant Reynolds Community College*

Does College and Career Readiness Translate to STEM Readiness?

Discussion Group Session | Analysis | Room 405-407: Group 4

This discussion addresses how feedback from general college and career readiness indicators relates to one's readiness to pursue specific educational plans with a focus on STEM majors. The following questions are explored: Are students who are "college ready" necessarily ready

to major in STEM? What is the typical first math course taken by STEM majors overall, and by specific STEM major categories (e.g., medical health majors), as compared to the typical first-year student? How does the academic profile of successful STEM majors differ from the typical first-year student? What other characteristics should be considered in addition to academic preparation to evaluate one's readiness for STEM? What information can we provide to prospective STEM majors to help facilitate the transition from high school to college? (Session ID: 1704)

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

Graduation Rates: What Do They Mean? How are They Determined? Is One Best?

Discussion Group Session | Analysis | Room 405-407: Group 6

Graduation rates are an important institutional outcome, and institutions are increasingly being held accountable to report them. However, some indicators are unrepresentative of the actual impact and value of an institution. This is especially true of institutions that have large percentages of part-time students or that offer large numbers of awards other than bachelor-level degrees. This group session addresses graduation rates and metrics and will foster discussion of how institutions are addressing these and related questions on their campuses: What do graduation rates mean and why are they important? What important student completion outcomes are missing? How do several of the metrics differ, and what do they capture or omit? Is one metric better than all the rest, or how do you select the ones to tell the right story? Are there ways to display graduation rates so institution leaders can make more informed decisions? (Session ID: 1794)

Presenter(s)
Robert Loveridge, *Utah Valley University*
Geoff Matthews, *Utah Valley University*

Herding Cats: Lessons for New Professionals Navigating Accreditation

Speaker Session | Assessment | Room 401

Have you ever felt like you've been herding cats? Just wait until you have to herd those cats during the accreditation process! Many IR members find themselves thrust into the accreditation process with little to no previous experience, and are expected to manage large amounts of information, people, and resources in order to have a successful process. This session offers real-life strategies for other professionals currently (or soon to be) navigating their own accreditation processes. Additionally, participants will understand the pros and cons of various methods of gathering information and managing information managers. (Session ID: 1519)

Presenter(s)
Sarah Luczyk, *University of West Florida*
Joshua Schutts, *University of West Florida*

Identifying a Proxy for Student Engagement

Speaker Session | Decision-Support | Room 205

Student engagement outside of the classroom is a well-known factor in modeling student retention and persistence, yet many institutions do not have strong methods for quantifying this construct in a way that it can be effectively incorporated into projections and used to guide intervention efforts. This presentation shares one university's efforts to identify a practical and meaningful proxy for student engagement. An analysis of the proxy's impact as a predictor of retention and persistence in recent years is shared, as well as plans for how this information guides outreach strategies and projection models. (Session ID: 1232)

Presenter(s)
Colin MacFarlane, *Stetson University*
Resche Hines, *Stetson University*

IE's Role in Improving the First Year: Perspectives from Three Institutions

Panel Session | Operations | Room 109

Many institutions are focused on improving first-time in college student fall to fall retention rates. Over 260 institutions have turned to the John Gardner Institute for Excellence in Undergraduate Excellence for help in this area. This session examines the experiences of three distinct institutions: a four-year, private, not for profit university; a four-year, public university; and a two-year, public college. The presenters share insights on preparing the self-study and working with faculty and staff from across the university. They also share tips and recommendations for those who may participate in the Foundations of Excellence in the future. Finally, they discuss the lasting effects of participation both for their students and their offices. (Session ID: 1153)

Presenter(s)
Donald Rudawsky, *Nova Southeastern University*
Brent Drake, *Purdue University*

MdAIR Best Presentation: iDashboards: Displaying Effective and Interactive Data for Decision Making

Affiliated Organization Best Presentation | Technologies | Room 103

This presentation describes the experience of one small institutional effectiveness office and its struggles with getting leadership to use and understand data. The institution has decided to use an interactive software (iDashboards) to display data in new ways and to try to increase users' abilities to analyze data at their levels. The presenter discusses the decision to purchase a dashboard software, the products considered, the implementation of the software, the features and dashboards that have been developed, and the plan for the future use of iDashboards at Frederick Community College. (Session ID: 1933)

Presenter(s)
Jacob Ashby, *Frederick Community College*

Navigating the IR-IT Relationship to Build Business Intelligence

Panel Session | Operations | Room 108

Institutional research offices are increasingly called upon to provide a wide range of analytics and analyses for decision support, which means there is increasing need to reorganize the data in student information and other transactional data systems. The structure of the data must provide quick, valid, and reliable results, usually found in star schema or related data warehouse architectures. Creation and maintenance of this data structure inevitably relies on the Information Technology division, yet IR is rarely IT's primary constituency. This panel provides participants with three different examples of navigating the IR-IT relationship to build a data infrastructure that meets institutional analysis needs. (Session ID: 1220)

Presenter(s)
Elizabeth Barlow, *Syracuse University*
Susan Moreno, *University of Houston*
Jenna Allen, *University of California, Berkeley*

Open-Ended Questions: A Tool to Better Understand Institutional Perceptions

Discussion Group Session | Assessment | Room 405-407: Group 2

Institutional researchers traditionally analyze and report quantitative survey data. However, open-ended survey items provide an opportunity for participants to describe their narratives in a richer way. How to analyze and disseminate this information has led to discussions concerning privacy and confidentiality. This discussion group session provides an example of one institution's surveys and demonstrate the rich responses received from participants completing the surveys. Discussion includes issues related to collecting, analyzing, and reporting open-ended survey items. Discussion questions include: How does your institution collect and analyze responses to open-ended survey items? How does your institution share and make meaning of student comments gathered by open-ended survey questions? How can institutional research offices simultaneously protect the rights of individuals while ensuring that student voices are heard?
(Session ID: 1461)

Presenter(s)
Jana Hanson, *Kirkwood Community College*
Elizabeth Jach, *Kirkwood Community College*

PacAIR Best Presentation: Easy Breezy Data Write-Ups

Affiliated Organization Best Presentation | Reporting | Room 113

Often it's not enough to whip up data . . . it's beneficial to write up data as well. Bypass writer's block and compose more capably by utilizing 2 efficient techniques: a) the refreshing 3-step writing process, and b) the simple 5-point template for interpreting a table or chart. Effective data write-ups—whether for grant proposals, contract renewals, or published articles—are among the best ways to influence your readers, and to facilitate the successful use of data for effective decision-making. (Session ID: 1900)

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

Pathways to Persistence: From IR to Intervention Strategies that Matter

Speaker Session | Decision-Support | Room 201

Because the pre-college characteristics of students at the University of Baltimore greatly vary for each cohort (new freshmen, transfer sophomores, and transfer upper division students), a unified theory of student departure at the university was impossible. This presentation describes our flexible model of student persistence and methods for analyzing evidence concerning the variables for pre-matriculation characteristics and their impact on initial commitment, subsequent commitment, and persistence. We explain targeted interventions that were informed by this evidence and share practices for engaging faculty and staff in using pathways to persistence and survey data to continue to refine institutional effectiveness practices. Participants will engage in discussion of how these multiple IR studies can be effectively deployed for campus-decision support. (Session ID: 1430)

Presenter(s)
Marguerite Weber, *Cabrini College*
Catherine Andersen, *University of Baltimore*

Preview of a Statement of Aspirational Practice for Institutional Research

Speaker Session | Decision-Support | Room 105

This session introduces an aspirational vision for data and decision support that acknowledges the disruptive innovations already occurring in the field of institutional research. Come learn about how AIR members, serving as subject matter experts, helped shape the aspirational statement and the current work of pilot testing the statement's use in setting action plans for new roles in the campus-wide function of institutional research. Key concepts to be explored include how students and faculty can be served by IR, new roles of IR in coaching and assisting institutional studies at all levels of the institution, and need for institutions to build the data literacy skills of employees outside of the traditional IR Office. This session will prepare attendees to benefit from the national report on this activity, which will be widely disseminated to presidents, provosts, system heads, and other stakeholders in Fall 2015. (Session ID: 1856)

Presenter(s)
Gina Johnson, *University of Denver*
Leah Ross, *Association for Institutional Research*
Tim Stanley, *Utah Valley University*
Randy Swing, *Association for Institutional Research*

Recycle Your Reports to Increase Organizational Effectiveness

Speaker Session | Technologies | Room 106

With a small staff of only three employees and the increasing reporting needs for the institution, the Office of Institutional Research at Ohio Northern University responds to a number of ad-hoc requests that are often similar in nature, but may require moderate to major reporting modifications for each constituent. Instead of starting each reporting project from scratch, the office has identified and developed a couple of key reports using Tableau Software for each of the major functional areas, such as enrollment, staffing, faculty workloads, course evaluations, etc. that can be easily customized within a few clicks to generate a slightly new report. This session discusses the various key reports that the office has developed, including the tremendous benefits to an IR office to help increase organizational effectiveness. (Session ID: 1142)

Presenter(s)
Omer Minhas, *Ohio Northern University*

Scholarly Activity Benchmarks for Planning and Budgeting

Discussion Group Session | Decision-Support | Room 405-407: Group 1

This discussion is organized around the following questions: What priority do institutions place on external context (versus internal historical trends) in the planning and budgeting process? What external benchmarks do institutions regularly include in the planning and budgeting process? What external scholarly activity benchmarks are most appropriate for various levels of planning and budgeting (i.e., department, college, and institution-level)? How do participants currently estimate the impact of budget scenarios (i.e., expected retirements and investments in faculty lines and new programs) on the institution's overall scholarly activity? Follow-up: How does this information enter department and college-level budget deliberations? (Session ID: 1799)

Presenter(s)
Mark Winter, *University of Utah*
Matthew Cooper, *Academic Analytics*

Student Veteran Success and Measurement

Discussion Group Session | Assessment | Room 405-407: Group 5

This discussion addresses the complexity and confusion around military education benefits with institutions of higher education, and covers successful student success strategies for this population. Core questions posed include: How does your institution identify veterans, military members, and military family members on campus? What intentional practices are used to support student veterans, and are they targeted correctly? How accurate are your measures of student success for veteran and military students? (Session ID: 1798)

Presenter(s)
Phillip Morris, *University of Colorado Colorado Springs*

The Connection between National Unemployment Rates and College Enrollments

Speaker Session | Analysis | Room 203

A series of articles have been pointing to the fact that IHEs are facing significant difficulties recruiting students, and that enrollments have dropped significantly during periods of economic expansion (e.g., Bidwell, 2013; Lederman, 2013; Fine, 2014). This study explores this connection, provides empirical evidence of its existence, and helps inform decision-making at the institutional, state, and federal levels. The results of this study illustrate that a positive relationship exists between the national unemployment rates (NUR) and undergraduate enrollments in public 4-year IHEs, and that students with different characteristics (gender, race/ethnicity, and socio-economic status) respond differently to variations in the NUR in terms of enrollments. (Session ID: 1353)

Presenter(s)
Diana Barbu, *State University System of Florida*

Then, Now, and Implications for Institutional Research

Panel Session | Operations | Room 110

The panel reviews the history of institutional research, including the formation of the Association for Institutional Research and the events that led to the development and adoption of its initial Constitution, including the 1965 Forum at Stony Brook, New York. The panel also ponders the implications for the future. It is important that AIR members have the opportunity to understand the history of their field of endeavor and their professional association, and appreciate the contributions of those whose earlier efforts led to the creation and early success of AIR. (Session ID: 1049)

Presenter(s)
James Firnberg, *Louisiana State University (Retired)*
Stanley Ikenberry, *National Institute for Learning Outcomes Assessment*
James Montgomery, *Virginia Polytechnic Institute and State University (Retired)*
Joe Saupe, *University of Missouri (Retired)*
Gary Rice, *University of Alaska Anchorage (Retired)*

We're Number 80?! Placing Rankings in Context for Leadership

Speaker Session | Decision-Support | Room 102

College and university rankings are a big business, and seem to be multiplying every year. At Tufts, a change in senior leadership has resulted in increased interest in university ranking systems, in particular in international ones like ARWU, THE, QS, and U-Multirank, but also in systems like Washington Monthly and Forbes. Communicating with senior leadership about these rankings' methodologies, Tufts' place in the rankings, and the "whys" of Tufts' changes in position has been an ongoing project. This session describes the rankings systems that have garnered the most attention at Tufts, the ways in which OIRE has analyzed and communicated with leadership about these rankings, and the surprises that have arisen along the way. (Session ID: 1571)

Presenter(s)
Jessica Sharkness, *Tufts University*
Dawn Geronimo Terkla, *Tufts University*

What Every IR/IE Rookie Should Know: Class of 2015

Panel Session | Operations | Room 111

Three institutional researchers representing a public research university, a public master's university, and a large, online institution share experiences from their first seven years of working in IR and IE. The target audience is newcomers to institutional research (IR) and/or individuals responsible for coordinating, planning, and assessment and helping others to use assessment results for continuous improvement (IE). This presentation allows time for a question and answer session with the panelists as well as an opportunity for the audience members to share lessons they learned during their initial experience of working in IR and IE. (Session ID: 1144)

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

11:30 AM–01:00 PM

Lunch Break and Networking

Special Event | *Exhibit Hall (Four Seasons Ballroom 1-4)*

The schedules for Wednesday and Thursday include 1½ hours for dedicated lunch breaks, networking, and Poster Presentations (co-located in the Exhibit Hall). Cash carts in the Exhibit Hall and other common areas will offer a sandwich, chips, and a drink for $16. AIR Bucks can be redeemed for food and beverage in the Convention Center.

11:45 AM–12:45 PM

Poster Gallery Q&A

A Formative Evaluation of Student Progression

Poster Presentation Session | *Decision-Support* | *Poster 15*

This study examines progression using a mixture of methods, levels of data, and stakeholder perspectives. Using this approach may better highlight that challenges and possible solutions can vary depending upon the stakeholder's perspective. The objective of this poster session is to demonstrate how multiple perspectives can support discussions, strategic planning, and decision making regarding courses and instructors.

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

A Retention Study on Spring Starters in Indiana University Campuses

Poster Presentation Session | *Decision-Support* | *Poster 71*

The issue to be addressed was framed with three research questions: How do spring beginners differ demographically, financially, and academically from fall beginners? Are these characteristics related to retention to the second year? Is the variable "semester of entry" significant to predict student retention? The importance of knowing spring starters is that it can inform institution policy-making in student affairs and measures taken to help student succeed in college. This poster aims to provide knowledge of spring starters of the IUPUI and Regional Campuses, raising institutions' awareness of these at-risk spring starters, and provoking thoughts on measures to be taken.

Presenter(s)
Xiqian Liu, *Indiana University Bloomington*

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Active Learning in STEM: Assessment of Student Learning and Pedagogy

Poster Presentation Session | Assessment | Poster 75

Incorporating more student-centered pedagogical approaches can be challenging at large research universities that often have large introductory classes and limited resources. This poster session highlights the innovative approaches of select faculty members in STEM working to integrate active learning into their courses, both at the undergraduate and graduate levels. The presenters provide examples of how other institutions can successfully apply a variety of assessment techniques to evaluate active learning within STEM curricula, with particular focus on student learning outcomes and faculty pedagogy.

Presenter(s)
Casey Shapiro, *University of California, Los Angeles*
Michael Soh, *University of California, Los Angeles*
Hilary Zimmerman, *University of California, Los Angeles*

Applying a Value-Added Model to a Midwestern State's Community Colleges

Poster Presentation Session | Analysis | Poster 35

The Obama administration plans to influence how federal aid to schools is distributed based on a ranking system it has devised that includes measures of affordability and student success. Community colleges are especially concerned about this system because they are historically open enrollment institutions, and it is contrary to their missions to throw up road blocks to discourage students from enrolling who have a low probability of succeeding. This research seeks to isolate the variance attributable to heterogeneous student characteristics and quantify the unique educational value institutions impart to students while taking account of the amount of money the school spends in the process. A multivariate methodology from the economics of higher education literature is applied to approximately 97,000 student records from all 14 two-year degree awarding schools in a single rural state.

Presenter(s)
James Atkinson, *Oklahoma City Community College*

Attitudes, Institutional Context, and Achievement: An Exploratory Analysis

Poster Presentation Session | Analysis | Poster 7

Research indicates that today's entering undergraduate students are highly motivated to complete college degrees. But research also suggests some entering students have doubts about their academic preparation and abilities to obtain college degrees. The study uses survey data to examine the relationship between entering students' desires to complete college and their attitudes and behaviors, background characteristics, and other institutional factors. The overall regression model exhibited reasonable fit: R2=65.5%; R=60.6%; RMSE=0.4997; F (48, 340) =13.4; p<0.01. The results indicated student academic self-concept, intellectual interests, academic engagement, confidence, and sociability, as well as supportive professors, consistent expectations, challenging educational environments, and quality pedagogy are important predictors of student desire to succeed in college. These findings may have important implications for understanding how students learn.

Presenter(s)
Edward Acquah, *Athabasca University*

Best Practices in Holistically Monitoring Institutional Effectiveness

Poster Presentation Session | Operations | Poster 73

Institutional effectiveness should be managed in a holistic manner across offices related to institutional research and consider the organizational culture of an institution (Srikanthan & Dalrymple, 2010). The model adopted should include an assessment of the resources and support available in a global environment (Darandari et al., 2009). Furthermore, institutional operations, quality assurance methods, and evaluation approaches should contribute to the quality enhancement of the institution (Gosling & D'Andrea, 2001). This poster gives institutional research professionals insights on successful strategies that can be used at local and international universities, and an opportunity to critique a holistic model of IR.

Presenter(s)
Tahira Hoke, *Prince Sultan University*
Connie Mitchell, *Prince Sultan University*

Break or Bridge? Options for Bridging Multi-Race/ Ethnicity Data

Poster Presentation Session | Analysis | Poster 39

Since the 2010-2011 school year, all educational institutions in the United States are required to collect and report racial and ethnic data with OMB's revised standards, which include a new category of "two or more races." Some educational institutions may encounter a "break" between the old and new data series. It is important that they are aware of bridging options to implement during the transitional period and when reporting trend data. The goal of the presentation is to showcase a simulation of multi-race/ethnicity data using the bridging methods proposed by OMB.

Presenter(s)
Ellen Sawtell, *The College Board*

Breaking the Rules: Using OLS Regression to Model Complex Data

Poster Presentation Session | Analysis | Poster 57

This poster summarizes a study that examined how scholars communicated the methods and results of research that used OLS regression techniques to model outcomes on data with a complex structure. The findings suggest a need to clarify the conditions in which complex data can be modeled using OLS regression and what corrections are required to align the analysis with good statistical practice. This study serves as a reminder that institutional research professional are well-suited to collaborate on projects requiring statistical and methodological expertise. The results presented in the poster also enhance the tools available to institutional research professionals.

Presenter(s)
Kimberly Fath, *Elon University*

Bridging Faculty Members' Expectations and Students' Actual Studying Hours

Poster Presentation Session | Analysis | Poster 47

Internal quality assurance is an important issue in higher education, and the extent of implementation of the credit hour system is one of the key indicators for ensuring the quality of institutions. There is, however, a gap between the hours institutions expect their students to spend preparing for classes and the hours the students actually spend. The objectives of the poster presentation are to provide a better understanding of the relationship between internal quality assurance and the number of hours students actually spend studying, and to discuss how we can bridge the gap between institutions' expectations and students' realities in order to achieve internal quality assurance.

Presenter(s)
Tomoya Hashimoto, *Kyoto Koka Women's University*

California's Transfer Degrees: For Whom and For Where?

Poster Presentation Session | Assessment | Poster 23

A law was enacted in 2010 to require the California Community Colleges (CCC) and California State University (CSU) to collaborate on the creation of Associate in Arts and Science Degrees for transfer to streamline transfers from community colleges to CSU. This poster presentation focuses on the equity in the program implementation by examining differences in the characteristics of the students who received the transfer degree and those who received terminal degrees (AA/AS) in comparable programs prior to the implementation. We also demonstrate whether the new program increased efficiency in the transfer process.

Presenter(s)
Atsuko Nonoyama, *California Community Colleges Chancellor's Office*
Alice Van Ommeren, *California Community College Chancellor's Office*

Climate Perceptions of Community College Staff and Faculty

Poster Presentation Session | Decision-Support | Poster 55

This poster presentation compares the institutional climate perceptions of full and part-time staff and faculty at community colleges. Many community colleges are decreasing hours and benefits of employees and transitioning full-time positions to part-time to address budget shortfalls. Noninstructional staff account for more than 45% of community college employees, but are largely absent from current literature. This stressful economic environment and shift in institutional workforce can affect institutional climate for all employees. Organizational climate is important because it plays a critical role in change processes (Ayers, 2002), and can impact employee satisfaction.

Presenter(s)
Alessandra Dinin, *North Carolina State University*
Katherine Ratterree, *North Carolina State University*

College Super Seniors and Their Degree Completion

Poster Presentation Session | Assessment | Poster 65

"Super seniors" are those college students who have earned enough credits for graduation, but still stay at college. An urban university wanted to know what impact students' timing and eventual choices of degrees/majors had on degree completion over time. An historical database covering more than 20 years was used to examine this question. Participants will gain information on how to manipulate an historical database to answer broad institutional questions, and will learn about factors that influence student success in an institution with a senior student body.

Presenter(s)
Lina Lu, *Portland State University*

Decisions, Decisions: How College Choice Affects the Transition to College

Poster Presentation Session | Analysis | Poster 1

As cost and financial aid concerns become increasingly significant in college choice, incoming freshmen apply to more schools than ever, and fewer students attend their first choice colleges (Eagan et al., 2013). However, it remains unclear how this affects their experiences once they get to college. This study examines how experiences during the first year vary based on students' institutional choices. Using data from the 2014 Your First College Year Survey (YFCY), this study compares experiences of students from 4 groups: students not admitted to their first-choice institutions; students admitted to their first choices, but went elsewhere; students attending their first choices, but applied to multiple institutions; and students attending their first choices who only applied to 1 institution. Visual display of the findings shed light on the transition to college and how survey items, in addition to demographic data, can be used to add a level of analysis to institutional research.

Presenter(s)
Ellen Stolzenberg, *University of California, Los Angeles*

Designing Questionnaires to Achieve a Comprehensive Assessment

Poster Presentation Session | Decision-Support | Poster 81

A researcher cannot make effective decisions based on incomplete data. This presentation demonstrates the importance of designing questionnaires and properly wording questions to gain a comprehensive picture when making decisions. It shows examples of how respondents answered seemingly similar questions rather differently based on the wording and the level of the item they were evaluating. Individual courses and instructors may receive good ratings while the overall program is rated lower.

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

Determined to Succeed: Academic Resiliency in First-Year Students

Poster Presentation Session | Analysis | Poster 33

Grit and resiliency are topics of increasing discussion in relation to the academic experience. In Fall 2013, we piloted a set of survey questions related to academic resiliency to over 55,000 first-year students at 39 four-year institutions. This poster shares that exploration of the theoretical basis and challenges experienced in exploring academic resiliency in first-year college students. It also describes the pilot, including the data collected, the analyses, and what we learned.

Presenter(s)
Matthew Venaas, *Skyfactor (formerly EBI MAP-Works)*
Annette Miller, *Skyfactor (formerly EBI MAP-Works)*

Examining the Impact of an Alternative Grading Program on Student Retention

Poster Presentation Session | Analysis | Poster 21

This study analyzes the impact of the Successful/Unsuccessful Grading (SUG) program. SUG is an intervention that is intended to support students during their transitions into the first year of undergraduate engineering coursework. To understand how the SUG program impacts retention of engineering majors, we conducted an analysis guided by the following research questions: (a) Does participation in the SUG program have a positive impact on a student's likelihood of being retained? and (b) Does the SUG program have a differential impact for students who are underrepresented, female, and minority in the College of Engineering? To address these inquiries, we leverage Bean and Eaton's (2000, 2001-2002) Psychological Model of College Student Retention as our theoretical framework and propensity score matching as our methodological tool. Findings provide insight for engineering educational practices and future research trajectories regarding retention.

Presenter(s)
Heather Novak, *Colorado State University*
Christina Paguyo, *Colorado State University*

Exploring Mathematics Course-Taking Patterns via Data Mining Path Analysis

Poster Presentation Session | Decision-Support | Poster 63

In an effort to increase admission rates and timely graduation rates, higher education is identifying areas for experimentation, modification, and creative innovations to enhance student learning. This study explores undergraduate students' mathematics course-taking patterns using a data mining path analysis from AY 2009-2013. Furthermore, we

explore the differential patterns imposed by criterion based on varying objectives. This study helps administrators gain insight into the course flow from the students' perspectives and aids future curriculum re-alignment and course re-scheduling at the departmental level. Furthermore, this study adds to the developing research literature on the use of big data algorithms in education. The goal of the session is to expose participants to the data preparation, the setup, and the interpretations of a rich research method and its application to educational setting.

Presenter(s)
Siew Ang, *University of Texas at Austin*
Julie Stewart, *University of Texas at Austin*
Tara O'Neill, *University of Texas at Austin*

Exploring the Labor Market Outcomes in the California Community Colleges

Poster Presentation Session | Analysis | Poster 31

The California Community Colleges Chancellor's Office released a number of tools, including the Salary Surfer, that estimate the earnings of students that receive degrees and certificates. This information has been a useful indicator for estimating the potential earnings of various types of certificate and degree programs, but the earnings for students who did not complete awards are still unknown. The Research Unit at the Chancellor's Office has embarked on a study examining wages for graduates as well as 'leavers' (students who exit college without earning a degree or certificate). The poster presentation provides visual information comparing wages between graduates or 'completers' and 'leavers' who exited the system during similar time periods.

Presenter(s)
Ryan Fuller, *California Community Colleges Chancellor's Office*

Factbook Makeover: Revising our Outdated Facts and Figures

Poster Presentation Session | Technologies | Poster 79

For many IR offices, an annual factbook is the most widely shared and referenced report among internal and external constituents. As such, it is often a publication representing the "face of IR" on campus. This visual display presents one IR office's process to substantially update its university factbook and improve its utility to the campus community. We present the goals and objectives of the updates and the outcomes of soliciting feedback from campus end-users. Examples of data tables both before and after revision and a link to the final documents are displayed. Presenters discuss how we dealt with the challenges of meeting multiple users' needs and creating a print publication using Cognos Report Studio.

Presenter(s)
Allison Walters, *University of Delaware*
Di Chen, *Michigan State University*

Going Experiential! Defining and Analyzing Experiential Learning Data

Poster Presentation Session | Analysis | Poster 49

There are inconsistencies in the way universities define experiential learning. In an effort to propose solutions, Cal Lutheran developed a task force to define experiential learning and establish an inventory to track experiential learning components. This poster presents this process, key findings and concerns, and how data will be used to propose future directions along with potential research opportunities that would apply to all universities.

Presenter(s)
David Tushin, *California Lutheran University*
Rodney Reynolds, *California Lutheran University*
Melinda Wright, *California Lutheran University*
Andrea Cruz, *California Lutheran University*
Matthew Guerrero, *California Lutheran University*

Hitting the Numbers: How SLDS Data Can Inform Undergraduate Recruitment

Poster Presentation Session | Decision-Support | Poster 13

To better inform recruitment efforts and identify high school graduate enrollment patterns, analysts utilized data from the Utah Data Alliance, Utah's Statewide Longitudinal Data System, to investigate where high school students enrolled (or didn't enroll) during the first year after high school. This poster highlights the process of gathering the relevant data, problems found and solutions developed in that process, analyses of student enrollment patterns, and the way institutions can use this type of data to inform recruitment efforts.

Presenter(s)
Laura Zemp, *Utah System of Higher Education*
Rachel Ruiz, *Weber State University*

How Often is Often? Testing the Meaning of Vague Quantifiers Among Faculty

Poster Presentation Session | Analysis | Poster 25

Survey researchers often wonder about the meaning of vague quantifiers such as "sometimes" or "often" as employed by surveys. This study focuses on assessing the equivalence reliability of the updated Faculty Survey of Student Engagement (FSSE), with particular emphasis on whether two parallel forms of items produce similar results (e.g., have equal means, variances, and errors). These analyses examined a set of FSSE questions asked in two different ways, first with vague quantifiers, and second with a quantifiable time allocation. This poster provides details about the methods and results of these analyses using data from the 2014 administration of FSSE.

Presenter(s)
Amber Dumford, *Indiana University*
Thomas Nelson Laird, *Indiana University*

Impact of Attending Learning Communities on Student First-Year Success

Poster Presentation Session | Decision-Support | Poster 59

Student first-year experience plays an important role in predicting student college success. While the research literature on retention is well-developed generally, much less is known about how participation in first-year learning communities affects first-year success. This study uses institutional-level data, BCSSE, and NSSE survey items to explore relationships between student self-reported academic preparation, academic engagement, campus environment, and first-year college success measured by retention and first-year GPA. This study identifies how retained and not-retained students perform differently in the first year, and seeks to better understand the experiences and engagement patterns of first-year students. A series of comparisons of logistic regression models is performed to see how attending learning communities impacts students' first-year success.

Presenter(s)
Rita Xiaoyan Liu, *Bucknell University*
Kevork Horissian, *Bucknell University*

Implications of Institutional Debt-Burden for Higher Education's Future

Poster Presentation Session | Analysis | Poster 67

This presentation examines trends in college and university debt levels. As institutions of higher education have sought to make themselves more attractive to prospective students and stakeholders, they have devoted increased portions of their capital budgets to consumption amenities. In doing so, colleges and universities have taken on greater levels of debt. This project analyzes 4-year public and private college and university debt-levels for the years 2008-2012. It reports on trends in these variables and their relationships to other aspects of the university budget.

Presenter(s)
Gabriel Serna, *University of Northern Colorado*
Joshua Cohen, *University of Northern Colorado*

Institutional Research Graduate Certificate Program at Penn State University

Poster Presentation Session | Operations | Poster 3

With support from AIR, Penn State offers an online graduate program for institutional researchers. The program is designed to provide students with the skills that support institutional planning, analysis, and policy formation, benefitting in-career professionals, institutional researchers, graduate students, and persons in related fields. The poster session showcases portions of a recently redesigned course, Foundations and Fundamentals of Institutional Research.

Presenter(s)
Mark Umbricht, *Pennsylvania State University*

Missing the Trees for the Forest: The Role of Program-Level Data

Poster Presentation Session | Analysis | Poster 83

While the institution-level reporting structure of IPEDS may be logical given its role in Title IV accountability, an institution-level lens dangerously risks obfuscating variations in program quality within institutions and patterns in program type across institutions. Using a publicly available program-level data set of AA and BA outcomes at Wisconsin for-profit institutions, this poster uses Tableau visualizations within-institution and inter-institutional variation in outcomes, and how the added nuance it provides might inform both public policy and public perception. The poster will note the implications of incorporating federal program-level reporting into the IR portfolio as well as the potential and challenges of an even more comprehensive (and politically contentious) federal unit-level data record system.

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

Online Certificate in IR at Florida State University

Poster Presentation Session | Operations | Poster 77

The focus of this poster is an online certificate program designed to provide academic and professional development opportunities for institutional researchers, administrators, doctoral students, and faculty from all higher education institutions. The program is designed to accommodate the working professional's schedule. The program goals are (1) to enhance knowledge and understanding of the core principles of IR; (2) to facilitate use of national databases; and (3) to promote the use of IR to improve administrative and policy development processes. The 18-credit hour curriculum focuses on IR theory, institutional administration, quantitative research methods, utilization of national databases, and IR practice.

Presenter(s)
Samantha Nix, *Florida State University*

Online Graduate Certificate in IR at Humboldt State University

Poster Presentation Session | Analysis | Poster 19

Humboldt State University has the first online Graduate Certificate in Institutional Research in California. The Certificate provides preparation for graduate students and new IR professionals with an overview of the field, the context of higher education, and skill acquisition in performing IR work. Students come from all sectors of higher education. Barbara Beno, Ph.D., President of the Accrediting Commission for the Community and Junior Colleges in California says, "Great idea to provide training, and certification for higher education IR staff. This should be a real help to institutions!" This interactive poster session shows the coursework, the Learning Management System, and projects completed and published, and answers any questions about the program. A faculty member is available to discuss 15+ years of doing IR work in three levels of higher education.

Presenter(s)
Jacqueline Honda, *University of Hawai'i*

Predictability of Students' Plans to Participate in Undergraduate Research

Poster Presentation Session | Assessment | Poster 27

The focus of this study is to measure the predictability of first-year students' plans to participate in undergraduate research compared to the completion of this activity by senior year. The sample for this study includes the paired survey responses of 43,554 students who participated in the National Survey of Student Engagement (NSSE). These students completed the survey as first-year students between 2004 and 2008, then again as a seniors three or four years after their initial participation in the survey. By using logistic regression, researchers determined that students who planned to participate in undergraduate research as first-years were twice as likely to complete undergraduate research experiences by the time they were seniors. Plans to participate were the strongest predictor, but transfer status, grades, and academic major also influenced student participation in undergraduate research.

Presenter(s)
John Zilvinskis, *Indiana University Center for Postsecondary Research*
Amy Ribera, *National Survey of Student Engagement*

Predicting Your Enrollments Using Excel

Poster Presentation Session | Analysis | Poster 5

Faced with financial demands to produce insights often without additional resources, IR professionals are being stretched thin to do something useful with their data. This presentation explains how institutions can utilize Excel for forecasting enrollment and class section sizes. Using Colorado Community Colleges Online as a case study, viewers will learn how to visualize, structure, and create mathematical equations in Excel to help forecast future point-in-time enrollments.

Presenter(s)
Matthew Rysavy, *Colorado Community College Online*

Promoting URM Student Persistence in STEM through Dynamic Assessment

Poster Presentation Session | Assessment | Poster 9

Institutions must better understand how various assessment methods can inform curricular and programmatic changes. This imperative is particularly relevant to STEM programs, which face the longstanding issue of underrepresentation of female and racial minority students. This poster shares two multi-method assessment plans and their development in addressing the evolving needs of programs geared toward retaining URM students in STEM majors. Viewers will come away from this presentation with a better understanding of how to integrate a variety of assessment methods and methodologies, and of the benefits and challenges of balancing formative and summative assessment. As such, they will be better equipped to serve new or evolving programs, which requires a dynamic approach to assessment.

Presenter(s)
Hannah Whang, *University of California, Los Angeles*
Marc Levis-Fitzgerald, *University of California, Los Angeles*
Brit Toven-Lindsey, *University of California, Los Angeles*

Soup to Data: A Transformation of Data Integrity at Campbell University

Poster Presentation Session | Technologies | Poster 37

The seven Schools and Colleges that form Campbell University share a centralized student information system and reporting tool; however, each has its own routine of entering and retrieving data. Aggregating data for the University proved very challenging. Building upon a dual-entity system of data standards and data ownership, this poster provides a timely example of how the University approached the various aspects of creating and implementing data standards, training colleagues without a professional development office to assist, maintaining data integrity, propagating data ownership, and realizing the benefits of truly unified data.

Presenter(s)
Maren Hess, *Campbell University*

Stop-Outs: How Grit Differentially Influences Persistence

Poster Presentation Session | Decision-Support | Poster 61

Post-secondary institutions have been charged with improving their retention and graduation rates. Understanding how to retain the most capable students is of the utmost importance. Literature suggests that grit, defined by Duckworth as perseverance and passion for long-term goals, may be the key to retention. However, few studies have examined how grit is associated with students' enrollment decisions. The study explores how non-cognitive and other factors influence students' decisions to stop-out and drop-out at a public four-year university. Data from the student information system and the participants' survey responses were analyzed. These participants were not on academic suspension or probation, but they chose not to re-enroll for at least one term.

Presenter(s)
Katherine Wright, *University of Memphis*

Tell Me More: Focus Groups as an Institutional Research Tool

Poster Presentation Session | Analysis | Poster 41

Although IR often relies upon quantitative data collection and analysis, this poster presentation seeks to highlight the value of collecting qualitative data through focus groups. Multiple sources of data facilitate triangulation and contribute unique and useful insight, as well as validation, when assessing some of the threats influencing our individual research results. Current research addresses the growing challenge of survey fatigue among survey respondents. Focus groups provide a data collection method that sidesteps survey fatigue, gives participants immediate rewards, and increases student interest in, and ownership of, overall campus assessment. The learning outcomes of this poster session include: benefits of qualitative data collection and analysis, particularly the focus group format; examples of successful focus group data collection activities on the UVU campus; and discussion of limitations of the focus group method.

Presenter(s)
Angela Ward, *Utah Valley University*

The Mediator of Student-Faculty Interaction and Learning Outcomes

Poster Presentation Session | Decision-Support | Poster 29

Student-faculty interaction is crucial for undergraduates' retention, and academic and personal development. However, our current knowledge of the interaction mechanism is far from complete, which results in inadequate evidence for faculty to help a variety of students. By using students' levels of engagement in reflective and integrative learning, higher-order learning, learning strategies, and quantitative reasoning as measures of learning effort, this study explores the mediation effects between learning effort and student-faculty interaction, and self-reported learning outcomes and college grades. Findings are intended to assist higher education faculty and administrators in effectively utilizing student-faculty interaction as a tool to further enhance student learning and development.

Presenter(s)
Lanlan Mu, *Indiana University*
Amy Ribera, *National Survey of Student Engagement*
Xiaolin Wang, *Indiana University*

The Student Achievement Measure (SAM): More Outcomes for More Students

Poster Presentation Session | Reporting | Poster 69

Learn about the Student Achievement Measure (SAM), a collaborative effort by six higher education associations to enhance transparency and present a more comprehensive measure of student attainment. SAM tracks student movement across institutions to provide a more inclusive picture of undergraduate student progress and completion.

Presenter(s)
Teri Hinds, *Association of Public and Land-grant Universities*
Christine Keller, *Association of Public and Land-grant Universities*

The Student Variables Affecting Graduation and Student Debt

Poster Presentation Session | Analysis | Poster 45

Rising debt is a serious issue in the field of higher education. Affordability, whether students and parents have the ability to pay tuition, is critical for degree completion. The presentation analyzes the student variables of SAT or ACT score, ethnicity, Pell grant eligibility, and enrollment status with the outcomes of graduation and student debt. The object of this presentation is to examine which student variables predict graduation rates and the amount of debt when students have when they graduate. These results indirectly indicate the way that institutions can address student debt.

Presenter(s)
Jihye Kwon, *Indiana University*

Unable to Retain Students? Blame the Faculty…Status

Poster Presentation Session | Assessment | Poster 17

The current presentation extends student retention research (e.g., Tinto, 1993; Braxton, 2000) by examining how faculty status (full/part-time) may impact student retention in comparison to other more commonly researched factors (e.g., grades). Student retention and faculty status data were collected for first-time, full-time undergraduate students between 2009 and 2013. Overall, results suggest that students with greater numbers of credit hours taught by full-time faculty are retained at a higher percentage than those taught by part-time faculty. Implications for possible retention strategies and relevance to larger retention models are examined.

Presenter(s)
Shaun Cowman, *Nova Southeastern University*

University Governing Boards in Canada: Evaluation of an Orientation Session

Poster Presentation Session | Decision-Support | Poster 43

This paper presents a model for evaluating information sessions provided to new governing board members at a major Canadian university. University governing boards' decisions have far-reaching implications for most institutions, hence the importance to have informed and competent board members to facilitate and improve decisions. In Canada, institutions are increasingly offering information sessions to help new members adapt to and understand the university environment. However, very little is known on the effectiveness of these information sessions. Using document analysis, interviews, and the literature on program evaluation, this paper suggests a model for evaluating information sessions provided to new university governing board members.

Presenter(s)
Christian Noumi, *University of Toronto*

Using Data-Driven Decision Making to Pilot Peer Instruction

Poster Presentation Session | Decision-Support | Poster 53

The decision to pilot a program to improve student success can be a difficult one to make, especially when resources are becoming increasingly finite, and the decision to do so should not be taken lightly. At Stetson University, the decision to pilot a Peer Instruction program was based on the results from a pre- and post-test given to students in Introductory Biology I over a period of 3 years. The pre- and post-tests showed that students were not retaining knowledge and were not able to answer questions of higher difficulty on a content-based assessment. This program discusses the results of our assessment of the impact of Peer Instruction and how we were able to leverage those results to obtain additional financial resources and expand the scope of the program. Viewers of this poster presentation will learn how to use data to inform decision making regarding initiating or continuing programs to improve students' academic performance.

Presenter(s)
Kevin Miller, *Stetson University*

Using SAS Functions to Make Date Variables in Various Formats Calculable

Poster Presentation Session | Technologies | Poster 11

Calculation of student age, time/years to degree, and faculty years in service is part of routine work in most institutional research offices. Due to the different sources of date variables, there are various formats. The date variable in most numerical format can be calculated immediately, while an alphanumerical format cannot be calculated. However, this is not always true for some date variables in numerical format, such as Julian Date. The date variables in alphanumerical format or in Julian date format have to be manipulated before calculation. A couple of SAS functions introduced herewith are very useful in changing alphanumerical format to numerical format and/or changing the Julian date value to SAS date value. The SAS sample codes of these functions are shared so that SAS users can use them in their IR projects.

Presenter(s)
Robert Zhang, *Chatham University*

01:00 PM–01:45 PM

Alignment of IR Work Tasks with Terenzini's Tiers of Intelligence

Discussion Group Session | Operations | Room 405-407: Group 1

This discussion addresses how IR work tasks align with Terenzini's (2013) tiers within the context of the words included by survey respondents. Do the tasks provided by respondents parallel your work tasks? If they differ, how and where? How does size of the IR office affect the breadth of work tasks endeavored? Do you believe the current work tasks are appropriate; how do they impact one's level of skill development? What do you think about the differences we see by tier? What are the implications for growth of the profession? (Session ID: 1717)

Presenter(s)
Karen Webber, *University of Georgia*

An Applied Data Analytics Cognate Developed at the Associate Degree Level

Discussion Group Session | Analysis | Room 405-407: Group 4

There are numerous graduate level programs in data analytics; can a community college approach this field at the associate degree level? What skills are required for entry level employment in the field of data analytics? Can a curriculum approach defined as a cognate work at the associate degree level? Can a cognate defined as a cluster of courses that are related in a topical, interdisciplinary, or other fashion provide a coherent depth of knowledge at the associate degree level? Will students, enrolled in existing academic programs, use the applied data analytics cognate to enhance their career options? (Session ID: 1497)

Presenter(s)
Jere Turner, *Manchester Community College*
Hui-Ling Chen, *Saint Anselm College*

Assessment for Excellence: How Blue® Course Evaluations and Surveys Enhance Teaching and Learning

Sponsored Speaker Session | Assessment | Room 105

Assessment of student learning and teaching effectiveness is a fundamental function of higher education. With the increased focus on accountability, higher education institutions are looking towards assessment to enhance teaching and learning. The result is that more time and resources are being dedicated to creating assessment strategies. This presentation covers how Blue® course evaluations and surveys play a key role in strategic assessment. From increasing accessibility to including all stakeholders in the process, Blue enables institutions to achieve continuous improvement. Also covered is how institutions can yield strategic benefits through seamless integration between SIS/LMS and Blue, full automation of course evaluations and surveys, and advanced reporting with prescriptive analytics. By leveraging Blue, institutions can ensure they meet accreditation standards, increase faculty and student engagement, and enhance the teaching and learning experience. (Session ID: 1960)

Presenter(s)
Francois Beneteau, *eXplorance*
Miltiadis Vadrahanis, *eXplorance*

Common Good Curriculum: Data-Driven Course Budgeting at UC Berkeley

Speaker Session | Decision-Support | Room 109

In four years, the Common Good Curriculum Initiative (CGC) at UC Berkeley successfully opened access to gateway courses and eliminated the backlog of excess demand in key bottleneck areas of the undergraduate curriculum. A portion of fee increases is dedicated to targeted areas including Reading and Composition (R&C), lower division gateway courses in Math and the Sciences (Biology, Chemistry, Computer Sciences, Mathematics, Physics, and Statistics), and Foreign Language instruction. Implementation has required a close collaboration between the Vice Chancellor for Undergraduate Education, the Budget Office, the Office of Planning and Analysis, and participating departments to successfully align resource allocations with curriculum planning. This presentation provides participants with an overview of this initiative and how it has succeeded to improve undergraduate access to bottleneck courses as well as examples of dashboards and analyses to improve the delivery of the curriculum. (Session ID: 1455)

Presenter(s)
Jenna Allen, *University of California, Berkeley*
Amber Machamer, *University of California, Berkeley*

CUNY IR Council Best Presentation: The Common Data Set: A Perspective from a Data Provider and US News & World Report

Affiliated Organization Best Presentation | Reporting | Room 103

The Common Data Set (CDS) initiative is a collaborative effort among data providers in the higher education community and publishers as represented by the College Board, Peterson's, and U.S. News & World Report. The combined goal of this collaboration is to improve the quality and accuracy of information provided to all involved in a student's transition into higher education, as well as to reduce the reporting burden on data providers. The CDS has a large and active community of users. This effort has proven to be invaluable among users of the CDS, and has reduced the workload in reporting the data to the various national agencies. This presentation focuses on: 1) the process used by a post-secondary institution in the United States to supply the data in the CDS; 2) the importance of the CDS in the US News & World Report's annual Best Colleges data collection; and 3) how US News & World Report plans to start using CDS globally as part of an Arab region data collection. (Session ID: 1934)

Presenter(s)
Tammie Cumming, *City University of New York*
Robert Morse, *U.S. News & World Report*
Kimberly Johnson, *New York City College of Technology*

Data Analysis, Methods to Turn Insights into Student Success Interventions

Sponsored Speaker Session | Analysis | Room 112

This session takes a deep dive into data analysis and research methods implemented by higher education IR teams to translate data insights into actionable recommendations delivered to the front lines of education, and to design learning interventions that measurably impact student success. Speakers share how predictive modeling and propensity score matching can help improve the efficacy and efficiency of the end-to-end process for designing, developing, and implementing learning analytics programs and pilots to bolster student success. Speakers also share lessons learned along the journey to develop and apply evidence-based methods for turning insight analytics into action, and demonstrate applications used to push student-level analytics to the frontlines, where committed educators can use them to deepen learning and improve outcomes. (Session ID: 1971)

Presenter(s)
David Kil, *Civitas Learning*
Kurt Ewen, *Valencia College*
Rob Robinson, *Civitas Learning*

Data Science Tools and Methods for Institutional Research

Speaker Session | Technologies | Room 403 & 404

When analytical techniques long familiar to institutional researchers meet the capabilities of modern computational and visualization tools, the new field of Data Science emerges. In this presentation, we illustrate how newer technologies and additional capabilities now present in familiar tools create new possibilities for our work in institutional research. Specifically, we provide three illustrations of technologies in action—Excel, Tableau, and Gephi—which extend our reach as institutional researchers into advanced visualizations, mining of unstructured data, and social network analysis. (Session ID: 1292)

Presenter(s)
James Kulich, *Elmhurst College*
Yanli Ma, *Elmhurst College*

Detecting Effect Size Trends Among Graduation and Retention Rates

Speaker Session | Analysis | Room 110

Are your graduation rates increasing? Is that fall in retention a signal or random variation? This session provides a hands-on demonstration of how to model trends in graduation and retention rates by cohorts and sub-cohorts in the presence of small, noisy data. Using IPEDS data, this session provides an overview of advanced methodologies and walks participants though an example of modelling a school's six-year graduation rates to both identify any trend and estimate the relative risk effect size of differences over time. This session is for intermediate to advanced-level analysts. (Session ID: 1651)

Presenter(s)
Conor Roycroft, *Santa Clara University*

Discuss Faculty Credentialing Options and Best Practices

Discussion Group Session | Reporting | Room 405-407: Group 5

This discussion addresses faculty credentialing within the context of preparing for accreditation or reaffirmation. The discussion will be useful for users of both in-house systems or processes using commercially available software. What are the pros and cons of an in-house system? What are the pros and cons of a purchased system? What strategies have you used to verify credentials for faculty? How do you sell it to the departments so that they want to keep information current? How do you manage credentialing for GTAs/ graduate teachers of record? (Session ID: 1715)

Presenter(s)
Melissa Welborn, *Clemson University*
Elaina Cantrell Robinson, *Texas Tech University*

Guess Who's Coming to College: Dynamic Projections of Beginner Enrollment

Speaker Session | Decision-Support | Room 207

Our dynamic set of Fall enrollment projections provides weekly progress updates to Enrollment Management and campus leaders as we work to land the perfect Fall beginner class each year. We model the anticipated outcomes of various corrective actions, as needed, empowering managers to adjust course throughout the season. We show the variety of models that we use, from simple ratio models calculated on a whiteboard to data mining masterpieces. We explain the challenges we have encountered, and how we addressed them. Finally, we outline the advantages and disadvantages of each model and share our best practices for selecting and implementing them. (Session ID: 1462)

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

Guiding Student Advisors with a Decision-Tree Model

Speaker Session | Decision-Support | Room 205

Academic advising is vital to student success. This study was designed to assist advising in the pre-med program at a Southeastern state flagship university by developing a comprehensive decision-tree model of student success. The advantage of the decision-tree model over other models was obvious in that it vividly presented a path that the advisor and the student could together trace and see the eventual probability of admission into a medical school, the key quality measurement where the student's effort was derailed, and how much improvement would be needed. Beyond pre-med programs, this line of research that builds a model identifying key performance indicators and providing a statistical path to success should be conducted for students in all fields of study to empower real quality advising. (Session ID: 1259)

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

How to Dynamically Redact Data on Public Dashboards—Policies and Practice

Speaker Session | Operations | Room 210 & 212

IR offices are increasingly expected to provide information in dynamic form, rather than static fact sheets. However, this expectation often leads to a tug-of-war between the goals of transparency, the need to protect personally identifiable information, and the desire to employ cutting edge data visualization technology. This session describes how a large, public, four-year institution addressed this challenge, and details the policy and programming innovations that allowed it to create public, interactive dashboards that dynamically adjust data redaction levels to fit cohort size and data characteristics. A sample Tableau dashboard will be made available to participants to test with their own data. (Session ID: 1218)

Presenter(s)
Nevena Lalic, *University of Washington*

IPEDS Update

Speaker Session | Reporting | Room 201

This session provides a general update on the Integrated Postsecondary Education Data System (IPEDS). A review of the 2014-15 data collection year, information about changes for the 2015-16 and 2016-17 collections, and an overview of IPEDS Research and Development are provided. (Session ID: 1860)

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

Maximum Spreadsheet II: Workbook Recipes from IR Experts

Speaker Session | Technologies | Room 108

Four IR experts present some of their spreadsheet "power moves" for developing flexible data analysis tools. The methods covered range from dashboard components to layouts for multi-population analysis and report-generation macros. The examples are supported by downloadable workbooks that can be followed during the session, and time will be provided to respond to audience questions and discuss further directions for this type of analytical work. (Session ID: 1165)

Presenter(s)
William Greenland, *University of Chicago*
Bethany Butson, *Purdue University*
Leonard Goldfine, *University of Minnesota Twin Cities*
Luzat Khandkar, *University of Chicago*

OCAIR Best Presentation: Using Mediation and Moderation Modeling to Analyze Effects on Retention

Affiliated Organization Best Presentation | Analysis | Room 104

First-time freshman retention is a critical issue in enrollment management and institutions invest large amounts of resources in retention support and programs. Traditional studies using logistic regression have identified high school GPA as one of the strongest predictors of retention, but these studies are not able to explain how high school GPA predicts retention and under what condition. Using the PROCESS Macro for SPSS to build mediation and moderation model, this study tests the indirect effects of high school GPA on retention through first-term GPA with tutoring/supplemental instruction as the moderator, and explains how conditional indirect effects impact retention. (Session ID: 1338)

Presenter(s)
Kang Bai, *Southeast Missouri State University*
Ying Zhou, *East Carolina University*

Predicting Attrition and Transfer-Out of Beginning Freshmen and Transfers

Speaker Session | Analysis | Room 107

Students who leave college may do so at different points in time and for various reasons. Also, while many students simply drop out, others transfer out to different colleges. Additionally, while many students begin as freshmen, others begin as advanced standing transfers. Further, some students leave and return later. Attempts to understand this process requires researchers to have access to detailed data on students' backgrounds and progress. Many of these data are accessible to institutional research offices. At issue is how to structure these data so that patterns that forecast attrition may be discovered. A promising method for understanding student leaving involves constructing a longitudinal database that accounts for leaving following each semester in which a student is enrolled. This structure, which is called a person-period dataset, is explained and methods to construct it are discussed. The findings of our study at Baruch College are discussed. (Session ID: 1240)

Presenter(s)
Paul Bachler, *Baruch College*
John Choonoo, *Baruch College*
Cynthia Wach, *Baruch College*

Predicting Attrition of First-Time Freshmen After the First Term

Speaker Session | Decision-Support | Room 111

Predictive models are becoming more common in institutional research settings. But how can IR professionals pool key talent needed to build, evaluate, and maintain an early alert model in time to make interventions? This study describes the development and preliminary validation of an early alert model that blends institutional data and survey responses together to detect first Fall to first Spring attrition risk. The study describes an 'A to Z' process one university undertook to develop the process and involves collaboration between Registrar, Enrollment Management, IR, and faculty. (Session ID: 1553)

Presenter(s)
Karen Raymond, *University of Northern Colorado*
Charles Couch, *University of Northern Colorado*
Matthew Goetzel, *University of Northern Colorado*
Susan Keenan, *University of Northern Colorado*

Preparing the Underprepared: Contextualized Math Teaching

Discussion Group Session | Decision-Support | Room 405-407: Group 2

In order to improve success among students who were underprepared in math, contextualization of math learning was initiated. Research and evaluation of these projects were conducted; survey data and institutional data were used to gauge how these new practices work to inform college leaders about future direction. In this discussion, we share answers to the following questions: What other best practices are there to improve remedial math learning? What evaluation efforts are there on these best practices? What are the methods and outcomes of the evaluation efforts? (Session ID: 1706)

Presenter(s)
Yan Wang, *Milwaukee Area Technical College*

RMAIR Best Presentation: Do Student Loans Help or Hurt?

Affiliated Organization Best Presentation | Assessment | Room 113

Applying a counterfactual framework that relies on propensity score (PS) weighing and matching to address selection bias, the study estimates that loan aid exerts a negative effect on persistence for students from low-income backgrounds and those with no remaining need after accounting for all aid received. No significant incremental effect associated with unsubsidized loan aid, after controlling for subsidized loan aid, could be detected. The estimated effects control for first-year academic performance and 25 factors related to loan status and persistence. Findings suggest selection bias masks the true effect of loans detected with causal inference estimation. (Session ID: 1898)

Presenter(s)
Serge Herzog, *University of Nevada, Reno*

Sense of Belonging and its Association with the Freshman Experience

Discussion Group Session | Analysis | Room 405-407: Group 3

This discussion addresses sense of belonging within the context of student success. Current models of student persistence emphasize student integration into the existing academic and social structures of the university or involvement in campus activities. One critique of these frameworks is that there is an implied expectation for students to bear the sole responsibility for success in college. Sense of belonging has been proposed to illustrate the interplay between the individual and the institution, thus bringing into the equation the valuable role an institution can play in promoting student success. Discussion focuses on three questions: What techniques can be used in survey research to capture sense of belonging for college students? How is sense of belonging associated with institutional support and student success outcomes? What can an institutional research/assessment office do to best support institutional efforts to improve student success and retention? (Session ID: 1437)

Presenter(s)
Zhicheng Zhang, *George Mason University*
Nicole Long, *George Mason University*

Supporting Assessment: From Intended Learning Outcomes to Evaluation

Discussion Group Session | Assessment | Room 405-407: Group 6

This discussion addresses the expanding role of the institutional research office within the context of student outcomes assessment. The following questions are presented: In what ways can IR professionals strategically support assessment? How might you identify developmental needs of colleagues related to student outcomes assessment? How can IR professionals utilize data from a needs assessment survey to inform a strategic approach to supporting the professoriate with assessment? The facilitator will share a needs assessment survey and a strategic series of professional development workshops that can be facilitated on campus. The intended learning outcomes, scaffolding, and products to be created during the workshops will be shared. IR professionals can use information from this discussion during meetings and conversations on campus as they consider strategic approaches to support the professoriate with assessment. (Session ID: 1128)

Presenter(s)
Christopher McCullough, *Saint Xavier University*

Supporting Transfer Students Who Arrive with College Loan Debt

Speaker Session | Decision-Support | Room 106

Many college students participate in nontraditional postsecondary education pathways, including transfer between multiple institutions. Transfer students face unique challenges that can serve as barriers to academic success and persistence, including financial challenges. This presentation is based on a study of transfer students entering with debt at a large public Midwestern university, and the impact of prior debt on retention. Participants will learn about this unique student population and will strategize how institutions can use this information to better support transfer students with prior debt for academic success. (Session ID: 1433)

Presenter(s)
Karyn Rabourn, *Indiana University*
Victor Borden, *Indiana University*

Where Do For-Profit Students Go When Colleges Lose Federal Aid?

R&D Grant Session | Analysis | Room 102

We examine how the availability of for-profit institutions and financial aid affects the distribution of students across public, nonprofit, and for-profit schools. Using a generalized differences-in-differences identification strategy, and variation in the availability of institutions in a local market driven by federal sanctions from high student loan cohort default rates, we estimate the impact of federal regulation on enrollment within sanctioned schools and local competitors. Enrollment within two-year for-profit schools declines by 51 percent following a threatened sanction. Unsanctioned community colleges experience an 11 percent increase in enrollment after a for-profit competitor is sanctioned. Conversely, unsanctioned for-profit schools experience a 15 percent fall in enrollment after a for-profit competitor is sanctioned. Overall, we estimate that community colleges absorbed approximately 40 percent of the enrollment decline resulting from sanctioned for-profits. (Session ID: 1868)

Presenter(s)
Lesley Turner, *University of Maryland, College Park*

Working with UI Wage Data: Challenges and Triumphs

Speaker Session | Analysis | Room 203

The University of Texas System, as a result of a data sharing agreement with the Texas Workforce Commission, has been working closely with unemployment insurance (UI) wage records to begin to answer critical questions about postgraduate outcomes of its students. However, as with any large and complex dataset, before any research questions can be addressed, substantial time must be spent becoming familiar with the data, cleaning, preparing, and structuring the data for analysis. Working with over 20 million records, many challenges were faced, lessons learned, and key data cleaning decisions made. The process from the receipt of original UI wage data to a final, clean, analytic file is described. (Session ID: 1465)

Presenter(s)
Jessica Shedd, *University of Texas System*

02:00 PM–02:45 PM

Adrift or Anchored—Rising Tide of Dual Mission Institutions

Speaker Session | Decision-Support | Room 109

Throughout this decade, broad attention has focused on technology's disruption of higher education. Yet over the past few decades, higher education has experienced a profound structural disruption through the establishment and expansion of dual mission institutions (two-year institutions offering baccalaureate degrees and universities with community college roles). Is this shift institutional drift, or is it anchored to historic institutional mission and role? Learn how one dual mission institution has successfully navigated these unfamiliar waters over the past 20 years. (Session ID: 1155)

Presenter(s)
Tim Stanley, *Utah Valley University*
Linda Makin, *Utah Valley University*

AIR Annual Business Meeting

Room 104

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
Gayle Fink, *AIR President, Bowie State University*

AIRUM Best Presentation: Minnesota's Postsecondary Achievement Gap

Affiliated Organization Best Presentation | Analysis | Room 103

With the increasing demand for disaggregated data by race/ethnicity and income, what are we learning about gaps in Minnesota's postsecondary education system? Research has identified gaps by race/ethnicity and income throughout Minnesota's education system, including high school graduation, ACT scores, FAFSA filing, college enrollment, remedial or developmental coursework, retention, and degree completion. This presentation addresses how to talk about gaps and the different statistical methods for determining if gaps exist. The presenters also seek feedback from the broader institutional research community about best practices they use to analyze available data and inform state and local policymakers. (Session ID: 1915)

Presenter(s)
Meredith Fergus, *Minnesota Office of Higher Education*
Maren Henderson, *Minnesota Office of Higher Education*

An Event History Model of Undergraduate Student Dropout

Speaker Session | Analysis | Room 111

This study examined dropout at a private four-year university using data from the 2003-2008 entering cohorts. We used event history models to examine dropout, which explicitly account for the time the event occurs. We found that a model with cubic polynomial term for time was able to capture the pattern of dropout, meaning there was a single peak time for dropout, after which the probability of dropping out decreased dramatically. Moreover, merit aid, cumulative GPA, standardized test score, expected family contribution, provisional admission status, and unit in which the student's program was located were the best set of predictors for modeling dropout. (Session ID: 1370)

Presenter(s)
Danielle Fearon, *Baylor University*
A. Alexander Beaujean, *Baylor University*

Choosing a College is Hard. Does College Scorecard Information Help?

R&D Grant Session | Analysis | Room 113

There are many reasons to choose a college, and the financial payoff is just one of them. In this research, however, I focus only on high school seniors' abilities to evaluate the financial costs and benefits of attending alternative colleges using information similar to that provided by the Obama Administration's College Scorecard. The Scorecard is intended to enable users to compare schools based on "where you can get the most bang for your educational buck" (Obama, State of the Union, 2013). Drawing on the under-matching literature, the standard human capital model of educational investment, and behavioral economics insights, I test hypotheses about the effects of receiving "college scorecard" information using a small (N = 322) field experiment involving high school seniors in two Portland, Oregon high schools, one a lower income school (66% free and reduced price lunch) and the other a higher income school (21% free and reduced price lunch). (Session ID: 1935)

Presenter(s)
Helen Kilber, *University of Washington*

Course Evaluations Simplified: The Largest U.S. Public University Did It and You Can Too

Sponsored Speaker Session | Technologies | Room 105

Student feedback is a critical component of success and continuous improvement in today's learner-centered education landscape. Capturing student feedback at the largest public university in the country presents unique challenges, and the strategies used by University of Maryland University College can be applied to institutions of all types and sizes. This session explores how University of Maryland University College partnered with EvaluationKIT to greatly streamline the administration of their course evaluations, maximize student response rates, and improve access to and use of results by faculty and administration alike. (Session ID: 1954)

Presenter(s)
Peter Pravikoff, *EvaluationKIT*
Denise Nadasen, *University of Maryland University College*

Data Informed Decisions for the Modern IR Shop

Sponsored Speaker Session | Technologies | Room 112

Institutional Research departments are constantly being asked to utilize data to analyze institutional effectiveness. Elon University is implementing a data warehouse and data mining system using SAS® Visual Analytics to disseminate information and empower stakeholders. Not only do we show the use of the data in the form of dashboards, but we also discuss how we arrived at this current stage (e.g., planning efforts, targeting stakeholders, targeting value driven reports around classroom efficiencies) and the future stages to come. Discover the value of providing information-rich dashboards and ad hoc reports to stakeholders using cutting edge technology. Start thinking differently with Visual Analytics and improve how your end-users see data and turn it into useful information. (Session ID: 1974)

Presenter(s)
Tom Bohannon, *SAS Institute, Inc.*
Robert Springer, *Elon University*

Does Taking Developmental Courses Improve Two-Year College Student Success?

Speaker Session | Analysis | Room 107

Does taking a developmental course benefit two-year students? Are students more successful than they would have been if they had not taken a developmental course? Using Compass and college outcomes data for over 64,000 first-time students from 37 two-year institutions, the presenter compared the conditional probabilities of success of developmental students with those of similar, non-developmental students. Probabilities of success were conditioned on Compass score, enrollment status, age, and grade in the developmental course. Other student characteristics were statistically controlled using propensity score regression. Outcomes ranged from success in the higher-level course to six-year degree completion. Participants in this session will learn about using hierarchical logistic and propensity score regression, as well as the implications of educational preparation, grading practices, student age, and enrollment status for evaluating the effectiveness of developmental coursework. (Session ID: 1236)

Presenter(s)
Julie Noble, *ACT, Inc.*

Ellucian/Banner System for IR, Data Management, and Reporting

Discussion Group Session | Technologies | Room 405-407: Group 1

This discussion addresses upgrades and the necessity of involvement by the institutional research community with process, training, and user groups; campus reporting tools and the decision process, including the role for the institutional research office; and user groups. Also, participants are offered opportunities to share experiences. 1. Introductions and an offer of being on a list-serve: a. Name and institution b. What version of Banner are you on? c. Do you have a user group on your campus, in your state or in your region? d. What training has been successful or would you like to see either on your campus, Regional Associations or at future AIR meetings? 2.What reporting tools/ business intelligence are being used at your campus? Microsoft Excel/Access, Argos, Cognos, Information Builders, SAS, SPSS, Survey Tool, Tableau, Others?? 3. What decision tips has your campus used for considering or choosing a reporting tool? 4. What are office interactions with your Campus IT group like and how do you stay connected to what is coming? 5. Please tell us about any success stories. Think of one Tip/Trick you can share with the group. (Session ID: 1237)

Presenter(s)
Lisa Muller, *University of Wyoming*

Engaging Campus Constituents in Effective and Efficient Assessment

Discussion Group Session | Assessment | Room 405-407: Group 5

This discussion addresses the effectiveness and efficiency of assessment systems within the parameters of participant experience on their home campuses, while exploring the questions of shared experience, best practice, do's and don'ts, and recommendations for moving forward. Emphasis is on active participation, engaged feedback, and practical learning in a collegial learning environment. Take-aways from the discussion include best practice tips and suggestions for assessment efficiencies, initial analysis of assessment on the home campus, and preliminary steps to maximize efficiency and effectiveness of assessment processes and procedures. Questions that will guide the discussion will include: 1. Can you briefly describe the assessment systems in place on your campus? 2. What are some best practice tips and suggests for assessment efficiencies that come from your systems? 3. What would you say if asked to provide an initial analysis of assessment on the home campus? and 4. What would be your preliminary steps to maximize efficiency and effectiveness of assessment processes and procedures? (Session ID: 1102)

Presenter(s)
Kathryn Doherty, *Notre Dame of Maryland University*

Engaging Faculty and Staff in the Use of Assessment Data Across Campus

Sponsored Discussion Group | Assessment | Room 405-407: Group 6

Join us for an interactive discussion with two institutions that are successfully engaging faculty and staff in assessment and the use of data for improvement. The presenters discuss the similarities and differences between their methodologies, strategies they have utilized, and lessons learned. They also share examples and resources, such as electronic exhibit rooms used to share data, and faculty/staff workshop agendas focused on discussing assessment results and using the data for curricular and co-curricular improvements. (Session ID: 1970)

Presenter(s)
Colleen Arrey, *TaskStream*
Andrea Brown, *Dixie State University*
Helen Schneider, *The University of Findlay*
Mary Jo Geise, *The University of Findlay*

Gender Disparity in Time to Post-Tenure Promotion and the Impact of Service

Speaker Session | Decision-Support | Room 207

Utilizing survival analysis, this study explored time to post-tenure promotion at a large research university, focusing in particular on the gender disparity and the effects of service. The study found that significant gender differences existed in time to promotion. While female professors generally carried out significantly more service duties than males, the hypothesis of the negative impact of service was not substantiated. Besides, factors such as age, race, and academic discipline may explain, in part, the perceived disparities in post-tenure promotion. The study has significant implications for institutional policies and practices that aim to promote faculty post-tenure success and increase campus diversity at all ranks. The researcher demonstrates in detail how advanced statistical techniques could be applied to administrative data to support various institutional objectives including gender equity in faculty promotion. (Session ID: 1470)

Presenter(s)
Jin Chen, *Indiana University Bloomington*

House Divided? STEM and Non-STEM On-Campus Student Retention Factors

Speaker Session | Analysis | Room 201

Improving student persistence, especially in STEM fields, continues to be at the forefront of national educational policy discussions. Living in university housing, with its focus specifically on assisting students in transition, has consistently been positively related to student persistence. This study examined the relationship between student characteristics, experiences, and persistence for STEM and non-STEM students who live in on-campus housing. Results illustrate that experiences that contribute to retention differ between STEM and non-STEM students. Implications and practical applications of this research for higher education policy and institutional researchers are addressed. (Session ID: 1334)

Presenter(s)
Ann Gansemer-Topf, *Iowa State University*
Aurelia Kollasch, *Iowa State University*
Jie Sun, *Iowa State University*

How Living Costs Undermine Net Price as an Affordability Metric

Speaker Session | Analysis | Room 108

Net price represents an institution's cost of attendance less grant aid received by students, and it has been heralded as the best available measure of affordability for colleges and universities. This promise, however, is overstated because the cost of living components that figure into net price calculations are ill-defined and unevenly calculated. This paper examines the variability in cost of attendance determinations to demonstrate that significant and overlooked components of room and board, transportation, and other expenses for commuter students confound net price calculations to make net price a problematic metric to measure affordability or use in accountability systems. The paper proposes that the method to determine living costs should be rationally and equitably determined at the federal level, while taking regional variation into account, and proposes a method for doing so. (Session ID: 1539)

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

Implementing a BI Project: The Cohabitation of IR Core Competencies

Speaker Session | Technologies | Room 205

Business intelligence (BI) technologies are increasingly being used to help institutional research offices manage, store, analyze, and leverage data to support strategic planning and campus decision making. This presentation focuses on the implementation of a large BI project to support a new strategic planning process. Presenters provide a live demonstration of a series of dashboards designed to mark progress toward strategic plan objectives, particularly in the areas of enrollment management, learning, and student success. Audience members will learn how to implement BI projects by having a clearly defined scope, soliciting campus feedback, creating metadata, and communicating the purposes effectively. Most importantly, we describe how BI can cohabitate with IR core competencies such as strategic enrollment management, quantitative statistical analyses, program evaluation expertise, survey research methods, and assessment of student learning. (Session ID: 1597)

Presenter(s)
Michele Hansen, *Indiana University-Purdue University Indianapolis*
Steven Graunke, *Indiana University-Purdue University Indianapolis*
Janice Childress, *Indiana University-Purdue University Indianapolis*
Norma Fewell, *Indiana University-Purdue University Indianapolis*

Institutional Policymaking: An Emerging Role for IR?

Discussion Group Session | Operations | Room 405-407: Group 4

This discussion addresses the emerging area of institutional policy making in higher education, focusing on the role institutional research, planning, and effectiveness (IRPE) professionals can play in supporting and leading policy efforts, both in their home units and through cross-campus processes. The following questions guide the discussion: Does your institution have a policy function; if so, how is it managed? What role does IR have in policy at your institution? What role do you think IR should have in policy at your institution and/or in higher education more generally? What institutional factors influence the involvement of IR in policy at your institution? (Session ID: 1767)

Presenter(s)
Christopher Hourigan, *Rhode Island College*
Kathryn Yerkes, *University of Scranton*

Longitudinal Data Systems: State of the States

Speaker Session | Analysis | Room 210 & 212

This session discusses the current status of Statewide Longitudinal Data Systems (SLDSs) and other unit record data systems used by states in a research and reporting capacity. SHEEO is in the process of updating the Strong Foundations report on postsecondary data systems, and preliminary findings of this report and examples of best practices in states are shared. We also highlight examples of how these data systems demonstrate value to policymakers and discuss current challenges faced by many postsecondary agencies regarding longitudinal data, including privacy concerns and funding mechanisms. Finally, we turn the discussion to audience members' perspectives on the utility and challenges of contributing to and using these data systems. (Session ID: 1474)

Presenter(s)
John Armstrong, *State Higher Education Executive Officers (SHEEO)*
Hans L'Orange, *State Higher Education Executive Officers (SHEEO)*

Online Course Evaluations

Discussion Group Session | Analysis | Room 405-407: Group 3

This discussion addresses the challenges and lessons learned in implementing online course evaluations. Is your university exclusively online? Are you using a vendor or homegrown system? Challenges of each? What strategies does your university use to increase/maintain response rates (e.g., withhold grades, incentives, reminders, survey length)? What are the best practices and lessons learned in migrating to an online system? How is your university using online evaluations (e.g., tenure, promotion, course review, assessment)? (Session ID: 1772)

Presenter(s)
Kimberly Brantley, *Embry-Riddle Aeronautical University*

Shared Services for Institutional Research

Discussion Group Session | Decision-Support | Room 405-407: Group 2

Do you work in shared services, or have interest in models of shared services for IR? Please join us for a conversation about the design, work, and realities of this approach. An example of shared services for IR across institutions will kick off the discussion, and participants will be invited to share ideas and examples. Discussion questions include: What functions well in shared services? What are the challenges? Are there best practices to consider? (Session ID: 2035)

Presenter(s)
Cathy Fulkerson, *Western Nevada College/Great Basin College*
Leah Ross, *Association for Institutional Research*

Social Capital, Resources, and Performance: Evidence from Taiwan

Speaker Session | Operations | Room 203

To improve performance, higher education institutions often learn to exploit internal resources and external knowledge. Drawing on social capital theory and resource-based views, we argue that social capital affects an institution's ability to improve performance through various resource accumulations. It is predicted that internal and external social capital, institutional slack, and reputation have positive effects on institutional performance. The hypotheses were tested in 30 universities where data were collected from 926 professors. Results indicate that internal social capital (relations among professors), external social capital (relations between the institutions and external stakeholders), institutional slack (financial, operational, customer relational, human resource slack within an institution), and reputation (external organizational images and identifications) predict performance in teaching, service, and research. (Session ID: 1307)

Presenter(s)
Yao-Ping Peng, *Hsuan Chuang University*
Shihuei Ho, *University of Taipei (Taiwan)*

Sticking to the Plan: The Consistency Between Intended and Declared Majors

Speaker Session | Analysis | Room 102

Roughly 4 out of 5 high school students select intended college majors when they register for the ACT, yet only 55% of these students declare majors that are consistent with their intentions. Since colleges use students' intended majors to search for and recruit prospective students and to anticipate future demand for specific programs of study, it is important to understand better which students are going to follow through on their plans. In this presentation we provide an overview of a study that uses the theory of planned behavior and ACT data from the high school graduating class of 2013 to examine the influence of factors such as certainty of intentions, interest-major congruence, and academic fit on the consistency between students' intended and declared majors. We then discuss the implications of the study findings for educational planning, taking the perspectives of both colleges and students. (Session ID: 1268)

Presenter(s)
Ty Cruce, *ACT, Inc.*
Krista Mattern, *ACT, Inc.*

Using Data Visualization Software to Enhance Data Dissemination

Speaker Session | Technologies | Room 403 & 404

Our institutional research office is experiencing increasing requests for data from an expanded range of audiences. We needed to rethink our past practice of posting lengthy, static documents—comprehensive compilations of data results and detailed narrative reports—on our public web pages. We have begun using data visualization software to share data results more flexibly and efficiently. In this presentation, we demonstrate our old and new practices in sharing data results via our office web pages; discuss the pros and cons of adopting data visualization software; and consider continuing issues around data dissemination. (Session ID: 1508)

Presenter(s)
Marne Einarson, *Cornell University*
Marin Clarkberg, *Cornell University*

Peer Institution Selection Using IPEDS Data and Cluster Analysis Procedures

Speaker Session | Decision-Support | Room 110

When doing institutional planning and decision-making in higher education, it is beneficial to have comparison statistics from peer institutions. Though peer institutions can be identified based on qualitative institutional traits, it is helpful to confirm statistical similarity through analyses applied to quantitative variables. This session describes how a small private university utilized the IPEDS data system and SAS® statistical procedures to identify peer institutions. The session covers how the IPEDS Data Center was used for pre-screening institutions and to obtain common institutional data for a large pool of institutions. Efforts will be made to illustrate how SAS PROC FASTCLUS and macro procedures were used to reduce the large number of institutions to a small number statistically similar to the

primary institution. The session concludes with a discussion of how the peer selection process can be achieved using other data sources and statistical analysis systems. (Session ID: 1208)

Presenter(s)
James Cross, *Jacksonville University*

Valuing 'Administrative Bloat': Benchmark Personnel Levels with IPEDS Data

Speaker Session | Analysis | Room 106

When pressed for research on administrative costs, IR/IE offices can readily produce convincing results from IPEDS/Delta Cost Project data. Once the initial reports are written, it should only take about an hour to replicate the analysis annually. This session explains how UNO's Office of Institutional Effectiveness used IPEDS HR data to derive personnel benchmarks for faculty and administrators, investigate the link between administrative capacity and graduation rates, and develop a way to forecast hiring levels required as student enrollment levels change. (Session ID: 1637)

Presenter(s)
T. Hank Robinson, *University of Nebraska Omaha*
Jenny Liu, *University of Nebraska Omaha*
Rita Sterkel, *University of Nebraska Omaha*

03:00 PM–03:45 PM

An Alternative Approach: Using Survey Panels to Inform Assessment

Speaker Session | Decision-Support | Room 201

As an experiment, 8 mini-surveys based on select items from the National Survey of Student Engagement (NSSE) were administered to 500 college students over an 8-week period. NSSE staff recruited participants from five diverse colleges and universities in order to investigate this alternative survey panel approach to see what impact it would have on various data quality indicators. Results indicate a dramatic increase in student participation rates and less missing data from those who responded. Presenters discuss other data quality indicators and implementation challenges they encountered, especially as it relates to incentives. (Session ID: 1312)

Presenter(s)
Shimon Sarraf, *Indiana University Bloomington*
Sarah Fernandez, *Indiana University Bloomington*
Mark Houlemarde, *Indiana University Bloomington*
Xiaolin Wang, *Indiana University Bloomington*

Assessment is a Process...Not Just a Thing

Sponsored Speaker Session | Assessment | Room 112

This session provides an overview of ETS's new efforts to assist institutions in improving the process of gathering and using evidence of student learning. While the presentation acknowledges the many types of tools or assessments that can provide evidence of student learning, the session primarily focuses on how these assessments fit into the much larger process of assessing student learning outcomes. The audience will hear about efforts to improve student learning outcomes, develop measures of student learning, and improve best practices in data use. (Session ID: 1968)

Presenter(s)
Ross Markle, *Educational Testing Service*

Barriers in Returning to Learning: Engagement and Support of Adult Learners

Speaker Session | Assessment | Room 207

Adult learners are a growing population in the U.S. postsecondary education system who experience distinct barriers to academic success. This study uses data from a large-scale survey to assess the difference between adult learners and traditional-aged students on measures of student engagement, campus support, and participation in high-impact practices. Participants in this session will learn about how adult learners, students who are more likely to spend time caring for dependents, attend school part time, and who spend time commuting to campus, have changed on college campuses over time. Participants will discuss successes and challenges with assessing and engaging such nontraditional students. (Session ID: 1337)

Presenter(s)
Thomas Shoup, *Indiana University*
Allison BrckaLorenz, *National Survey of Student Engagement*
Karyn Rabourn, *Indiana University*

Big Data and How it will Impact IR, Assessment, and Institutional Analytics

Panel Session | Analysis | Room 109

Under pressure to provide access and improve quality while keeping costs low, higher education institutions are increasingly interested in exploring the big data frontier and employing big data technologies and analytics to improve student outcomes and administrative efficiency. As a result, it is essential for the IR community to learn more about the concept, application, and potential of big data and analytics, and to become a leading force in this evolution. This session serves as a primer in these areas. The current applications of big data and analytics in higher education and future trends are demonstrated. The session also discusses the proactive approach for the IR field in developing and deploying big data technologies. (Session ID: 1555)

Presenter(s)
Zhao Yang, *Old Dominion University*
Meihua Zhai, *University of Georgia*
Ying Zhou, *East Carolina University*

Ch-ch-Changes: Community College Baccalaureate Developments in Florida, Illinois, and Texas

Panel Session | Analysis | Room 108

Community college baccalaureate programs are gaining momentum across the country as one approach to meeting workforce needs and raising educational attainment levels. This session provides three state perspectives on the topic based on differing levels of experience with community college baccalaureate degree programs. Florida has extensive experience—24 of 28 colleges offer 175 bachelor's degrees with strong employment/earnings outcomes, and expansion is on hold for a year to examine the preferred path forward. Texas has a few colleges offering a half-dozen baccalaureate programs and is contemplating expansion. Almost a decade ago, Illinois elected to expand partnerships to deliver additional baccalaureate opportunities for community college graduates, and in 2014 began re-examining its options. (Session ID: 1315)

Presenter(s)
Scott Parke, *Florida College System*
Gabriela Borcoman, *Texas Higher Education Coordinating Board*
Nathan Wilson, *Illinois Community College Board*

Earning the Collaboration and Spreading the Knowledge among Colleagues

Discussion Group Session | Operations | Room 405-407: Group 3

In order to foster the institutional culture of data-informed decision making, it is imperative that IR collect and report accurate and timely data, and help the college community to understand and utilize the data. In this discussion, we discuss the following questions: What can we do to improve the relationship between IR and other operational areas that influence the data collected and reported by IR, such as grants, budgets, IT, HR, student services, and academic programs? How do we help the college community to better understand and utilize the data produced by IR? (Session ID: 1267)

Presenter(s)
Yan Wang, *Milwaukee Area Technical College*

Emerging Role of IR in Japan: On National Survey with Comparative Views

Speaker Session | Assessment | Room 210 & 212

Why is IR now being adopted around the world? This study is based on a national survey on IR function of all Japanese four-year institutions. Past studies show that Japanese universities with IR offices were limited. However, recent policy for higher education, such as compulsory accreditation, which now is in the second cycle, requires higher education institutions to show the evidence in effective management and students' success. There should be growing needs for data collection and analysis performed by IR offices. This presentation shows the results of the national survey and indicates that Japanese universities are in the process of strengthening the function of IR in order to address the demands for information disclosure, quality assurance, and improving learning outcomes. It also gives further explanation on worldwide growing needs for IR, with reference to comparative study on the Japanese national survey and a U.S. survey on IR offices at state universities. (Session ID: 1299)

Presenter(s)
Reiko Yamada, *Doshisha University*
Shigeru Asano, *Yamagata University*
Kobayashi Masayuki, *The University of Tokyo*
Rie Mori, *National Institution for Academic Degrees and University Evaluation*

Exploring Institutional Cohort Loan Default Rates

Speaker Session | Analysis | Room 401

Much attention has been given to the responsibilities higher education institutions have for reducing student loan defaults in recent years. As current federal policy makers move toward tying financial aid to college performance, it is vital for institutional researchers to familiarize themselves with the factors that influence institutional loan default rates. Coupled with IPEDS data, this study explores effects of institutional and state characteristics on cohort loan default rates at public four-year institutions. Using individual institutions as the unit of analysis, findings of the study offer stakeholders timely implications to discuss policies related to cohort loan default rates at the institutional level. (Session ID: 1112)

Presenter(s)
Terry Ishitani, *University of Tennessee*

Facilitating a Culture of Measurement via a Campus Data Professionals Group

Speaker Session | Operations | Room 403 & 404

The University of Denver (DU) created a Business Intelligence Competency Center (BICC) to facilitate cross-institutional support for analytics and data-based decision making. DU's Information, Measurement, and Analysis Council (IMAC) is designed to unite the reporting and analysis needs of individual units with the support and resources of central offices. This presentation includes: 1) a definition of the concept of a BICC; 2) an outline of the creation process of DU's IMAC, including membership, organizational structure, setting of group priorities and goals, agenda structure of meetings, and how leaders purposefully use IMAC for collaboration and professional development; 3) a reflection on the evolving goals of DU's IMAC and a review of the benefits and challenges of creating and nurturing such a group; and 4) a reflection on the success of the group in its first year of existence and a preview of potential changes moving forward. (Session ID: 1103)

Presenter(s)
Gina Johnson, *University of Denver*

Frankendata: Stitching together Faculty and Student Experience Surveys

Speaker Session | Analysis | Room 205

The purpose of this session is to describe the results of one IR office's efforts to merge two disparate survey data sets—one on faculty engagement/satisfaction and the other on students' engagement and experiences—to discover whether relationships exists between faculty engagement/satisfaction and student outcomes. This approach is novel and consequential in that it combines the results of multiple surveys into a single dataset in an attempt to identify institutional characteristics that affect faculty satisfaction—and, in turn, how faculty satisfaction may be associated with undergraduate student outcomes. (Session ID: 1449)

Presenter(s)
Leonard Goldfine, *University of Minnesota Twin Cities*
Krista Soria, *University of Minnesota Twin Cities*
Sungtae Jang, *University of Minnesota Twin Cities*

Fundamentals and Best Practices for reporting Common Data Set (CDS) Data

Panel Session | Reporting | Room 107

Based on feedback from AIR and other educational associations, the publishers who created and fine-tuned the Common Data Set (CDS) template will discuss fundamentals and best practices in provisioning Common Data Set (CDS) data for publication in college guidebooks, searchable profile websites, factbooks, and internal assessment studies. Early CDS preview with handout of updated questions and definitions for 2015-2016. (Session ID: 1996)

Presenter(s)
Stanley Bernstein, *College Board*
Robert Morse, *U.S. News & World Report*
Stephen Sauermelch, *Peterson's, a Nelnet Company*
Cathy Lebo, *Johns Hopkins University*

Geo-Locating Your Admissions: Geo-Spatial Association Rules and Student Enrollment

Sponsored Speaker Session | Technologies | Room 113

What if we could combine predictions about enrollment with geo-spatial association rules to assist with the recruitment and enrollment process? With IBM's new Geo-Spatial Association Rules, institutions can geo-locate prospective students and determine contributors to key outcomes, and then capitalize on these insights for more effective recruitment and enrollment. Utilizing IBM SPSS Predictive Analytics Solutions for Education, colleges and universities have the ability to leverage multiple data sources and geo-spatial information to determine how best to allocate resources for more insightful and efficient recruitment and enrollment management. In this session, attendees will learn about the new geo-spatial analysis tools recently released by IBM and how they can assist with more effective analytics. (Session ID: 2029)

Presenter(s)
John Norton, *IBM Corporation*

Getting to Use: What Stimulates and Impedes Use of Student Engagement Results?

Panel Session | Assessment | Room 111

The ultimate goal of assessment projects, including the National Survey of Student Engagement (NSSE), is not to gather data. It's to catalyze improvement in undergraduate education. Yet, moving from data to campus action is challenging. This session addresses the challenges of data use, blending expert panelist insights with focused audience discussion about what stimulates and impedes action. With the updated NSSE in mind, panelists and the audience consider broad topics about using evidence, including sharing results, anticipating evidence use, striving for perfect data, involving students, and planning for action, and also discuss what promotes effective data use. (Session ID: 1630)

Presenter(s)
Jillian Kinzie, *Indiana University Bloomington*
Danny Olsen, *Brigham Young University*
Alexander McCormick, *Indiana University Bloomington*
Charles Blaich, *Center of Inquiry in the Liberal Arts and the Higher Education Data Sharing Consortium*
Kathleen Wise, *Center of Inquiry Wabash College*

IE Assessment Web Application: Characteristics and Benefits

Speaker Session | Technologies | Room 102

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. (Session ID: 1382)

Presenter(s)
Divya Bhati, *University of Central Florida*
Patrice Lancey, *University of Central Florida*
Carlos Martinez, *University of Central Florida*

Increasing Retention and Graduation Rates

Sponsored Discussion Group | Technologies | Room 405-407: Group 6

The graduation rate at EMCC between 2009 and 2011 was steady at 20-21%. In 2012, they purchased the DropGuard™ at-risk early alert system, and over the next three years they saw their graduation rate rise to 33%—a 65% increase. This discussion group shows how they utilized the DropGuard™ product to help accomplish this feat. We discuss strategies that will work for your school. This discussion will be valuable to all schools that want to see similar gains, but it is particularly valuable to schools where instructors take attendance. This software works well with Canvas™, Blackboard™ and Moodle™. Case studies will be given for EMCC as well as the school that recommended it to them, North East Mississippi Community College. (Session ID: 2023)

Presenter(s)
Lawrence Piegza, *SmartEvals*

Into the Black Hole: Analyzing Missing Data

Speaker Session | Analysis | Room 106

There is practically no survey that will provide 100% return rate with 100% valid data. Nearly every survey will have non-responders and missing data. There is much that can be learned by analyzing the non-responders and missing data that can minimize survey and response bias, and improve the validity of the results. This presentation examines theories and techniques to analyze survey non-responses and missing data to better understand the whole story. (Session ID: 1176)

Presenter(s)
Linda Mallory, *United States Military Academy*

Learning Gains vs. Proficiency: Operationalizing Institutional Effectiveness

Discussion Group Session | Assessment | Room 405-407: Group 2

This discussion addresses two different ways of operationalizing institutional effectiveness when using surveys to gather the indirect evidence of student success required by accreditors. Specifically, competency (or proficiency) levels are contrasted with learning gains using, as an example, self-reports from seniors at nine California universities that participated in the Student Experience in the Research University (SERU) survey in both 2012 and 2014. Following a brief presentation summarizing SERU survey findings, we pose the following discussion questions: What are the strengths and weaknesses of the learning gains approach and the proficiency/competency level approach for providing indirect evidence of student success and institutional effectiveness? How do you interpret the data from the nine institutions with regard to these two approaches? If the goal is to examine change over time for an institution, what conclusions can be drawn from the data provided? (Session ID: 1736)

Presenter(s)
Michael Wrona, *University of California, Merced*
Cinnamon Danube, *University of California, Merced*

Managing Survey Fatigue: IR as the Gatekeeper for Administering Surveys?

Discussion Group Session | Operations | Room 405-407: Group 1

In order to manage survey fatigue and limit the number of survey requests, researchers suggest that offices of institutional research centralize the survey process (Adams & Umbach, 2012). Yet when trying to centralize survey administration, institutional research personnel may encounter challenges such as navigating institutional size, managing data needs and priorities, and being perceived as a "gatekeeper". The purpose of this discussion session is to enable attendees to share ideas and experiences about survey administration and survey fatigue. Key discussion questions include: What strategies does your office or institution employ to address survey fatigue? What challenges does your office encounter when seeking to manage requests for surveys? How can institutional research meet the competing goals of managing survey fatigue and supporting data-driven decisions for students, faculty, and staff? (Session ID: 1274)

Presenter(s)
Elizabeth Jach, *Kirkwood Community College*
Jana Hanson, *Kirkwood Community College*

MidAIR Best Presentation: Engaging Everyone with Poll Everywhere

Affiliated Organization Best Presentation | Technologies | Room 103

Poll Everywhere has allowed Ozarks Technical Community College's research office to improve its strategic planning efforts by allowing groups ranging from 30 to 550 to meaningfully participate in planning activities. This presentation covers the service's cost, implementation, and potential uses. Audience members will also have the opportunity to test the service themselves. (Session ID: 1931)

Presenter(s)
Matthew Simpson, *Ozarks Technical Community College*

Using Panel Data to Identify the Effects of Expenditures on Graduation

Speaker Session | Analysis | Room 104

Institutional graduation rates occupy a prominent place in institutional research and public policy. Graduation rates are used in college rating systems, federal and state accountability initiatives, and may serve as a basis for allocating federal financial aid. Despite their widespread use, research suggests that institutional graduation rates are most strongly related to students' entering characteristics and are only weakly related to institutional quality and effectiveness. One set of institutional characteristics that appears to be related to graduation rates includes expenditures for instruction, academic support, institutional support, and student services. However, inconsistencies in results suggest that estimates of the effects of expenditures may be biased due to omitted variables (unobserved heterogeneity). The present research uses fixed-effect models with panel data from IPEDS to account for omitted variable bias and examines the effects of expenditures on graduation rates. (Session ID: 1163)

Presenter(s)
Gary Pike, *Indiana University-Purdue University Indianapolis*
Kirsten Robbins, *Indiana University School of Education*

Scholarly Writing: Advice from Editors

Speaker Session | Analysis | Room 110

This session is for individuals interested in learning more about writing for scholarly publications. A panel of journal editors will share insight, advice, and suggestions about writing for higher education journals in general, and institutional research-related journals specifically. Information about a variety of journals, their requirements, and related review and selection processes will be shared, including AIR Professional File, Innovative Higher Education, New Directions for Institutional Research, and Research in Higher Education. (Session ID: 1858)

Presenter(s)
Sharron Ronco, *Marquette University*
John Ryan, *University of Vermont*
Gloria Crisp, *The University of Texas at San Antonio*
Libby Morris, *University of Georgia*
Robert Toutkoushian, *University of Georgia*

The 24/7 Student: Success Analytics for Operational Excellence

Sponsored Speaker Session | Technologies | Room 105

There are multiple facets of analytics supporting Student Success including operational analytics, student performance monitoring, insight discovery and predictive. Even within predictive analytics there are many dimensions - predicting success in a course, in a program and at the institutional level. Mr. Clark and Mr. Burkhart will share best practices from leading organizations, including Valdosta State University, that are accelerating performance by taking a comprehensive approach to Student Success and leveraging advanced analytics and big data discovery across all traditional and non-traditional data sources. In this session, participants will hear how the right approach to Student Success helps personalize the student experience, promote accountability & proactivity, create opportunities for individualized learning, and foster operational excellence. (Session ID: 2031)

Presenter(s)
Joseph Burkhart, *Oracle Corporation*
Andy Clark, *Valdosta State University*

The Texas B-On-Time Loan Program and Its Impact on Minority Students

Speaker Session | Analysis | Room 203

The purpose of this presentation is to share quantitative data on the impact of the Texas B-On-Time student loan program and improve institutional awareness of how financial aid policies affect minority students. The results of this research are intended to enable state programs, institutions, and financial aid offices to better target students who benefit from low or no-interest loans that incentivize timely degree completion. (Session ID: 1385)

Presenter(s)
Anna Drake, *University of Texas at Austin*

Using Multi-Level Modeling to Examine First-Year Students' Civic Engagement

Discussion Group Session | Analysis | Room 405-407: Group 4

This discussion addresses the use of multi-level modeling when examining first-year students' engagement with civic practices. The following questions are discussed to promote a conversation about civic engagement on campus and how multi-level modeling can better inform programs and practices: What is the purpose of analyzing data accounting for nested structures? What individual and institutional characteristics are more likely to predict civic engagement? How can higher education practitioners and IR professionals use multi-level modeling to understand students' engagement with civic practices in college? What practices promote civic engagement, especially for first-year students? (Session ID: 1803)

Presenter(s)
Jennifer Berdan, *University of California, Los Angeles*

Using Qualtrics in an Institutional Research Office

Discussion Group Session | Technologies | Room 405-407: Group 5

List online applications that can promote IR mission. What factors can be considered in adopting an online application? What makes Qualtrics the online application of choice at the IR office? (Session ID: 1567)

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

04:00 PM–05:00 PM

Welcome Reception Hosted by AIR Board of Directors

Special Event | Exhibit Hall (Four Seasons Ballroom 1-4)

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

Association for Institutional Research in the Upper Midwest (AIRUM)

Affiliated Organization Meeting | Room 201

Members of AIRUM and other interested AIR members are welcome to attend an informal gathering to visit with colleagues, discuss topics of interest, and learn about the Fall 2015 AIRUM annual meeting. AIRUM consists of members from Iowa, Minnesota, Upper Peninsula of Michigan, North Dakota, South Dakota, and Wisconsin. Plan on joining your colleagues for dinner/social hour after the meeting. Convener: Jennie Robinson Kloos

Catholic Higher Education Research Cooperative (CHERC)

Affiliated Organization Meeting | Room 210 & 212

CHERC is an organization for IR professionals and others involved in research issues common to Catholic higher education. All current members and those interested in learning more about the organization are invited to attend. Convener: Peter Feigenbaum

Mid-America Association for Institutional Research (MidAIR)

Affiliated Organization Meeting | Room 203

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 November 4-6, 2015 at The University Plaza Hotel, Springfield, MO. Meet here for dinner group plans with other MidAIR members. Convener: Paul Klute

North East Association for Institutional Research (NEAIR)

Affiliated Organization Meeting | Room 207

Gather with your IR colleagues from the north east to hear about NEAIR grant opportunities, summer professional development opportunities, and the annual conference in Burlington, VT. Our conference theme is "IR: when change is the only constant". All of us deal with constant change at our institutions, so come hear how our conference program will address this and many other issues. New hires? Hear about how to connect professionally through our introductory membership to NEAIR. Have a current professional challenge or a "whine" list? Come prepared to discuss your challenge during a NEAIR dinner group after the meeting (all are welcome!) and gain new insights and possible solutions. Conveners: Cherry Danielson, Sally Frazee, Gayle Fink, Martha Gray, and Heather Kelly

Overseas Chinese Association for Institutional Research (OCAIR)

Affiliated Organization Meeting | Room 110

The 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 awards, and a panel discussion. There will also be a group picture and dinner after the meeting. Conveners: Allan Joseph Medwick and Yan Wang

Pacific Association for Institutional Research (PacAIR)

Affiliated Organization Meeting | Room 111

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

Pacific North West Association for Institutional Research and Planning (PNAIRP)

Affiliated Organization Meeting | Room 205

PNAIRP cordially invites members attending the 2015 AIR Forum to a brief meeting. We invite all PNAIRP attendees to join us to congratulate our PNAIRP best paper presenters, share their presentation topics, and participate in a brief discussion, 'Strategies for collaboration across the PNAIRP membership', before we head out for the PNAIRP group dinner. More details will be available closer to the event. Convener: Summer Kenesson

Rocky Mountain Association for Institutional Research (RMAIR)

Affiliated Organization Meeting | Room 112

Please join RMAIR members at our semi-annual business meeting. All institutional researchers throughout the Rocky Mountain states and provinces are welcome. The meeting agenda is available at http://www.rmair.org/organizational-information/minutes/. Following the meeting, join us for dinner at a nearby restaurant. Please contact president@rmair.org to RSVP for dinner or if you have an item to add to the agenda. Convener: Jeffrey Alan Johnson

Southern Association for Institutional Research (SAIR)

Affiliated Organization Meeting | Room 113

SAIR members, as well as anyone who works at institutions in the SAIR region (AL, AR, DC, FL, GA, KY, LA, MD, MS, NC, OK, SC, TN, TX, VA, and WV), are encouraged to attend this meeting to network with colleagues, discuss current activities of the SAIR organization, and learn more about our Fall 2015 conference in Savannah, GA. Convener: Sara R. Gravitt

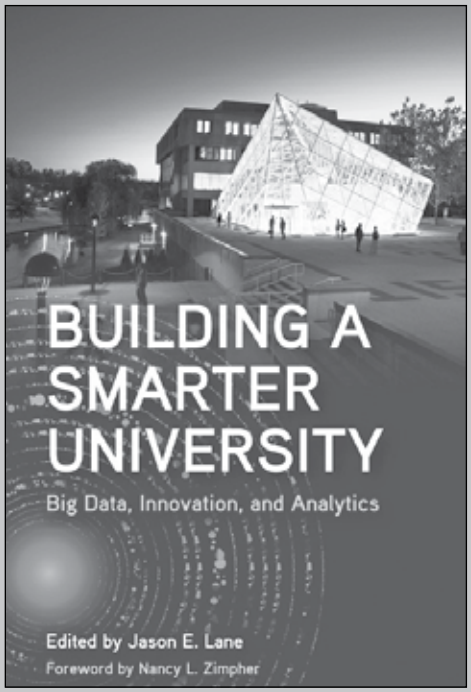
SUNY CRITICAL ISSUES IN HIGHER EDUCATION **SERIES** *Jason E. Lane and D. Bruce Johnstone, editors*

BUILDING A SMARTER UNIVERSITY

Big Data, Innovation, and Analytics

Jason E. Lane, editor
Foreword by Nancy L. Zimpher

Demonstrates how universities can use Big Data to enhance operations and management, improve the education pipeline, and educate the next generation of data scientists.

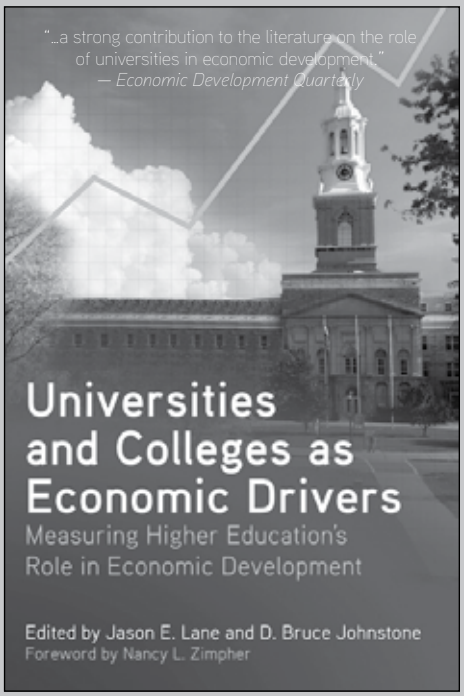


UNIVERSITIES AND COLLEGES AS ECONOMIC DRIVERS

Measuring Higher Education's Role in Economic Development

Jason E. Lane and D. Bruce Johnstone, editors
Foreword by Nancy L. Zimpher

A comprehensive examination of the relationship between higher education, state government, and economic development.



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Program Highlights: Thursday, May 28

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

Program Highlights: Thursday, May 28

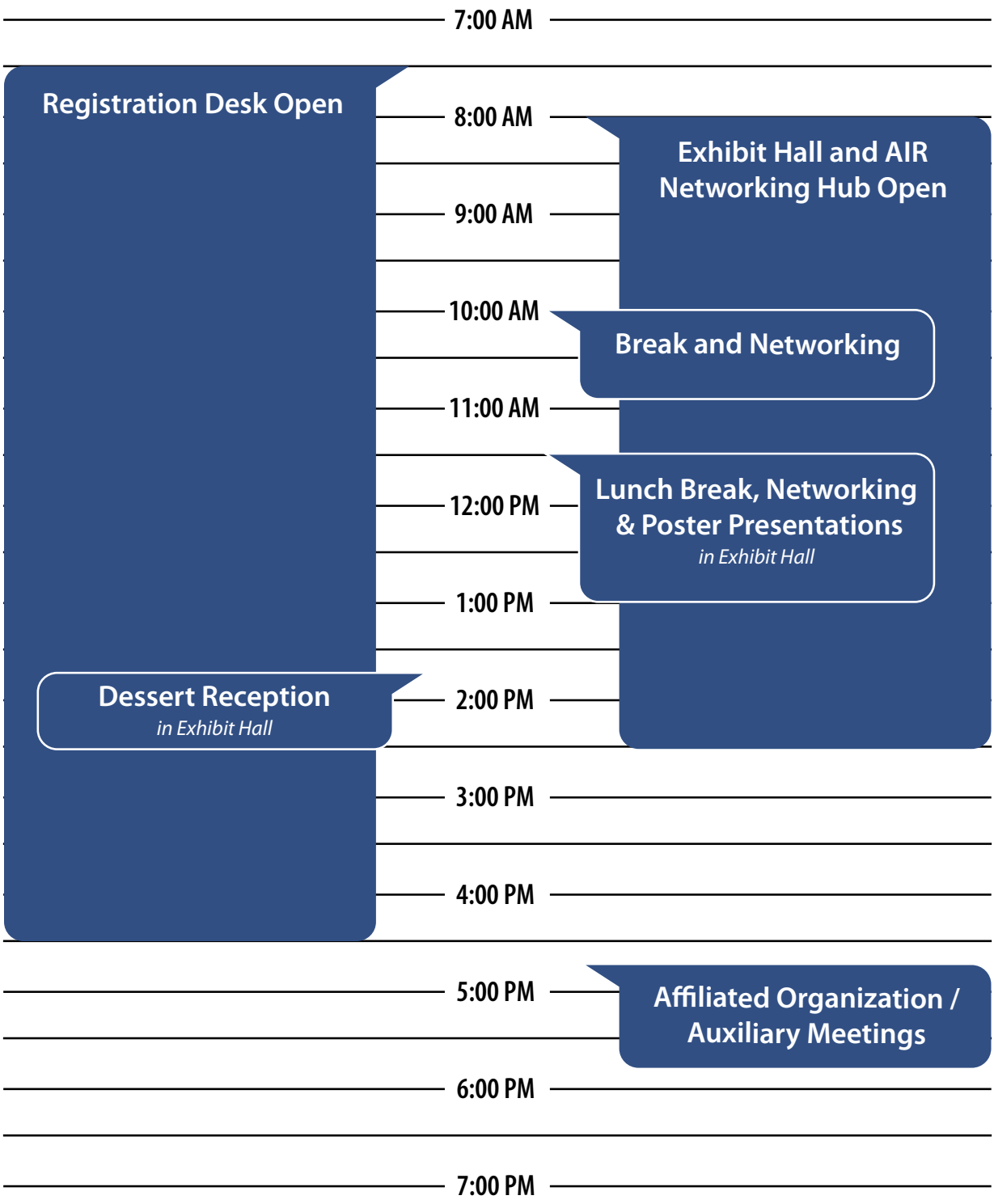
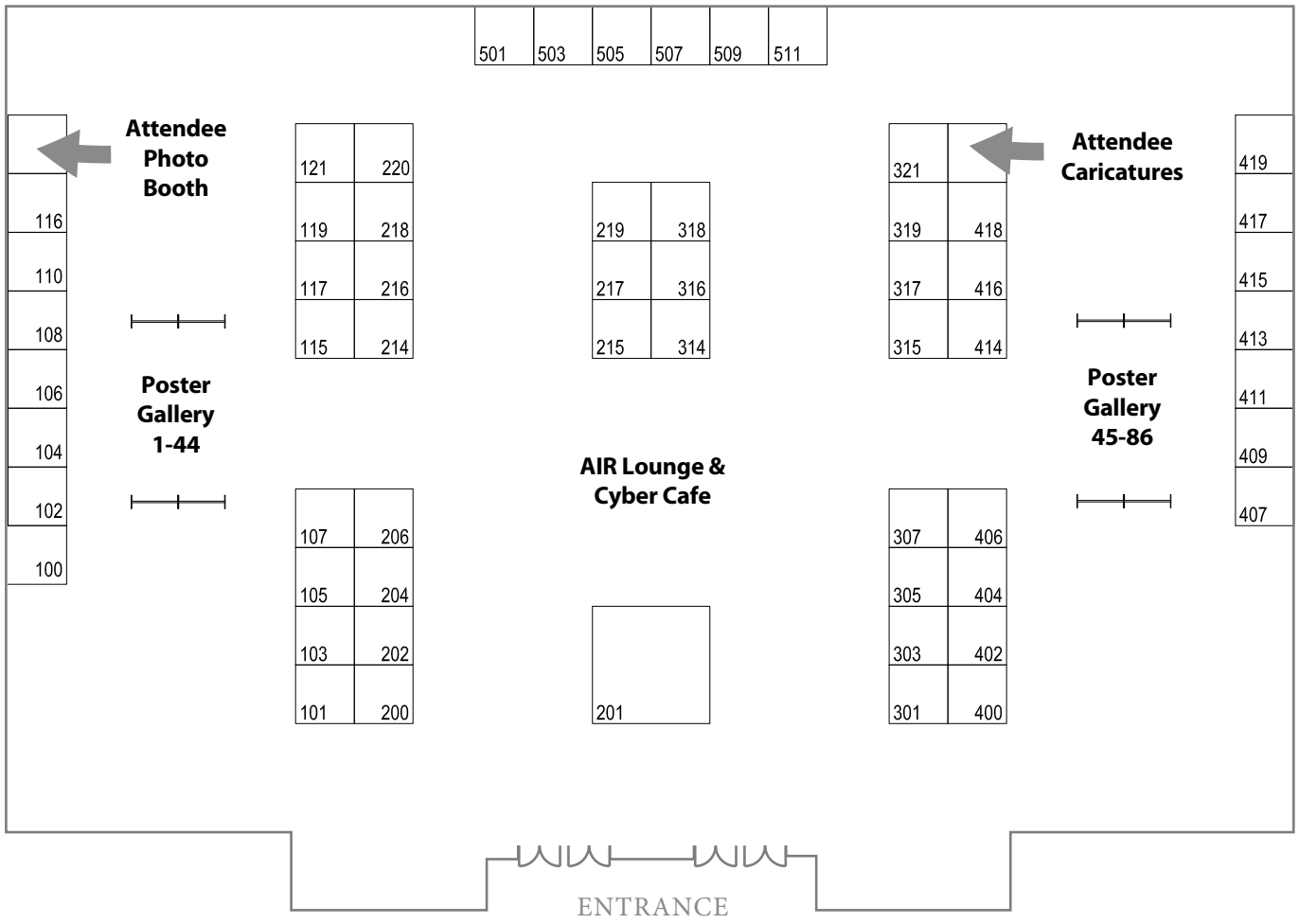


Exhibit Hall Floor Plan—Four Seasons Ballroom



Company Name	Booth #
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Academic Management Systems	413
ASR Analytics	411
Axis Group	119
Blackboard	417
Campus Labs	200 & 202
Civitas Learning™	218
Concord USA, Inc.	214 & 216
Data and Decisions® Academy	407
Data180	402
Digital Measures	201
Elsevier	418
Envisio	511
ETS	317
EvaluationKIT	219
eXplorance	301 & 303
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IASystem	110
IBM	318
iDashboards	121
IData Incorporated	314
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Information Builders	107
IPEDS	415
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Tk20 Inc.	116
U.S. News Academic Insights	305 & 307
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08:15 AM–09:00 AM

"CAT-Scan" Graphs to Dissect ALL Student Outcomes Over ALL Periods of Time

Speaker Session | Technologies | Room 205

For purposes of studying student outcomes, the world's most powerful graph is one that shows ALL outcomes at ALL points in time for a particular cohort of students. CAT-scans slice Cohorts Across Time. Just like medical CAT-scans, these comprehensive displays lend themselves to multiple dissections of information displayed side-by-side dashboard style. When CAT-scans are disaggregated across important research variables, we gain a comprehensive perspective on the effects on student outcomes of college-readiness, course load, ethnicity, academic program, and learning initiatives. When different colleges are studied, vital strategic questions can be answered. For example, we compared student behavior at Ivy Tech versus research outcomes from Valencia College. The results convincingly show how high levels of pre-graduation transfers at Ivy Tech have a dramatic "flattening effect" on graduation rates. (Session ID: 1603)

Presenter(s)
Jeffrey Cornett, *Ivy Tech Community College*
Stephen Hancock, *Ivy Tech and Indiana University-Purdue University Indianapolis*

An Insightful Overview of CIRP Surveys: Benefits for Institutional Growth

Sponsored Speaker Session | Analysis | Room 112

Across many universities and colleges, faculty and administrators use data for evidence-based decision making. While different methods of data gathering exist, valid and thoughtful surveys administered in a paper or online format can be a highly effective way to collect responses. The Cooperative Institutional Research Program (CIRP) provides institutions with the ability to better understand the experiences of their students through the administration of their five national surveys. All of the surveys are described in detail, emphasizing the longitudinal design. Additionally, administration techniques and tools are discussed to help institutions maximize participation. Finally, reporting procedures are outlined to highlight the practical use of the data for individual campuses. Overall, the objective of the session is to foster dialogue about the importance of survey research and to introduce one option in achieving this goal. (Session ID: 1972)

Presenter(s)
Ellen Stolzenberg, *University of California, Los Angeles*
Abigail Bates, *University of California, Los Angeles*
Dominique Harrison, *Higher Education Research Institute*
Maria Suchard, *University of California, Los Angeles*

An Integrated Approach to Institutional Effectiveness

Discussion Group Session | Assessment | Room 405-407: Group 5

While the integrated institutional effectiveness model — combining and strengthening IR, assessment, accreditation, planning, and program review under one organizational structure — has the potential for numerous benefits, campuses remain challenged in using evidence for making decisions on critical issues. This discussion group focuses on the benefits and challenges of an integrated, multifunctional approach, future trends, and ways to improve evidence-based leadership. Discussion questions include: 1. What is the status of integrated institutional effectiveness offices at participants' institutions? 2. What organizational designs for IE are present at participants' institutions? 3. What are the benefits associated with the integrated IE model? 4. What are the challenges associated with the integrated IE model? 5. What are future directions for the integrated IE model that address identified challenges? (Session ID: 1383)

Presenter(s)
Brian Bartolini, *Providence College*
William Knight, *Ball State University*

Building a Cohesive Graduate Employment Reporting Method

Speaker Session | Analysis | Room 107

The issue of graduate employment is important as the concept of return on investment receives more attention. This project presents ways to develop protocols to use whether collecting employment data for a single institution or multiple institutions, and best practices on alumni tracking and data collection. The Association of Schools and Programs of Public Health worked closely with member institutions to develop a cohesive effort on reporting annual graduate employment data. The presentation presents the development of the project methodology; data collection, reporting, and database development; results; and lessons learned. (Session ID: 1359)

Presenter(s)
Christine Plepys, *Association of Schools and Programs of Public Health*

CAIR Best Presentation: Using Propensity Score Matching to Facilitate Discussion of Program Effectiveness

Affiliated Organization Best Presentation | Analysis | Room 103

The Promise Pathways is an initiative at Long Beach City College through which the college has piloted new interventions and processes. Key features include 1) an alternative assessment process based on student achievement in high school, and 2) prescriptive scheduling with an emphasis on completion of foundational courses. With the program in its third year, more rigorous evaluation of the long-term impact of the program has been conducted, revealing that participants are dramatically more likely to complete transfer-level English and math and achieve other early educational milestones. With this evaluation comes an increased need to effectively communicate the results of the program across constituencies with vastly different levels of research expertise. Our office has found that propensity score matching provides a platform for discussing the impact of the program that allows for greater focus on understanding the outcomes and working toward continued improvement of the program. (Session ID: 1908)

Presenter(s)
Andrew Fuenmayor, *Long Beach City College*
John Hetts, *Educational Results Partnership/CalPASS Plus*

Does Use of Survey Incentives Degrade Data Quality?

Speaker Session | Analysis | Room 203

With increased reliance on survey incentives, there is concern that some college students complete surveys merely to qualify for the incentives. If true, are students answering questions sincerely and thoughtfully? Based on results from over 700 colleges and universities that participated in a large assessment project, this study investigates the association between incentive use and survey data quality. Overall, results reveal that offering incentives does not negatively effect data quality, and actually enhances data quality in some cases. This presentation and discussion focus on how institutions can use these results to improve survey data on their campuses. (Session ID: 1439)

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

Engaging Faculty in Assessment of Student Learning: What Works?

Speaker Session | Assessment | Room 201

How can institutional research and assessment professionals help faculty make assessment meaningful and useful? This session focuses on strategies we can use to engage faculty in effective assessment practices that center on student learning and that lead to real improvements to courses and programs. Using examples from her own institution, as well as best practices observed as an evaluator at other institutions, the presenter focuses on ways that anyone involved in institutional research or assessment can help faculty with assessment and move beyond accreditation to a robust assessment culture. Active participation, with questions and suggestions, is welcome. (Session ID: 1529)

Presenter(s)
Karen Froslid Jones, *American University*

Establishing a Data Driven Culture

Sponsored Speaker Session | Assessment | Room 105

A culture of performance requires both information and the coordinated action of many people toward agreed-upon goals. This means joining BI initiatives tightly with planning and continuous improvement. The right data must be made available to the right people at the right time—and in a way that enables them to act on it effectively. Come see how this can be accomplished using currently available technology and how this approach offers an expanded role for IR in driving a culture of performance. (Session ID: 1998)

Presenter(s)
Denise Raney, *Nuventive, LLC*

How to Write Effective Outcomes and Teach Others to do the Same

Speaker Session | Assessment | Room 106

Institutional researchers can fulfill many roles in campuswide outcomes assessment. Given the amount and range of assessment activities, IR needs to be able to build capacity and transfer knowledge to others about how to engage in effective assessment. This session focuses on the fundamental skill of writing outcomes. Participants will be able to differentiate types of outcomes, how to write them effectively, and teach others how to do the same. Focusing on innovative ways to teach others how to write outcomes addresses a key need for institutional research offices. (Session ID: 1179)

Presenter(s)
Shari Ellertson, *Boise State University*
Ann Gansemer-Topf, *Iowa State University*

IAIR Best Presentation: Evaluation of a New Model of Retention in a Commuter-Student Population

Affiliated Organization Best Presentation | *Analysis* | *Room 113*

A new conceptual model of student retention was developed and evaluated for first-year retention and second-year retention of students at an urban, Midwestern commuter university. The model captured the joint effects of academic engagement and financial factors on academic performance and persistence of students. The academic engagement and financial factors included: pre-college academic achievement, deep learning, study time per week, college math readiness, major selection, hours of employment, receiving a Pell Grant award, and financial concerns. Structural equation modeling techniques were utilized to simultaneously assess the quality of the theoretical construct known as deep learning and to test the hypothesized causal paths linking the engagement and financial factors to college grades and student retention. (Session ID: 1907)

Presenter(s)
Hoa Khuong, *Northeastern Illinois University*

NSSE Deep Learning/Engagement Items as Predictors of Retention and Graduation

Speaker Session | *Decision-Support* | *Room 110*

The purpose of this study is to examine the relationship between underlying NSSE items that have been identified as tapping deep approaches to learning and indicators of academic challenge. Issues arise in relation to the NSSE measures. Does deep learning as measured by NSSE predict student success in the form of retention and/or graduation? Is NSSE a useful indicator of student success supportable in the context of non-residential institutions? (Session ID: 1574)

Presenter(s)
Robert Loveridge, *Utah Valley University*
Sara Chapman, *Utah Valley University*
Laura Jimenez-Snelson, *Utah Valley University*

Organizational Effectiveness and Student Success Work to Increase Retention

Speaker Session | *Decision-Support* | *Room 111*

Identifying risk factors that impact student retention is important for empowering evidence-based student success initiatives. Thus, a broad view of student diversity was considered by examining admissions, enrollment, graduation, demographic, financial aid, remedial coursework, and U.S. census data in a decision tree analysis. The goal of our predictive retention model was to assign students dropout risk levels in order to assist Student Success stakeholders with efficiently targeting interventions. Session participants will learn how this collaboration between Organizational Effectiveness and Student Success leveraged the power of business intelligence to implement a risk index that is helping to increase retention and decrease time to degree for high-risk students. (Session ID: 1635)

Presenter(s)
Daniel Matthews, *Central Washington University*
Jim DePaepe, *Central Washington University*
Elizabeth Lee, *Central Washington University*
Sarah Swager, *Central Washington University*

Planning and Implementing a 360 Degree View of Student Learning Outcomes

Discussion Group Session | *Assessment* | *Room 405-407: Group 2*

There is a great need to document evidence of student learning outcomes, but single points of assessment undermine methodological validity whereas complicated assessment systems create administrative challenges. Furthermore, standardized testing such as the CAPP, the CAT, or the CLA cannot be effectively delivered to online students. Over the past several years, City University of Seattle has been implementing a comprehensive student learning outcome assessment strategy that assesses student learning from multiple perspectives. This discussion considers the following questions: How is your institution currently collecting evidence of student learning? Does your institution have methods in place to triangulate student learning outcomes? Can your student surveys include questions that enable students to self-assess their learning outcomes? How are learning management rubrics being used at your institution to gain course embedded learning outcomes? (Session ID: 1696)

Presenter(s)
Susan Seymour, *City University of Seattle*

Post-Collegiate Outcomes: Identifying Who, What, Where, and How

Speaker Session | *Reporting* | *Room 403 & 404*

This session presents an overview of the work of the Post-Collegiate Outcomes (PCO) initiative designed to include broad perspectives on post-collegiate outcomes, and explores the rationale for different types of measures for different audiences. Charged with developing a framework and proposed policy agenda, the initiative launched a comprehensive framework for PCO in January, including a toolkit for institutions to use in talking about

their PCOs with a variety of audiences. This session reviews the framework and toolkit, and demonstrates how individual institutions can apply it on their campuses. (Session ID: 1118)

Presenter(s)
Teri Hinds, *Association of Public and Land-grant Universities*
Christine Keller, *Association of Public and Land-grant Universities*
Kent Phillippe, *American Association of Community Colleges*

Predictive Modeling for Enrollment and Retention – Real World Examples

Sponsored Discussion Group | Decision-Support | Room 405-407: Group 6

This discussion addresses the use of predictive modeling as a cornerstone of data driven decision making across the institution. Whether predicting enrollment, financial aid outlay, student success or donor generosity, predictive modeling can support your decision making by helping you to meet your targets. Join us and a few of our Rapid Insight customers to share experiences, lessons learned, and things to avoid. What are the best first steps for getting started? How did you get institutional buy in for the results? What data/variables did you find most predictive? What general advice would you give to maximize the value of predictive modeling? Participants in this session will learn strategies for successfully implementing predictive modeling based on other customer experiences, and will learn about the initial variables required to build an effective model for forecasting yield and/or retention. (Session ID: 1962)

Presenter(s)
Michael Johnson, *Dickinson College*

SAIR Best Presentation: The Relationship Between Institutional Characteristics and Retention

Affiliated Organization Best Presentation | Decision-Support | Room 108

This study examines how certain institutional characteristics predict retention rates at the university level. Data from the IPEDS Data Center has been accessed for over 1,600 institutions. The variables used describe entering class characteristics, study body compositions, resource allocation profiles, institutional settings, etc. The resulting model accounts for 53% of the variability in retention by using two combinations of variables and the degree of urbanization. The preeminent predictor is a combination of median SAT, the estimated amount of instructional expenditures per capita, the share of Pell Grant recipients among freshmen, and the share of adult learners among undergraduates. (Session ID: 1584)

Presenter(s)
Marcos Velazquez, *Barry University*

seekUT Undergrad, Grad, and Professional Student Tool on Debt and Work Outcomes

Speaker Session | Technologies | Room 210 & 212

Graduate student debt is increasing, traditional revenue streams in higher education are declining, and the cost of higher education rising. In response, the University of Texas System made updates to seekUT—a website and complementary online tool that provides earnings, student debt, and workforce projections for students. This tool is for students, and was created with student input. seekUT updates include earnings and debt data for graduate and professional students covering ten years. Updates include a debt-to-income ratio of loan payment to gross income. This ratio is presented alongside monthly income and student loan payment information. The tool provides guidelines for the percentage of monthly income that may reasonably be allocated to debt. Students can examine industries in which graduates are employed, by degree level and educational focus, and job projections through 2022. This session provides concrete examples of how to leverage and display workforce data. (Session ID: 1072)

Presenter(s)
Stephanie Bond Huie, *The University of Texas System*
David Troutman, *The University of Texas System*

Simplicity of Interpretation: Comparing Regression and Tree-Based Methods

Speaker Session | Analysis | Room 207

Statistical methods such as regressions and logistic regressions can often be difficult to understand for those who have not had statistical training. Tree-based methods can perform as well as regression models at the same time as providing several advantages. Most notably, they are easier to explain than regression, they more closely mirror human decision making, can be displayed graphically (and are easily interpretable), and can handle qualitative predictors without the use of dummy variables (James et. al, 2013). This presentation provides a brief introduction to tree-based models, then uses a student-level university dataset to walk through an example of using a logistic regression model and a classification tree to predict whether students will graduate. This presentation is important to institutional researchers who are in search of a method that yields more interpretable explanations than regression analysis. (Session ID: 1593)

Presenter(s)
Mark Umbricht, *Pennsylvania State University*

Strategic Partnerships to Enhance Data-Driven Decisions and Effectiveness

Discussion Group Session | Operations | Room 405-407: Group 1

Whether the goal is to reduce the workload on an overburdened staff or to develop rich collaborative relationships designed to improve the student experience, partnering with external offices is a priority for many offices, including IR shops. How does one do this effectively and with an eye toward long-term and structural improvements? This discussion addresses developing strategic partnerships on campus to enhance data-driven decisions and operational effectiveness within the context of limited staffing and high expectations. Participants will discuss the following questions: What are the necessary resources and structures to establish these relationships? How are strategic partners identified? What are potential capacity building initiatives? What is needed to maintain and grow these relationships? (Session ID: 1779)

Presenter(s)
Colin MacFarlane, *Stetson University*

The Importance of Data Visualization in IR

Discussion Group Session | Analysis | Room 405-407: Group 4

Data visualization allows analysts/researchers to identify trends in raw data. It can also complement table data, and in certain cases, replace it. This discussion highlights common data visualization techniques in IR. Data visualization do's and don'ts are provided. Examples of how Edward Tufte (American statistician) presents data and information, as well as how the Office of Strategic Research and Analysis (OSRA) at Georgia Southern University uses data visualization in reports are provided. Some examples of data visualization tools used by OSRA are Microsoft Excel (sparklines and charts) and ArcGIS (maps). The following questions serve as the organizing structure for the discussion:. How do you measure the quality of a data visual? Which tools do you use to create data visuals? What techniques or best practices do you use when creating data visuals? Why is data visualization so important? In what ways do you utilize data visuals? (Session ID: 1789)

Presenter(s)
Patrick Roberts, *Georgia Southern University*
Mary Poe, *Georgia Southern University*

The WSCUC Undergraduate Student Success and Graduation Rate Dashboard

Speaker Session | Assessment | Room 109

Participants in this session will leave with a solid understanding of the purpose of the Graduation Rate Dashboard (GRD) and how it helps portray a more inclusive and accurate measurement of student success than IPEDS or other single metric methods. Participants will also learn how to use the calculation method at their institutions. Time will be allowed for questions and to address challenges that institutions may be experiencing with data collection, as well as to further explain how WASC Senior College and University Commission (WSCUC) is using and analyzing the new data. (Session ID: 1064)

Presenter(s)
Henry Hernandez, *WASC Senior College and University Commission*
Christopher Cullander, *University of California, San Francisco (Retired)*

Tools to Measure Research Impact and Facilitate Faculty Activity Reporting

Sponsored Speaker Session | Analysis | Room 104

Each university strives to track progress toward its unique strategic goals. With InCites, universities can obtain quantitative key performance indicators of research productivity and impact using 30+ years of trusted citation data from Web of Science. Benchmark research output and impact across universities, research groups, and individual faculty members, while also analyzing global collaboration patterns. Integrate your institution's departmental structure for detailed reporting. Converis, a comprehensive faculty activity reporting system, helps universities around the world to minimize the burden on faculty for maintaining a comprehensive CV of their activities. Universities use Converis to manage their faculty review process through customizable workflows and template reports. Converis seamlessly combines your institutional data with trusted publication data like Web of Science and PubMed to easily meet grant submission and accreditation requirements. (Session ID: 2028)

Presenter(s)
Joey Figueroa, *Thomson Reuters*

Tracking Graduate School Attainment Rates

Speaker Session | Decision-Support | Room 401

Society wants to see that the high cost of a degree yields outcomes. This presentation serves as a case study to show how Eastern University used the National Student Clearinghouse's Student Tracker service to follow students who graduated over the past 15 years. The research study's

primary goal was to measure graduate outcomes through graduate school entrance and completion. This session talks about technical aspects of using Clearinghouse data effectively. How the findings have been disseminated in order to influence campus decision making is also addressed, as well as future plans for research in this area. (Session ID: 1255)

Presenter(s)
Laura Diefenderfer, *Eastern University*
Christine Mahan, *Eastern University*
Jason DeWitt, *National Student Clearinghouse*

Understanding Multiple Developmental Education Pathways for Underrepresented Student Populations

R&D Grant Session | Analysis | Room 102

This study examines various developmental/remedial education pathways available to students—from "traditional" developmental courses to emerging models and interventions—and compares the outcomes of these pathways across specific underrepresented populations. Using longitudinal data from a large urban community college system, this study seeks to disentangle the relative efficacy of developmental education approaches, instruction, and operational structures for various subgroups. In order to effectively implement developmental education policies to serve all students, colleges and universities must be able to identify the subgroups of students for whom programs, courses, and instructional models best serve. This research presents a framework for assessing the outcomes of these programs for underrepresented students. (Session ID: 1901)

Presenter(s)
Drew Allen, *New York University / City University of New York*

What Works and What Doesn't in Common Data Set Financial Aid Reporting

Discussion Group Session | Reporting | Room 405-407: Group 3

This discussion will address CDS Financial Aid reporting issues of greater complexity than those covered in typical CDS overview forums and is targeted at experienced attendees led by expert practitioners, allowing for a lively exchange of issues, ideas, and best practices in a conversational format. Rethinking The CDS grant table and student debt suite for upcoming CDS editions. How comparison of CDS financial aid reporting approaches to those of IPEDS, NASFAA, NACUBO, and state systems may yield greater perspective into the specific CDS reporting idiom. What are today's most important research questions in financial aid and how can these be improved to yield deeper insights around affordability, grants vs. loans, debt levels, merit aid? What are the hidden impacts of definitions for "awarded aid" in CDS and IPEDS reporting? (Session ID: 1977)

Presenter(s)
Anne Sturtevant, *College Board*
Cathy Lebo, *Johns Hopkins University*
Mary Sapp, *University of Miami*
Diane Cheng, *The Institute for College Access and Success*

09:15 AM–10:00 AM

A NEW Student Survey Development in China and its Use for Decision Support

Speaker Session | Assessment | Room 105

This presentation explores the development of a NEW student survey instrument in China based on a NEW theoretical framework by Vincent Tinto. The Framework for Institutional Action lays out a framework for institutional action and describes the types of actions and policies that institutions can take to enhance student retention and completion. Student retention and completion analysis may be the main responsibility for IR officers. The new survey instrument benefits IR officers as they learn about student learning and development on their campuses. This presentation talks about the reliability and validity of this survey and its effectiveness in one the top ten universities in China, especially its decision support for senior administrators. The development process and its effectiveness for decision support in student affairs and learning outcomes assessment are the central themes of this session. (Session ID: 1606)

Presenter(s)
Shuguang Wei, *Huazhong University of Science and Technology*
Min Chen, *Huazhong University of Science and Technology*
Junchao Zhang, *Huazhong University of Science and Technology*
Hongde Lei, *Huazhong University of Science and Technology*

Choice of Academic Major: The Role of Gender and Self-Efficacy

Speaker Session | Analysis | Room 205

Females are underrepresented in certain disciplines, which translates into their having less promising career outlooks and lower earnings. This study examines the effects of pre-college characteristics, academic performance, high school involvement in extra-curricular activities, as well as certain measures of self-efficacy on choice of academic discipline by males and females. Disciplines are classified based on Holland's theory of personality-based career development. Different models for categorical outcome variables are compared including: multinomial logit, nested logit, and mixed logit. Independence of Irrelevant Alternatives assumption is discussed. Use of R Package for fitting models with categorical outcome variables is covered during the session. (Session ID: 1289)

Presenter(s)
Iryna Johnson, *Auburn University*
William Muse, *Columbus State University*

College and University StudentTracker Reporting

Sponsored Discussion Group | Technologies | Room 405-407: Group 6

Clearinghouse is undergoing a rewrite of the StudentTracker service and values your input on how we support you. Come join us to share your thoughts on process improvements with particulate attention to various reports important to your institution. What improvements can we make to our current services? What new reporting would be helpful? (Session ID: 2022)

Presenter(s)
Sue Ledwell, *National Student Clearinghouse*
Jason DeWitt, *National Student Clearinghouse*

College Readiness, Interests, and Long-Term College Success for STEM Majors

Speaker Session | Analysis | Room 111

Policymakers have expressed concern about the U.S. having sufficient numbers of college graduates to fill STEM (Science, Technology, Engineering, Mathematics)-related occupations over the next decade. Using data for nearly 76,000 STEM majors from 85 two- and four-year institutions, we describe the relationships between students' college readiness, their expressed and measured interests in STEM, and their chances of long-term college success. Students' interests in STEM are measured using the ACT Interest Inventory and their expressed major preferences. College success rates are estimated from hierarchical models. Results are disaggregated by type of institution and STEM major cluster. Study findings suggest that being better prepared academically in mathematics and science and having STEM-related interests positively impacts students' chances of persisting in STEM and completing degrees. The implications of the findings for retaining more students in STEM fields are discussed. (Session ID: 1212)

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

Comparison of Excel Add-Ins: Tools for Institutional Researchers

Speaker Session | Technologies | Room 108

There are several products (add-ins) that greatly increase the power and efficiency of Microsoft Excel. This presentation first demonstrates how to install and enable add-ins. Selected capabilities of three add-in products—AbleBits, ASAP Utilities, and Add-Ins.com—are also demonstrated. The focus of this session includes Excel's internal capabilities, including maps and power pivot. These tools are important as they can greatly increase the efficiency of IR offices through automation. In addition to learning installation steps, attendees will learn the capabilities of Excel add-in products, gain a beginning understanding of how to use the product functions, and be able to identify the add-in products that will best increase work efficiency. (Session ID: 1438)

Presenter(s)
Barry Nagle, *Gates Millennium Scholars Program/UNCF*

Designing and Managing Custom Built Web Applications for IR

Speaker Session | Technologies | Room 106

Technology can greatly increase the efficiency of an IR office in functions such as data collection and analysis, data storage, automation of reporting, and data dissemination to appropriate stakeholders; however, there may not be an existing off-the-shelf product to meet all of your office's needs. The thought of working with an outside vendor to create a customized solution may seem overwhelming and costly, but this session aims to show attendees how they can achieve their "dream applications" with a little extra time and effort. Customized web applications can ultimately save your office staff time and money, and provide stakeholders with

immediate access to data. Attendees will learn how to write a request for proposal (RFP), select a vendor, develop web applications, and train users. (Session ID: 1048)

Presenter(s)
Danielle Taylor, *American Association of Colleges of Pharmacy*
Jamie Taylor, *American Association of Colleges of Pharmacy*

Does College Student Time Allocation Affect Academic Engagement?

Speaker Session | Analysis | Room 110

Very little research in existence focuses on student time allocation and its effects on academic outcomes. This study examines this hypothesis by evaluating student time allocation in a simultaneous equation model with four exogenous variables—time spent on sleep, social and work-related activities, academic-related activities, and a measure of student academic engagement. The study exploits over-identification in the model to provide natural instruments for the variables that are measured with errors, and finds that spending time on academic-related activities and sleep leads to better engagement. Social and work-related activities are found to be important for engagement, but only at lower levels. These results support a widely suggested theory that students spending more time on academic-related activities are more likely to spend minimal time on work-related activities. (Session ID: 1626)

Presenter(s)
Osundwa Wanjera, *University of Connecticut*
Alton Rucker, *North Carolina Agricultural and Technical State University*

From Data to Dashboard: It Takes More Than Graphs for Data Visualization

Speaker Session | Technologies | Room 107

Transforming data into intelligence for effective decision-making support is critically based on the IR office's capacity in data management and its ability to determine how to best report findings through benchmarks, Key Performance Indicators (KPIs), and dashboards. Even though the IR community has broadly embraced the notions of KPIs and information dashboards, many offices are still trying to determine the most suitable solutions for their own data visualization needs. At the same time, more and more software developers offer BI or dashboard capabilities. "Which tool is the right tool for me?" "What are the main issues in developing a dashboard besides adding arrows and dials?" Presenters share their journey from providing spreadsheet data into developing message-specific dashboards. Experience gained, lessons learned, and technology transformation occurred are also discussed at this session. (Session ID: 1310)

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

GAIRPAQ Best Presentation: An Introduction to the "Art and Science" of Adaptive Leadership for Institutional Effectiveness/Research Offices

Affiliated Organization Best Presentation | Operations | Room 103

Adaptive leadership is the practice of mobilizing people to tackle tough challenges and thrive (Heifetz, Grashow, & Linsky, 2009). It is having the critical skills and abilities to understand context and to recognize and seize opportunities (Bennis & Thomas, 2007). Higher education is facing unprecedented challenges in many areas. Many of the resulting problems cannot be resolved by applying existing solutions. These are referred to as adaptive challenges because their solutions require experiments, new discoveries, and adjustments, such as changing attitudes, values, and behaviors (Heifetz & Linsky, 2002). This presentation focuses on increasing adaptive leadership capacity through exposure to models of leadership development and practical applications. At the completion of this presentation, participants will be able to apply the leadership concept of adaptive capacity to organizational situations and identify their current stages of development as leaders. (Session ID: 1913)

Presenter(s)
Denise Young, *University of North Georgia*

Getting a High-Stakes Alumni Survey Off the Ground

Discussion Group Session | Decision-Support | Room 405-407: Group 3

This discussion group addresses the process of getting a high-stakes, large-scale survey of alumni off the ground. The starting point is an example of one institution's process in developing such a survey and the lessons learned along the way. The discussion is guided by the following questions: What strategies have you used to develop and administer large-scale alumni surveys? What lessons did you learn? What worked well for your university? What would you do differently next time? (Session ID: 1760)

Presenter(s)
Katia Miller, *Tufts University*
Jessica Sharkness, *Tufts University*

Increasing Response Rates in Institution-Wide Surveys: A SERU Case Study

Discussion Group Session | Decision-Support | Room 405-407: Group 4

Increasing student response to surveys is an ongoing challenge. Consideration of many factors is needed before survey administration. These include survey fatigue, incentivization, marketing plan, data collection mode, number of reminders used in online surveys, IRB restrictions, testing phases, survey length and mobile compatibility. These should be addressed before administration to ensure adequate response for analysis, publishing, presenting and other institutional uses. The objectives of this session are to use the Student Experience at the Research University (SERU) study as a case study for discussing these factors and share lessons learned from other attendees related to increasing response rates. Questions to provide structure for the discussion: 1)What factors are important to consider prior to survey administration? 2)What are factors within your control? 3)How do resources and budgetary factors influence what you can and can't do related to incentives and marketing plan? 4)How does your IRB impact your plans for survey administration? 5)How does enterprise-wide survey software impact response rates? (Session ID: 1855)

Presenter(s)
Mark Miazga, *University of Minnesota*
Jessica Schuett, *University of Minnesota*

Linking Planning, Budget, Decision-Making, and Resource Allocation

Speaker Session | Assessment | Room 207

Most institutions are now versed in the assessment requirements of regional accrediting bodies, and have systematic processes in place to assess student learning and institutional effectiveness. Less frequent is evidence that these campuses have clear connections in these processes to link the planning, budgeting, and resource allocation pipeline consistently, To address this mandate for accreditation, this workshop helps attendees identify ways in which their institutions make these connections, while simultaneously asking participants to map out their institutional pipelines for decision making and resource allocation, highlight gaps in the map, and develop recommendations for closing those gaps. (Session ID: 1098)

Presenter(s)
Kathryn Doherty, *Notre Dame of Maryland University*

Making Outcomes Assessment Easier for Faculty and IR

Sponsored Speaker Session | Assessment | Room 112

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See how the new Xitracs Assessment module can make gathering and reporting outcomes assessment data easier for faculty and IR. A simple to use workflow process lets you create sample student assessments for scoring gen-ed or program outcomes against rubrics, while an LTI tool means faculty can link course assignments to outcomes using their familiar LMS interface. No forms, no fuss, fantastic! (Session ID: 1964)

Presenter(s)
Martin Bradley, *Concord USA Inc*

One-Person IR Offices: The Role of Project and Relationship Management

Discussion Group Session | Operations | Room 405-407: Group 5

This discussion addresses the reality of one-person IR offices. In order for your IR operation to succeed and thrive, you have to be able to manage not only your data, but also your relationships with others on campus and the projects you undertake with them. Who are the key personnel or areas on campus with whom you need to develop relationships? How do you build and maintain those relationships to create a productive partnership? How do you effectively manage IR projects, particularly when you are collaborating with people outside of IR? The facilitators address key features of effective project and relationship management and explore how they pertain to IR practices. Participants are asked to share their successes with building relationships and managing cross-functional projects as well as challenges they have faced in these areas. (Session ID: 1615)

Presenter(s)
Vennessa Walker, *Niagara University*
Christopher Sheffield, *Niagara University*

Something to Talk About: Getting Your Campus Excited to Discuss Data

Speaker Session | Decision-Support | Room 203

As calls for increased quality in higher education continue, institutional researchers can lead the way for campuses to make data-driven decisions that improve undergraduate education. Easily accessible data exercises that get to the heart of issues campus administrators and faculty care about are an effective way to begin this process. Learn how to get campus constituents excited about working with data and using data to improve practice. (Session ID: 1188)

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

Storing and Reporting Different Surveys with Overlapping Questions

Discussion Group Session | Decision-Support | Room 405-407: Group 2

This discussion addresses the storage and reporting of survey data for questions that are presented across several different surveys. Using our continuing student survey, graduating student survey, alumni survey, and non-returning student survey, what key differences can we identify between these groups of students? What is the best way to present these data to decision makers? Is it better to present information by survey or by subject? How should such data be stored for easy analysis and updating? (Session ID: 1404)

Presenter(s)
Taylor Lovell, *Utah Valley University*

Supporting Randomized Trials from an IR Office: Evaluating Nudges

Speaker Session | Decision-Support | Room 201

Every year, offices across college campuses "try out" something new with the goal of affecting a particular outcome, but may not reach out to IR for evaluation support until the trial is complete (if they reach out at all). This session examines the potential of proactive, collaborative partnerships to conduct basic randomized trials in situations where risk is negligible, benefit is hypothesized but uncertain, resources are limited, and the office is supportive. As examples, we look at attempts by a financial aid office and an advising office to test the effectiveness of text or phone call "nudges" (small, targeted, personalized, and specifically-timed reminders) as compared to traditional email outreach. Participants should leave with a new perspective on a potential role of IR, frameworks for supporting randomized trials on their own campuses, and a whole new definition for the word "nudge." (Session ID: 1650)

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

Talking 'Bout My Generation: Defining 'First-Generation Students' in Higher Education Research

R&D Grant Session | Analysis | Room 113

In this study, we used data from the Education Longitudinal Study to determine if the way in which researchers define first-generation status matters with regard to its effects on the postsecondary aspirations and actions of students. We found that depending on the definition used, the set of first-generation students varied from 20% to 77% of the sample. Despite the large differences in the groups of first-generation students in our study, however, we still found that the signs and significance levels of the first-generation dummy variables were consistent across definitions, but differed in magnitude. (Session ID: 1871)

Presenter(s)
Robert Toutkoushian, *University of Georgia*
Rob Stollberg, *University of Georgia*

The Total KPI Experience: Turning Vision into Goals into Downstream Actions

Speaker Session | Decision-Support | Room 210 & 212

This session focuses on the issue of driving the university towards success. Developing a definition of what "success" means to the university. Implementing the vision in a way that encourages buy-in at the decision and action levels. This session shows the importance of clearly stating a high-level vision and providing those doing the work with the tools necessary to carry out the vision, as well as measure the success of their actions at key interval points. This showcases a start-to-finish real world scenario that attendees can immediately turn around into action paths at their institutions. The objective of the session is to show the attendees what was done, foster creative visions that they can use themselves, and display intelligently-designed dashboards they can use as models to recalibrate their own institutional reporting. (Session ID: 1285)

Presenter(s)
Steve McMasters, *University of Nebraska Lincoln*
William Nunez, *University of Nebraska Lincoln*

The Updated NSSE: Exchanging Ideas and Examples of Data Use

Sponsored Speaker Session | Assessment | Room 104

NSSE's updated survey, modules, new customization options, and redesigned reports offer participating institutions more refined ways to assess educational quality. This session provides an opportunity to highlight features and the use of student engagement results, and for participants and NSSE staff to exchange ideas about the project and reports. Current and new users are encouraged to attend and share ideas! (Session ID: 1999)

Presenter(s)
Jillian Kinzie, *Indiana University Bloomington*
Robert Gonyea, *Indiana University Bloomington*

Transforming Undergraduate Science Education: Implementation and Assessment

Speaker Session | Assessment | Room 401

Undergraduate education in the sciences is in need of reform, and faculty in STEM face increasing pressure to move away from lecture-focused strategies to more student-centered pedagogical techniques. This presentation highlights the planning, implementation, and assessment process underway at a large research university. The presenter describes strategies used to partner across campus, train faculty to use more student-centered approaches, and the rigorous assessment plan applied to the project. The presentation concludes with initial findings from a propensity score analysis matching students in "flipped" courses with peers in "traditional" classroom environments. Assessments utilize both direct measures of student learning as well as measures of student engagement in class. (Session ID: 1645)

Presenter(s)
Kevin Eagan, *University of California, Los Angeles*
Jason Chan, *University of California, Los Angeles*
Daniel Martinez, *University of California, Los Angeles*

Trends in Fields of Study in the Survey of Graduate Students and Postdocs

Speaker Session | Decision-Support | Room 109

The NSF-NIH Survey of Graduate Students and Postdocs in Science and Engineering collects information on enrollment in graduate programs by field of study. This presentation examines major trends in graduate enrollments in science and engineering fields over the past 20 years. Also examined are the fields experiencing rapid growth over the past 7 years (2007-2013) by institution type, full/part-time student enrollment status, and primary funding sources. Participants are invited to provide feedback on the utility of GSS data and discuss ways they might compare trends at their institutions with peer institutions. (Session ID: 1534)

Presenter(s)
Patricia Green, *RTI International*
Kelly Kang, *National Science Foundation / National Center for Science & Engineering Statistics*
Peter Einaudi, *RTI International*

Using Tableau Mapping Features to Build a Variety of Interactive Dashboards

Speaker Session | Technologies | Room 403 & 404

Tableau has built-in mapping functionality that allows you to create dashboards and interactive visualizations based on common geographic elements such as country, state, city, or zip code (i.e., you can build maps without having to geocode your data). Tableau also allows you to build and use custom maps (such as campus building maps) to create helpful planning dashboards. Whether you own a license or are considering the free public version, you can take advantage of this mapping feature. In this session, we show: (1) quick and easy creation of a basic map of institutional data; (2) different fields used to map coordinates; (3) different ways to display mapped information; (4) creation and use of a non-standard map; and (5) correction of non-standard or unrecognized geographic names. No Tableau experience is necessary to appreciate this, but interest in dashboards and mapping is required. (Session ID: 1301)

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

Wrangling Data: Automation Processes to Help Take the Data by the Horns

Discussion Group Session | Technologies | Room 405-407: Group 1

As the digital data we generate is likely to double every two years over the next decade, both small and large IR offices are faced with the challenge of managing data reports. The purpose of this discussion is to address automation applications using SQL code to extract information from Banner (or other student information systems), a data warehouse, or an external website to create common reports such as the Common Data Set using reporting tools (e.g., Cognos, SAP, etc.) How do you manage your institutional data? Does your institution use a data warehouse? What tools do you use to automate your data needs? How do IR offices coordinate their work in terms of developing reports? What are the successes and challenges faced in automating regular and common reports? (Session ID: 1790)

Presenter(s)
Nabegh Al-Thalji, *American University of Kuwait*
Jeanine Romano, *University of South Florida, Tampa*
Theodore Kruse, *American University of Kuwait*

10:45 AM–11:45 AM

15 to Finish: The Impact of Higher Credit Loads on Student Success

Panel Session | Decision-Support | Room 111

The 15 to Finish initiative seeks to promote 15 credits as a full-time credit hour load, encouraging students to finish on-time in four years. The 15 credit hour initiative has been endorsed by Complete College America and adopted by 15 states nationwide. Systems in the different states are in different phases of implementation. This panel discussion presents

the latest research findings on the 15 for Finish initiatives at three higher education institutions: the University of Hawai'i, Nova Southeastern University, and Indiana State University. The panelists share the most recent research findings from their institutions and invite discussion from the audience. Participants may learn whether or not a similar initiative could be right for their institutions. (Session ID: 1269)

Presenter(s)
David Mongold, *University of Hawaii System*
Donald Rudawsky, *Nova Southeastern University*
Linda Ferguson, *Indiana State University*

Assessment of a Critical Inquiry and Writing Intensive Quality Enhancement Project

Speaker Session | Assessment | Room 210 & 212

New College of Florida recently completed the implementation of its five-year QEP "Seminars in Critical Inquiry." The main objective of the QEP was to provide students with the skills in research, thinking, and writing needed both in college and beyond. Our presentation shares the implementation process and lessons learned from the QEP and highlights the project goals and intended student learning outcomes. We also focus on the measurement techniques and tools used to directly and indirectly measure student success. Finally, we describe the project's impact on student learning outcomes and the campus community. (Session ID: 1469)

Presenter(s)
Hui-Min Wen, *New College of Florida*
Michelle Barton, *New College of Florida*
Preston Bennett, *New College of Florida*

College Ratings, Berlin Principles, and College Transparency

Discussion Group Session | Reporting | Room 405-407: Group 1

This discussion includes the Berlin Principles, identification of implications of President Obama's college affordability ratings, and review of feasible extensions of the Principles based on the APA Standards. References and background material are provided. Discussion questions are: What are the key issues in using college rating/ranking systems (including Obama's rating system)? How do the Berlin Principles and recent quality audits deal with the issues? What parts of the Standards of Educational and Psychological Testing (AERA/APA /NCME) would be appropriate extensions of the Berlin Principles? (Session ID: 1731)

Presenter(s)
Gerald McLaughlin, *DePaul University (Retired)*
Josetta McLaughlin, *Roosevelt University*
Jacqueline McLaughlin, *University of North Carolina*

Defining Online Education: Driving Innovation with Better Data

Discussion Group Session | Decision-Support | Room 405-407: Group 6

Strategic management of online education and distance education reporting to accreditors and regulators requires accurate and timely data about online students, classes, and programs. Varying definitions of distance education and legacy information systems designed well before the existence of online classes have created inconsistent, incomplete, and sometimes inaccurate online education data. What challenges has your institution faced in counting and reporting online students, classes, and programs? What are best practices that promote accurate and consistent online education data in large institutions? How can data drive innovation and affect change in the university environment? The facilitators summarize how good data changed perceptions of online education and motivated administrators and faculty to innovate in response to student demand for online classes and programs. Participants are encouraged to share their own experiences. (Session ID: 1719)

Presenter(s)
Sharon Wavle, *Indiana University*
Barbara Bichelmeyer, *Indiana University*

Diverse Approaches to Using Alumni Survey Data

Panel Session | Decision-Support | Room 108

Many undergraduate institutions use alumni surveys to collect information about strengths and weaknesses in long-term student outcomes. This panel examines diverse approaches institutions can take to report on alumni survey data in order to meet various campus needs and improve undergraduate experiences. Panelists discuss their institutions' motives for using alumni surveys, the benefits of peer comparisons, strategies for presenting results to numerous audiences, and recommendations for those considering alumni surveys. Panelists also discuss how they used alumni surveys to establish stronger working relationships with faculty and other interested parties on campus, to lay the groundwork for more in-depth research, and to open the conversation with alumni to reinforce connections to the college or university. (Session ID: 1543)

Presenter(s)
Kirsten Skillrud, *Higher Education Data Sharing Consortium*
Jon Christy, *Luther College*
Gina Johnson, *University of Denver*
Michele Dunbar, *California State University, Los Angeles*
Nikole Hotchkiss, *Kenyon College*

Engaging Our Campuses in Using Data: Successes and Lessons Learned

Panel Session | Assessment | Room 110

Higher education institutions commonly survey students to gather data about their overall undergraduate experiences. However, though we each work to share findings broadly throughout our institutions, it is often a challenge to engage members of the campus community in examining survey findings, weighing their significance, and considering implications of the findings. Members of this panel describe our experiences disseminating findings from a campus-wide undergraduate experience survey, draw conclusions about the relative effectiveness of different strategies for engaging the campus community, and identify those which have proven most constructive for involving campus units in using the data that we provide for them. (Session ID: 1190)

Presenter(s)
Wayne Jacobson, *University of Iowa*
Matthew Anson, *University of Iowa*
Ronald Huesman, *University of Minnesota Twin Cities*
Gale Stuart, *The University of Texas at Austin*
Lois Myers, *University of Virginia*

Exploring Remediation and Social Mobility

R&D Grant Session | Analysis | Room 102

College remediation has become the center of policy debates across the country in recent years. States' responses to high costs of remediation include restrictions on remedial course offerings, decreased funding for remedial education, and limits on which institutions can provide remediation. Although policymakers have becoming increasingly concerned about remediation, we still know surprisingly little about the backgrounds of students requiring remediation and the role that remedial course enrollment has in educational and social outcomes. This research project uses the Educational Longitudinal Study of 2002 to examine the effect of enrolling in college remedial courses on social mobility. (Session ID: 1865)

Presenter(s)
Paul Umbach, *North Carolina State University*

Going Global: Understanding the State of IR Around the Globe

Discussion Group Session | Operations | Room 405-407: Group 2

In 2010, the white paper discussion group on 'Going Global: Institutional Research Studies Abroad' called for an IR peacecorps; in 2011, we established the Network of International Institutional Researchers (NIIR); and since 2012, we have had IR ambassadors. However, in discussions with practitioners across the globe, some questions arose: How can we find out how IR is developing abroad? Which elements are done? Who is doing them? Does this differ within an educational system? Can a global study help to find answers and lift 'home IR' to the next level? This session shares multinational insights in IR and new definitions for 'IR'. (Session ID: 1524)

Presenter(s)
Stefan Buettner, *University of Tuebingen*

Growing the IR footprint in an Age of Scarce Resources

Panel Session | Operations | Room 107

Panelists from a broad array of public and private colleges and universities aim to provide the Institutional Research (IR) community with strategies for building the influence and capacity of the IR office. Growing the IR footprint often requires addressing a difficult financial environment and organizational structures that hinder the flow of information to key decision-makers. Panelists discuss cases of success (and failure) to grow the influence and resources devoted to IR, and evaluate the role of organizational culture in building a case for additional resources or a different reporting structure. (Session ID: 1326)

Presenter(s)
Paul Prewitt-Freilino, *Wheaton College*
Gregory Rogers, *University of Miami*
Nathan Rush, *Wheaton College*
Jennifer Dunseath, *Rhode Island School of Design*
William Knight, *Ball State University*

International Rankings and Institutional Research

Panel Session | Reporting | Room 109

International rankings are drawing more and more attention because of increasing international competition in various fields of higher education, which brings new requirements for institutional researchers to familiarize themselves with these rankings. A few of the best-known international ranking organizations introduce the purpose, methodology, and trends of their ranking systems. An institutional researcher brings hands-on experience with data preparation for international rankings and discusses how to better utilize rankings data for campus decision making support. (Session ID: 1078)

Presenter(s)
Yang Zhang, *University of Hawaii at Manoa*
Ying Cheng, *Shanghai Jiao Tong University*
Baerbel Eckelmann, *QS Quacquarelli Symonds Limited*
Diana Bitting, *Thomson Reuters*
Frans van Vught, *European Commission*

Limitations of Using Admissions Data to Predict Student Outcomes

Speaker Session | *Decision-Support* | *Room 401*

Institutional researchers use admissions data to understand the relationship between admissions factors and student outcomes at their institutions. Empirical work on medical school admissions has focused on the extent to which admissions factors (MCAT, GPA) predict student outcomes. Results are presented from one study that explored the relative impact of admissions and curriculum predictors on one important student outcome (Step 1 scores), highlighting limitations of over-relying on admissions factors to predict student outcomes. Learn ways in which institutional research is being conducted in medical schools, and how it is informing institutional decision-making and practices. (Session ID: 1587)

Presenter(s)
Diana Sesate, *University of Arizona*
W. Patrick Bryan, *University of Arizona*
Kadian McIntosh, *University of Arizona*

Noncognitive Assessment: Data to Information, Information to Action

Speaker Session | *Analysis* | *Room 205*

Predictive analytics have been applied by many institutions of higher education to identify students with low probabilities of success. Similarly, noncognitive assessment—measuring factors like motivation, study skills, and social connections—has also emerged as a promising way of understanding the skills and behaviors that are more closely related to student success. What's more, noncognitive assessment shifts the conversation around student success from background—immutable factors such as race/ethnicity or socioeconomic status—to behaviors and skills that can actually be influenced by educational interventions. In this session, we review one institution's integration of these two efforts. Additionally, and perhaps most importantly, we discuss how this information has been applied to student success efforts on campus, converting interesting research findings into more effective approaches to student success. (Session ID: 1411)

Presenter(s)
Ross Markle, *Educational Testing Service*
Heather Mechler, *University of New Mexico*
Renee Delgado-Riley, *University of New Mexico*

Preview of the National Survey of Institutional Research Offices

Speaker Session | *Decision-Support* | *Room 201*

AIR members and senior campus leaders want comparative data about the staffing and resources allotted to the IR function. A new grant-funded national survey is underway to collect information about IR tasks, staffing, and resources. The results will be widely disseminated to college and university presidents, provosts, system heads, and other stakeholders. Join the AIR staff to learn about the survey strategy, components, and how you can engage in the survey process. Conversation will feature suggestions for using the survey results to benchmark your office's resource allocations in comparison with actual and aspirational peer institutions. (Session ID: 1857)

Presenter(s)
Christopher Coogan, *Association for Institutional Research*
Darlena Jones, *Association for Institutional Research*
Leah Ross, *Association for Institutional Research*

Redesigning the Dashboard: Moving from Reporting to Assessing

Speaker Session | *Assessment* | *Room 105*

Dashboarding is all the rage in higher education, but, despite our best efforts, dashboards that are truly useful, informative, and strategic remain rare. This session presents the approach that Olin College of Engineering recently used to ditch its old dashboard and conceptualize a new one that not just presents data, but also integrates an assessment process to transform data into usable information for the campus community. Through an interactive activity, attendees will begin to draft their own ideas for how a similar process can be implemented at their own institutions. This session emphasizes a mission-driven, collaborative approach to dashboard design. (Session ID: 1512)

Presenter(s)
Jeremy Goodman, *Olin College of Engineering*

Self-Service Dashboards for the Business User Community

Sponsored Speaker Session | Reporting | Room 104

Institutions have struggled with reporting and data discovery tools meant for data analysts. This presentation demonstrates iDashboards' unique capability on creating dashboards for the non-It/non-analyst crowd from databases, spreadsheets or other sources. The presentation will also include demonstrations of other Institutions' use of dashboards for public transparency. iDashboards Software is providing colleges and universities around the country greater insight into their key performance indicators. iDashboards has a unique way of connecting decision makers to data, anywhere at any time. Self-service dashboards on enrollment, admissions, accreditation, effectiveness, institutional research, budget and financials have empowered stakeholders on campus to make better decision, faster. (Session ID: 2036)

Presenter(s)
Jon Salmon, *iDashboards*

Skyfactor: Critical Insights that Help Drive Student and Campus Success

Sponsored Discussion Group | Assessment | Room 405-407: Group 5

Skyfactor's Analytics and Research Team reviews program data, discusses best practices on campus, and details how assessment and benchmarking information can be used towards program improvement. Sherry Woolsey and Matthew Venaas discuss national program trends, answer technical questions, and gather feedback/ suggestions for additional products or services that Skyfactor Benchworks could offer higher education professionals in the future. Questions to consider: Are you looking for easier ways to assess programs? How does your campus manage student success initiatives? (Session ID: 2021)

Presenter(s)
Sherry Woosley, *Skyfactor (formerly EBI MAP-Works)*
Matthew Venaas, *Skyfactor (formerly EBI MAP-Works)*

TAIR Best Presentation: Development of Qualitative Research Team: Expanding the IR Function via Library Professionals

Affiliated Organization Best Presentation | Decision-Support | Room 103

This session will focus on the development a qualitative research team by expanding the Institutional Research function through the inclusion of library professionals. The presentation will include specific examples of how the qualitative research team (QRT)were involved in institutional decision making. (Session ID: 1958)

Presenter(s)
Paul Illich, *Southeast Community College*

Taking Program Review to the Next Level: Boost Efficiency and Effectiveness

Speaker Session | Assessment | Room 203

Getting relevant and timely information into the hands of decision makers is an essential function of an IR office. Academic program review, traditionally performed on a three-year cycle, lacked timeliness and relevancy. Senior leadership requires program-level insights for benchmarking, program comparisons, and strategic decision making. A dynamic and robust electronic review format was developed to satisfy this requirement. This presentation shows how a large, multi-campus institution used common IR tools and collaboration methods to transition from a rotating, paper-based program review into an annual, electronic program review that boosts process efficiency and effectiveness of data usage. (Session ID: 1332)

Presenter(s)
Jacob Williams, *Ivy Tech Community College*
Ryan R. Johnson, *Ivy Tech Community College*

The Challenges of Strategic Planning and Enrollment Management

Discussion Group Session | Decision-Support | Room 405-407: Group 4

This discussion addresses the challenges of enrollment management within the context of strategic planning. Using examples from universities in the U.S., the discussion addresses common strategies for niche-building and capturing market share. What are the appropriate roles for institutional research? What is the role of executive leadership? What models can we use to guide enrollment management research and implementation? What trends are shaping enrollment management strategy? (Session ID: 1762)

Presenter(s)
J. Fredericks Volkwein, *Pennsylvania State University (Retired)*

The Emerging Future of Institutional Research in an Analytical World

Speaker Session | *Technologies* | *Room 207*

The institutional research department at a large public research university in the Northeast was entrusted with the responsibility of building a new campus-wide data warehouse for growing needs such as resource allocation, competitive positioning, new program development, and accountability reporting. This presentation demonstrates how to use SAS® Visual Analytics specifically in areas of enrollment and retention to quickly design reports that are attractive, interactive, and meaningful. It also showcases how to distribute those reports via the web, or through mobile BI on an iPad® or other tablet. (Session ID: 1660)

Presenter(s)
Thulasi Kumar, *University of Connecticut*
Sivakumar Jaganathan, *University of Connecticut*

Triangulating Student Success: NSC, IPEDS, and the Absolute Graduation Rate

Speaker Session | *Analysis* | *Room 403 & 404*

Explore a comparative graphical model developed by WASC Senior College and University Commission (WSCUC) that helps triangulate how an institution is doing with regard to degree completion—regionally and nationally, using National Student Clearinghouse data, the WSCUC Absolute Graduation Rate, and IPEDS 4 and 6-year graduation data. (Session ID: 1426)

Presenter(s)
Henry Hernandez, *WASC Senior College and University Commission*
Maureen Maloney, *WASC Senior College and University Commission*
Christopher Cullander, *University of California, San Francisco (Retired)*

U.S. News Academic Insights - Demonstration of the Platform and the Unique Data Available

Sponsored Speaker Session | *Technologies* | *Room 112*

U.S. News Academic Insights is the top peer benchmarking and performance assessment tool in Higher Education. Containing unpublished rankings and data, Academic Insights allows college, university and graduate school administrators the ability to create custom peer groups and compare their relative performance to that of others. Data can be visualized using Academic Insights unique data presentations or exported as reports or in raw form. Institutional Research professionals can access the Download Center to export large data sets. This session demonstrates Academic Insights and covers case studies showing IR professionals how to use Academic Insights for benchmarking and reporting to Senior Leadership. (Session ID: 1953)

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

University Work Culture, Decision-Making, Communication, Leadership Skills

Discussion Group Session | *Analysis* | *Room 405-407: Group 3*

This discussion group will explore the following questions: What are the identified leadership communication channels or forms in the selected universities in south-west Nigeria? What is the perception of the academic staff on their leadership decision-making skill in the selected universities in south-west Nigeria? What is the perception of the academic staff on the healthy work culture in the selected universities in south-west Nigeria? (Session ID: 1723)

Presenter(s)
Afolakemi Oredein, *Lead City University, Nigeria*

Use What You've Got: Managing Data Demands through Multi-Purposing

Speaker Session | *Operations* | *Room 106*

Tired of gathering the same data over and over for different requests? This session is designed to help IR professionals efficiently manage requests from stakeholders, both internal and external. Responding to increased demand for data from different stakeholders can be challenging, especially for small IR offices. IR offices are being asked to provide data to meet new federal requests, state requirements, and a variety of questions from internal stakeholders. As these demands increase, IR professionals need to make good use of repurposing existing information, not only for efficiency, but to ensure consistency of the data. This presentation provides practical strategies to help IR professionals use what they've got and multi-purpose data. (Session ID: 1314)

Presenter(s)
Kristina (Cragg) Powers, *Bridgepoint Education*
Rebecca Wood, *Bridgepoint Education*
Nijah Bryant, *Savannah State University*
Byron Walton, *University of Cincinnati - Blue Ash College*

11:30 AM–01:00 PM

Lunch Break and Networking

Special Event | Exhibit Hall (Four Seasons Ballroom 1-4)

The schedules for Wednesday and Thursday include 1½ hours for dedicated lunch breaks, networking, and Poster Presentations (co-located in the Exhibit Hall). Cash carts in the Exhibit Hall and other common areas will offer a sandwich, chips, and a drink for $16. AIR Bucks can be redeemed for food and beverage in the Convention Center.

11:45 AM–12:45 PM

A Look Within: STEM Faculty Emphasizing Deep Approaches to Learning

Poster Presentation Session | Assessment | Poster 52

Disciplinary culture plays a significant role in the extent faculty emphasize and students engage in deep approaches to learning. This study narrowly focuses on STEM faculty and the variation in their emphases on two components of deep learning—reflective and integrative learning and higher-order learning. Specifically, patterns in faculty promoting deep approaches to learning in mathematics, biology, engineering, computer science, physics, and psychology are examined. The effect of gender in these fields is also considered. Based on selected findings, the poster offers recommendations for ways IR and faculty development may collaborate to improve teaching.

Presenter(s)
Amy Ribera, *National Survey of Student Engagement*
Amber Dumford, *Indiana University*
Thomas Nelson Laird, *Indiana University*

Analysis on Setting up Online Course Fees: Techniques, Factors, and Outcomes

Poster Presentation Session | Decision-Support | Poster 28

A case study is presented on a decision making process for setting up online course fees for a four-year doctoral institution with fast-growing distance learning programs. The fee would avert the trend of on-campus students taking online courses, therefore reallocating online resources to off-campus students in need. The factors on pricing strategies, tuition elasticity, competiveness from peer institutions, and revenue sharing models to improve online academic program quality are discussed as well. Several scenarios of online fee models were recommended to senior administrations based on above factors. The results on revenue generations and enrollment impacts after the fee was implemented for one year are presented. Participants can apply the techniques and processes to projects in the areas of resource allocations, finance and revenue generations, tuition and fee examination and strategies, and other similar analytical and modeling projects.

Presenter(s)
Zhao Yang, *Old Dominion University*

Analyzing Post-Enrollment Studies to Better the Undergraduate Experience

Poster Presentation Session | Decision-Support | Poster 26

The purpose of this poster session is to share techniques for leveraging meaningful data on post-graduate enrollment for dissemination to key university stakeholders (e.g., Boards of Trustees, faculty, administrators, students, and staff). The objective of this poster is to show how researchers can advise the school on what interest/focus areas to integrate into the major curriculum, as well as potential creation of new majors/minors. In doing so, the university can help students realize realistic applications of their majors in graduate school and future careers.

Presenter(s)
Resche Hines, *Stetson University*
Patti Sanders, *Stetson University*
Eryn McCoy, *Stetson University*

Balancing Dual Roles: The Community College Bachelor's Institution

Poster Presentation Session | Decision-Support | Poster 44

To meet critical national post-secondary educational needs, community colleges across the US have been increasingly expanding their traditional mission by offering bachelor's degrees, especially in high-demand workforce fields. We evaluate the transition of three institutions that began as community colleges and are now at different stages of a broadened, dual community college and university mission. We discuss the growth and progression of each institution and evaluate how each has balanced the growth of an academic university while maintaining an open-enrollment community college to support concurrent enrollment, career and technical education and minority populations.

Presenter(s)
Shannen Robson, *Utah Valley University*
Andrea Brown, *Dixie State University*
Rachel Ruiz, *Weber State University*

College Portraits at a Glance: A New Tool for Evidence Based Storytelling

Poster Presentation Session | Reporting | Poster 78

The Voluntary System of Accountability Program® (www.voluntarysystem.org) was created in 2007 as a tool for institutions to demonstrate transparency and accountability in providing consumers and policy makers with unbiased information on the undergraduate learning experience. The core objectives of the VSA remain the same, but as our public conversations have evolved, so has the College Portrait (www.collegeportraits.org). This session demonstrates the new College Portrait At A Glance tool, which allows users to create custom snapshots of their College Portraits organized around central themes or issues.

Presenter(s)
Teri Hinds, *Association of Public and Land-grant Universities*
Christine Keller, *Association of Public and Land-grant Universities*

Correcting for Survey Nonresponse Using the Admitted Students Questionnaire

Poster Presentation Session | Analysis | Poster 56

The Admitted Students Questionnaire (ASQ), a popular tool for universities to obtain information on students' perceptions of quality of the institution and their college choice processes, suffers from survey nonresponse; specifically, students who are not planning to enroll at a certain institution may be less likely to respond to the ASQ. This survey nonresponse issue may bias the results on which university administrators depend. The purpose of the study is to utilize the ASQ to examine the effects of using sampling weights to correct for nonresponse bias in a sample of newly admitted college freshmen.

Presenter(s)
Samantha Estrada, *University of Northern Colorado*

Critical Courses among Computer Technology Students

Poster Presentation Session | Analysis | Poster 66

Enrollment data and course grades can be used to gain more insight on course performance and retention trends. This poster presentation shows how focusing on courses that are specific to a certain major or student population may help program offices concentrate efforts on course pairings and offerings that promote student success and retention. The objectives of the poster presentation are to identify critical courses in a given population and to examine the course combinations having the most impact on academic success and retention.

Presenter(s)
Carmel Joseph, *Nova Southeastern University*
Yi Zhang, *Nova Southeastern University*

Efficiency, Effectiveness, and Faculty Assessment: 360-Degree Overkill?

Poster Presentation Session | Assessment | Poster 76

A participant at a past AIR event roundtable commented that faculty and their work are over-evaluated. To investigate this statement, this poster portrays the myriad ways faculty are assessed inside and outside the institution, and presents implications for IR and accreditation. We encourage you to interact with our work. How does this visual strike you? Can you identify other ways faculty are assessed? What are other implications for institutional research? Are there "new data" that add to the landscape of faculty productivity? How can we avoid duplication of effort? What is too much assessment? As IR professionals, it is important that we understand the 360-degree nature of faculty assessment and find ways to reduce redundancy and capture information to promote transparency.

Presenter(s)
Linnea Stafford, *Kent State University*
Valerie Samuel, *Kent State University*
Judy Rittman, *Kent State University*
Thomas Stafford, *Kent State University*

Employment Status of Undergraduates at the Time They Graduate

Poster Presentation Session | Decision-Support | Poster 2

The employment rate of higher education institutions' new graduates is a hot topic that gains more and more attention by politicians and society. There is a trend to associate employment rates with education quality and improperly apply it for higher education accountability. Using the data from a graduating undergraduate survey, this study explores the association of graduating students' employment statuses and their self-reported learning outcomes, satisfaction, and background characteristics. It provides a possible way for higher education administrators to deeply understand undergraduates' learning outcomes and employment statuses from students' points of view.

Presenter(s)
Lanlan Mu, *Indiana University*

Engaging Faculty in Professional Development Through Data Use

Poster Presentation Session | Assessment | Poster 24

In academic year 2012-2013, a community college invited a team of data consultants to help the college develop a framework for using data and research to improve institutional effectiveness, teaching, and learning. The goals of the data-driven inquiry were to help faculty and administrators to use data more effectively; to encourage connection and collaboration among faculty and administrators; and to explore ideas or tools that would help the college build information capacity and promote evidence-based decision-making. The purpose of this session is to share some strategies that the college learned in developing a "culture of inquiry", and to discuss the challenges of bringing faculty, staff, and administrators into regular conversations about using data for decision-making.

Presenter(s)
Shuqi Wu, *Leeward Community College*

Engineering Students' Post-College Pathways and Careers

Poster Presentation Session | Analysis | Poster 60

With an estimated half-million job openings in engineering expected in the near future, strengthening pathways from engineering degree completion to entry into the workforce is of national concern. This study aims to identify the undergraduate experiences that contribute to the different post-college pathways taken by engineering degree holders. Using a national sample of 1,956 engineering graduates, findings from this study focus on experiences important to ABET engineering program accreditation criteria, emphasizing mobility along engineering career pathways to inform institutional policies and strengthen engineering retention rates.

Presenter(s)
Bryce Hughes, *University of California, Los Angeles*
Robert Paul, *University of California, Los Angeles*
Kevin Eagan, *University of California, Los Angeles*

Enhance Student Success: Curriculum Decisions Using Predictive Analytics

Poster Presentation Session | Decision-Support | Poster 6

This poster presentation provides an example for how to make an empirically-based curriculum decision to enhance student success. It is of interest to know when students should take Calculus I in order to optimize their Calculus II grades, and also whether academic advisors should encourage students who received credit for Calculus I through the Calculus Advanced Placement Exam to still take Calculus I. Results are presented, as is information about how the data were used to inform curriculum decisions and empower students with data in order to help provide greater likelihood of student success.

Presenter(s)
Jennifer Schneider, *Colorado State University*

Establishing a Culture of Assessment on a College Campus

Poster Presentation Session | Assessment | Poster 36

The issue to be addressed is establishing a culture of assessment on college campuses. The importance of timely and accurate responses to accreditation agencies and auditors has been increasing in the last several years. This will become even more crucial as resources become increasingly scarce for many colleges. It will become imperative that not only the institutional research/effectiveness offices be vested in these data, but that individual units and programs also see the importance and the utility of the data and reports. In order to achieve that result, it will be necessary to get individual buy-in; it has been seen when the units themselves are directly involved in the assessment process, this becomes an attainable goal. The objective of this poster session is to demonstrate various techniques and strategies that were used to establish unit-level buy-in and how the data themselves can be used to achieve that buy-in.

Presenter(s)
George Vineyard, *St. Louis College of Pharmacy*

Estimating Outcome Attainment: Meta-Analysis at a Large Community College

Poster Presentation Session | Decision-Support | Poster 4

We successfully piloted the use of meta-analytic techniques to develop a generalizable model of student outcome attainment at a large community college that does not require exit exams or capstone courses for graduation. The ability to accurately estimate student attainment of degree outcomes is essential in institutions that do not directly measure it. Our objectives are to communicate the strengths/weaknesses of this type of analysis; to share how we have found it useful; to highlight a particularly user-friendly software package for conducting meta-analyses; and to encourage other institutions to explore whether it might be useful for them.

Presenter(s)
Wayne Hooke, *Portland Community College*
Michele Marden, *Portland Community College*

Evolution from Excel Pivot Tables to Uploading SAS-Generated Files for IPEDS

Poster Presentation Session | Technologies | Poster 12

The demands on IR offices are constantly increasing. Processes must be modernized, automated, and made more efficient for an IR office to meet the ever-growing institutional data demands. This poster summarizes how Marquette remade its IR office to increase efficiency and how SAS is a key technology in the process. Specific SAS programming techniques that were employed are shared.

Presenter(s)
Robert June, *Marquette University*
Alexandra Riley, *Marquette University*

Expanding the Scope of your IR Services with GIS

Poster Presentation Session | Decision-Support | Poster 62

This poster shares examples of actual projects ranging from simple to complex that were created using a specific extension to ESRI's ArcGIS 10.2 platform called Business Analyst. I will be prepared to discuss in detail how the projects were constructed, and make available the materials as downloads. My experience with GIS is that the hardest part is just getting started, as the software can be intimidating at first. GIS and Business Analyst provide multiple benefits, including very detailed and up-to-date demographic information at the block group level; powerful analytic tools for modeling data both included with the software and supplied by the user; and engaging visual representations of research that easily communicate findings to people at all levels of understanding. What I discovered, and I suspect many IR practitioners will, too, is that their institutions already have group licenses to the software, and they just need to find out where and learn how to use it!

Presenter(s)
James Atkinson, *Oklahoma City Community College*

Factors Associated with Retention of International Undergraduate Students

Poster Presentation Session | Analysis | Poster 80

This study identifies factors associated with retention of international undergraduate students for the second year at public four-year universities. Such factors are both academic and non-academic approaches, including pre-entry attributes, institutional experience, and on-campus integration. The multidisciplinary bibliographic database 2010 CIRP Freshman Survey and Your First College Year Survey created by the Higher Education Research Institute are used to analyze factor analysis, multiple regression analysis, and binary logistic regression analysis. Participants in this session will not only learn to prioritize admission criteria and student support services for decision-making, but also promotion of international understanding in U.S. higher education.

Presenter(s)
Teruo Yokoyama, *University of Minnesota Twin Cities*

Faculty Retention and Departure at the University of Texas System

Poster Presentation Session | Decision-Support | Poster 16

Though some level of faculty departure is normal and expected, extreme faculty turnover may become problematic for an institution, as faculty departure is associated with hiring costs, short-term replacement costs, and disruptions of course offerings and mentoring students, among other impacts. This study examined retention and attrition rates of tenured and tenure-track faculty at the University of Texas System between Fall 2007 and 2012. Particular emphasis was placed on tracking cohorts of newly hired faculty for five years after initial hire, and newly tenured faculty for five years after achieving tenured status.

Presenter(s)
Jessica Shedd, *University of Texas System*

From Model to Practice: Key Initiatives of an Internationalization Plan

Poster Presentation Session | Assessment | Poster 82

This poster presents how we translate the model into real practice for the Quality Enhancement Plan on Internationalization at the University of Florida. The initiatives we launched address the following four goals and desired outcomes: how to increase participation in the study abroad program, how to internationalize the current curriculum, how to promote internationalization in campus life, and how to develop resources for internationalization support. The poster presents the design, implementation, and results of newly launched initiatives, which include how to spend funds on scholarships for study abroad, a new international scholars program, a university-wide international content-related course development plan, a series of campus events, and assessment activities. This poster offers hands-on experience for higher education professionals who want to carry out internationalization plans at their institutions.

Presenter(s)
Ren Liu, *University of Florida International Center*

High Achievement but Low Completion of Nontraditional Age Students

Poster Presentation Session | Analysis | Poster 84

To reduce unequal educational achievement of educationally marginalized student populations in higher education, the need for policy and practice that support college completion of nontraditional students has grown. This study examines how educational pathways and student college experiences are distinguished between nontraditional and traditional students. Additionally, it explores how the differences of pathways and college experiences of two student populations impact their persistence and degree completions. The study analyzes a national dataset, Beginning Postsecondary Student Longitudinal Study (BPS:04/09), using the analytic methods of propensity score matching and logistic regression analysis. Findings will inform higher education policy and practice toward a better understanding on nontraditional students and their pathways, and provide implications for their successful outcomes.

Presenter(s)
Hyekyung Lee, *University of Wisconsin-Madison*

How Optional Testing Works: Results from a National Study

Poster Presentation Session | Analysis | Poster 68

This national study of 123,000 students at 33 public and private institutions is the first published research that evaluates optional testing policies across institutional types, asking "does standardized testing produce valuable predictive results, or does it artificially truncate the pools of applicants who would succeed if they could be encouraged to apply?" Based on this study, it is far more the latter. The cumulative GPAs and graduation rates of submitters and non-submitters of testing show only tiny differences: .05% in cumulative GPAs, and .6% in graduation rates. Non-submitters are more likely to be first-generation-to-college, women, minority students, and Pell recipients.

Presenter(s)
William Hiss, *Principal Investigator*

Integrating Predictive Modeling to Better Inform Enrollment Managers

Poster Presentation Session | Analysis | Poster 8

In the past year, Undergraduate Admissions has been collaborating with the Registrar's office to use analysis and predictive modeling to improve classroom participation and determine specific enrollment needs. In doing so, the campus can be better prepared to serve the incoming students while working on campus enrollment initiatives such as recruiting and increasing enrollment. The objective of this poster is to demonstrate the results of this collaboration and how it has benefited the campus.

Presenter(s)
Meagan Senesac, *Indiana University-Purdue University Indianapolis*

International Student Recruitment at Regional Colleges and Universities

Poster Presentation Session | Decision-Support | Poster 22

This study examines international recruitment and admission practices of liberal arts colleges and regional universities with the largest percentage of undergraduate international students. Practices (factors) explored include overseas secondary school visit, participation in overseas college fairs, use of agents, use of social media, minimum TOEFL score, conditional admission, and ESL offered. In addition, we conduct three mini case studies so as to reveal institutional recruitment strategies in context. This study is of interest to enrollment managers, admissions directors, and IR professionals who have the charge to expand, assess, or support their campus initiatives in international student recruitment.

Presenter(s)
Yanli Ma, *Elmhurst College*
James Kulich, *Elmhurst College*

Item Nonresponse Bias on the Faculty Survey of Student Engagement

Poster Presentation Session | Analysis | Poster 64

The Faculty Survey of Student Engagement (FSSE) annually collects information from thousands of faculty at baccalaureate degree-granting colleges and universities about student engagement both in and out of the classroom. Although faculty members tend to respond to surveys at higher rates than students, non-response bias may still exist across different groups. This study aims to investigate non-response patterns and its impact on the estimates of ten FSSE scales scores. This session provides details about the methods and results of these analyses using data from the 2014 administration of FSSE.

Presenter(s)
Yi-Chen Chiang, *Indiana University Bloomington*
Allison BrckaLorenz, *National Survey of Student Engagement*

Latino STEM Student Participation in Undergraduate Research

Poster Presentation Session | Assessment | Poster 54

Undergraduate research with a faculty member is considered a high-impact practice that enhances student engagement and academic achievement. Using a large-scale multi-institution dataset from the National Survey of Student Engagement, this study explored senior Latino STEM students' undergraduate research experiences. Results suggest that Latino students are underrepresented among the STEM student population and are less likely to participate in undergraduate research compared to White and Asian STEM students. Additionally, the findings of this study indicate that some Latino students in STEM fields (e.g., first-generation, transfer, living off campus) have lower odds of participating in undergraduate research. In order to increase the participation of undergraduate research among Latinos in STEM fields, institutional researchers should recommend early intervention to provide additional academic resources and increase intentional financial aid for these students.

Presenter(s)
John Zilvinskis, *Indiana University Center for Postsecondary Research*
Rong Wang, *Indiana University*
Amber Dumford, *Indiana University*

Matching Course Schedules to Predicted Enrollment in a Music Program

Poster Presentation Session | Decision-Support | Poster 30

In times of increased competition for students, institutions are under pressure to create new curricula to attract additional students. However, budget allocations may be neutral (or declining). Thus, funding for additional faculty is limited, appearing to limit curricular innovation and expansion possibilities. Faculty and administrators at Kutztown University collaborated to develop a predictive model for the music department. Implementation permitted an expansion of curricular offerings without increased programmatic costs. Viewers of this poster explore if cross-unit collaboration and discussion could effectively help units to expand curricular offerings without requiring an additional budgetary allocation.

Presenter(s)
Michelle Kiec, *Kutztown University*

Mission-Focused Evaluation and Ranking of HBCUs

Poster Presentation Session | Assessment | Poster 34

Learn how multi-institutional management systems can create tailored ranking systems that give greater consideration to schools that share a common mission. Tailored ranking systems provide researchers with a better understanding of where institutions stand in comparison to schools with similar characteristics and goals. Using HBCUs under the purview of The United Methodist Church as an example, the poster presentation shows how different ranking systems can influence the decisions of a governing body.

Presenter(s)
Joel Cummings, *General Board of Higher Education and Ministry*

More Money More Problems: Impact of Financial Concern on College Adjustment

Poster Presentation Session | Analysis | Poster 10

The first college year can be a stressful time for students, especially when they are also concerned about their abilities to pay for school. Given the difficult adjustment to college, compounded by concerns over college costs, it is important to examine how these issues are related. This poster presents findings on the impact of students' financial concerns on their adjustments to college. This study is unique in that it looks at students from multiple SES groups and examines their financial concerns, regardless of their financial needs. Using national data, this analysis examines the differences between groups of students with varying levels of financial concern. The poster presentation highlights different experiences of these students in their freshman years, which may impact their adjustments. There is also a section on the impact of these findings for institutions.

Presenter(s)
Abigail Bates, *University of California, Los Angeles*

Optimizing Fact Book Information to Entice Prospective and Existing Donors

Poster Presentation Session | Decision-Support | Poster 58

The ability to generate internal data for use in strategic planning and other purposes is one of the assets of higher education institutions. Unfortunately, most colleges and universities do not use internal data to prove the value of their institutions to the community—an attribute that attracts donors. Many institutions conduct economic and social impact studies, but findings from those studies do not appear in their fact books. This poster identifies the type of internal data that higher institutions need to include in their fact books in order to capture the attention of corporate and individual donors. The poster shows how integrating economic and social impact data in the fact book can make potential and current donors appreciate the contributions of higher institutions to the society—and then give!

Presenter(s)
Bob Adebayo, *Missouri Southern State University*

Overcoming Low Response Rates for Online Course Evaluations

Poster Presentation Session | Assessment | Poster 86

As the goal of IR is to ensure the success of an institution, the quality of instruction and curriculum is essential in determining such achievement. As course evaluation is used as an instrument to observe quality, and the quantity and quality of students' feedback are essential. To identify potential strategies that could increase response rates, Innovation-Decision Process was used to determine factors that influence low response rates. This poster enables participants to think about the implementation of online course evaluations and whether their current processes allow faculty and students to adopt or reject the option.

Presenter(s)
Phuong Huynh, *Texas A&M University, School of Public Health*

Strategies for Examining the Validity of Local Assessment Instruments

Poster Presentation Session | Assessment | Poster 42

Offices of institutional research at small colleges play important roles in supporting faculty with the assessment process. Although there are many standardized assessment products on the market, the need to develop local assessment instruments remains strong. The presenters demonstrate how to develop and improve the quality of test items through the classical testing theory and item response theory. Also, the presenters share strategies for examining the concurrent validity and predictive validity of local assessment instruments, and how they worked with department chairs and faculty to use test results.

Presenter(s)
Hui-Ling Chen, *Saint Anselm College*
Jere Turner, *Manchester Community College*

The Effect of Local Population Change on College Enrollment

Poster Presentation Session | Analysis | Poster 20

This poster examines the association between college enrollment and local population changes. It describes how much variation in enrollment is explained by population shifts, as well as how this relationship varies between institutions of different types.

Presenter(s)
Victor Sensenig, *Washington College*

The Operation of a Two-Person IR Office at a Small Liberal Arts College

Poster Presentation Session | Operations | Poster 50

One out of five IR offices in the country operates with only two professional full-time staff. The limited staffing is obviously a challenge to the IR operations in small higher education institutions, which need to cover the similar array of analytical functions as larger IR offices do on a daily basis. This poster presentation shares the experiences from the operation of a centralized two-person IR office at a small liberal arts college. It outlines the typical workflow and how the office manages it by major function, and highlight lessons learned and helpful good practices. The presenter welcomes discussions on the IR operating challenges through this holistic review of the IR office operation.

Presenter(s)
Minghui Wang, *Hartwick College*

The Power and Perils of Homegrown: Helping Your Campus Write Good Questions

Poster Presentation Session | Analysis | Poster 38

How often have you seen a survey on your campus and thought "Did they really ask that?" Homegrown survey questions are a powerful tool, but one that sometimes fails to capitalize on its potential. Institutional researchers play an important role in helping campus colleagues know when to use them and how to write solid, useful questions. This poster session uses real examples to explore the power and perils of homegrown questions and shares concrete strategies that institutional researchers can use with their colleagues to improve the questions being asked on campus.

Presenter(s)
Annette Miller, *Skyfactor (formerly EBI MAP-Works)*
Sherry Woosley, *Skyfactor (formerly EBI MAP-Works)*

The River – A Different but Simple Definition of What IR is All About

Poster Presentation Session | Operations | Poster 18

Ever since institutional research has existed, the definition of what it actually means was in the flow. Many of us know about Pat Terenzini's elevator dilemma on sufficiently describing what IR means before the destination level has been reached. This poster presentation introduces you to an intriguingly different, but simple definition of what IR is all about—a definition that not only works for one office in one country, but for all offices everywhere. It all starts with a river full of challenges, opportunities, and imperfections…

Presenter(s)
Stefan Buettner, *University of Tuebingen*

Understanding Your Troops: Your Military Students May Not Be Who You Think

Poster Presentation Session | Analysis | Poster 40

Due to a national focus on veterans and a significant number of students with military backgrounds, campuses are being called upon to better understand these students. Guess who will likely be tasked with that? This poster session focuses on definitional issues and what data are currently being collected by campuses. It also highlights results from one national study at more than 100 institutions of students with military backgrounds. We discuss the variety of students and student experiences, paying particular attention to the students' transitions to college.

Presenter(s)
Matthew Venaas, *Skyfactor (formerly EBI MAP-Works)*
Sherry Woosley, *Skyfactor (formerly EBI MAP-Works)*

University Lag for Industry Expectations re: Graduate Females in STEM

Poster Presentation Session | Analysis | Poster 72

Degree production in STEM fields has been promoted nationally as a means to revitalize American competitiveness in a global marketplace. The issue to be addressed is degree production for female STEM graduates during a time of economic hardship commonly referred to as the Great Recession. Discussion of the lag between industry, economy, and degree completion in university settings is addressed through the results and trend indicators from this study. The changing landscape of higher education to increase degree production for traditionally underrepresented populations is also a significant aspect of this study.

Presenter(s)
Austin Ryland, *Association of Public and Land-grant Universities*

Using Google Analytics to Assess IR Website Effectiveness

Poster Presentation Session | Technologies | Poster 46

Google Analytics collects website user data and pairs it with powerful digital analytics free of charge. This poster informs viewers about which features of Google Analytics can and should be used with IR webpages. After viewing this poster, participants will be able to (1) complete the Google Analytics Academy, (2) set up Google Analytics on their websites, (3) conduct self-assessments of their websites, and (4) access their VSA College Portrait Google Analytics. In an era of big data and program review, it behooves an IR office to use Google Analytics to conduct self-assessments of their primary data delivery tools.

Presenter(s)
Michael Le, *Humboldt State University*

Using Longitudinal Assessment to Scaffold the Curriculum

Poster Presentation Session | Assessment | Poster 48

Assessment is often blamed for dumbing down curricula by motivating K-12 teachers, and increasingly college faculty, to "teach to a test." However, when using tools like the AAC&U rubrics for longitudinal measurement of student learning, the opposite effect can be the case. Programs like Marietta College's assessment program MC-CAP motivate faculty to move beyond the practice of assigning simplified work that can be mastered in 15 weeks. Instead, faculty are encouraged to introduce tasks and concepts that can only be mastered after multiple semesters.

Presenter(s)
Joseph Sullivan, *Marietta College*
Daniel Monek, *Marietta College*

Using Survey Data as Learning Tools: A Case of the Cross-National Program

Poster Presentation Session | Assessment | Poster 70

One of the effective ways to use data collected from student surveys is individualized feedback. To provide a student the results of a survey may improve his/her meta-cognitive abilities and self-controlling skills. This study aims to examine how students accept their own survey results based on analysis of descriptive data, and to find out what types of figures or tables are appropriate for individualized feedback.

Presenter(s)
Takashi Kawanabe, *Ritsumeikan University*
Tomoko Torii, *Ritsumeikan University*

Utilizing Trend and Subgroup Analyses to Assess a Student Success Program

Poster Presentation Session | Assessment | Poster 14

Student success is a priority in many campuses, and various programs are designed to promote student engagement and persistence. IR professionals are frequently asked to provide data to assess whether such a new initiative is somewhat effective. The author from a private multi-campus institution utilizes multiple-year data from students' demographic characteristics, financial aid amounts, and academic progress to show how to assess possible program impact. In addition, the author demonstrates how to conduct analyses in order to assess whether the program had similar impact across subgroups of interests, or identify subgroups of students who did not benefit from the participation.

Presenter(s)
Yiting Chang, *Long Island University*

Visually Tracking Momentum for Sub-Cohorts of Community College Students

Poster Presentation Session | Decision-Support | Poster 32

Institutional research offices want to provide data that faculty and administrators need to make decisions about curricula and policy. This poster displays how a large, urban community college found a useful way to provide that data using a few simple ideas to track sub-cohorts of new students based on their very different levels of academic preparation upon entry to the college. The graphical representations of baseline "momentum" data from different sub-cohorts show that each group faces different challenges and demands different solutions. The images have been used by the Retention and Graduation Task force and other meetings of faculty and staff and are being used as part of the strategic planning efforts. At BMCC, these findings led to several initiatives for 2015: an effort to encourage good students to take more credits, an effort to increase enrollment in winter and summer sessions, and a focus on improving courses that have high enrollment and high failure rates.

Presenter(s)
Bettina Hansel, *CUNY Borough of Manhattan Community College*
Rebecca Hill, *CUNY Borough of Manhattan Community College*

01:00 PM–01:45 PM

A Stakeholder's Approach to Organizing Assessment for Effectiveness

Speaker Session | Assessment | Room 106

Assessment in higher education has come to stay, as opposed to what the skeptics perceived as a fad. While reactions to assessment vary from one institution to another, it is no gainsaying that assessment is not a favorite topic for discussions among many faculty. This presentation applies an organizational management concept to program assessment geared toward faculty engagement. Participants will learn about the applicability of the stakeholder's approach to institutional assessment; the process for productively engaging faculty and other stakeholders in assessment; and how to tailor practical experiences from other institutions to the realities on their campuses. (Session ID: 1141)

Presenter(s)
Ebenezer Kolajo, *Radford University*

AAIR Best Presentation: An Analysis of the Graduate Research Experience

Affiliated Organization Best Presentation | Analysis | Room 103

Information on the experiences of graduate research students is crucial for institutions seeking to enhance the quality of their courses. This is commonly gathered via student surveys that address various facets of the graduate research experience. Using these survey data, institutional research offices typically generate descriptive statistics for each facet individually, which are then used to measure and monitor institutional performance. One potential issue with this approach is that it implicitly assumes that students assign equal weight to each facet when evaluating the quality of their experiences. If this is not the case, focusing on areas upon which students place little importance may constitute a sub-optimal allocation of scarce resources. Using data on 4,344 Australian research graduates and multiple regression, this study investigates the contribution of six key facets of the graduate research experience to students' overall satisfaction with their courses. (Session ID: 1866)

Presenter(s)
David Carroll, *Graduate Careers Australia*

All Aboard: Assessing General Education

Speaker Session | Assessment | Room 102

The goals for this session are to describe how an institution can transform un-assessable general education goals into a measureable assessment plan, design an electronic repository for data collection, and gain buy-in and 100% compliance from faculty participation in the assessment process. Participants will see how an institution uses data collected to improve its assessment process in addition to creating an outcomes-based assessment plan. Participants will also have an opportunity to discuss their experiences with general education reform and assessment. (Session ID: 1493)

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

Assessing a Campus-Wide Early Alert Intervention

Speaker Session | Decision-Support | Room 403 & 404

Queensborough Community College implemented a campus-wide electronic early alert and support system enabling timely communication between faculty, advisers, and students to address academic problems and directing students to resources such as tutoring. A major assessment plan was developed and executed addressing both formative and summative assessment of the intervention. Given the far-reaching campus-wide nature of the intervention, which targeted academically weaker students, multiple data sources, qualitative and quantitative methods of data gathering and analysis, and control for selection bias needed to be considered and employed. As the use of electronic early alert systems increases around the country, more institutional research offices will be faced with making sense of their impacts. This presentation provides an example of how this can be done with limited resources. (Session ID: 1458)

Presenter(s)
Elisabeth Lackner, *Queensborough Community College*

Black STEM Aspirants: Predicting Participation in the Opportunity Structure

Speaker Session | Analysis | Room 210 & 212

Participation in supplemental instruction and receipt of faculty mentorship and support are two important components of what we term the "STEM opportunity structure" as they enrich students' experiences in the discipline and support academic success. This study uses national data to investigate the institutional and individual factors that influence Black students' participation within the STEM opportunity structure in comparison to their White peers. Hierarchical linear modeling analysis shows that aspects of the institutional context (i.e., campus climate, HBCU designation, proportion of students who are White) significantly influence Black students with respect to the outcomes of interest, but do not similarly affect White students. These and other findings can inform the practices of STEM educators and student affairs practitioners concerned with tailoring services to support the persistence and degree completion of students in STEM. (Session ID: 1576)

Presenter(s)
Tanya Figueroa, *University of California, Los Angeles*
Ashlee Wilkins, *University of California, Los Angeles*
Sylvia Hurtado, *University of California, Los Angeles*

Career Choices/Aspirations of Students at the University of South Africa

Discussion Group Session | Decision-Support | Room 405-407: Group 4

This discussion addresses career choices/aspirations of students at the University of South Africa within the context of socio-economic and other environmental aspects, career development, and gender theories. The questions to be addressed entail the following: What is the trend of Unisa students' career choices? How do the students' socio-economic backgrounds and other environmental factors influence career choice? How do Unisa students compare with other international students in making career choices? Are there any perceived gender notions in career choice and suitability? Does Unisa as a public and Open Distance Learning (ODL) institution contribute toward national skills development strategy in South Africa? (Session ID: 1757)

Presenter(s)
Matseliso Molapo, *University of South Africa*

Completing University Math Requirements: What Adds Up?

Speaker Session | Decision-Support | Room 104

Like many institutional research offices, the Utah System of Higher Education routinely responds to what seems like a never ending series of questions regarding how post-secondary students pass their College/University Quantitative Literacy (math) requirements. In conjunction with an ongoing statewide initiative to increase post-secondary degrees in Utah, we undertook a new research project that leveraged the Utah P20 or SLDS database to improve our understanding of how students earn their required Quantitative Literacy (QL) credits, evaluate certain predictive factors, and examine likely student outcomes. By using descriptive statistics, significance testing, and survival analysis in conjunction with data visualizations, we sought to help answer some of the most persistent questions regarding math completion. In this session, participants will understand how we operationalized the SLDS data and translated our results into effective data visualizations for our stakeholders. (Session ID: 1238)

Presenter(s)
Charles Steimel, *Utah System of Higher Education*
Laura Zemp, *Utah System of Higher Education*

Data Science in Institutional Research: Methods, Tools, and Applications

Speaker Session | Analysis | Room 105

This session addresses the issue currently facing all higher education institutions of how to discover the data institutional researchers actually need in an era of overwhelmingly abundant data. It shows how to leverage the excess by reporting institutional data more efficiently. The gradually shifting role of institutional research in the past few years toward knowledge discovery also is discussed. Knowing how to employ correct data mining methods and interpret the results accurately during the knowledge discovery process is critical in this newly and rapidly evolving contextual shift in the field of institutional research. (Session ID: 1100)

Presenter(s)
Sophia Huang, *University of California Office of the President*

Deconstructing the First-Generation Graduation Gap

Speaker Session | Decision-Support | Room 401

First-generation student success is a concern at nearly all institutions of higher education. Researchers have consistently found that first-generation students are less likely to graduate than continuing-generation students. In this study, we examine how much of the "graduation gap" can be accounted for in a regression model by controlling for other individual characteristics that have been found to affect the odds of graduation (e.g., financial need, test scores, demographic characteristics). Our analysis of first-time, full-time freshmen at a large research university shows that a substantial portion of the graduation gap on this campus is due to systematic differences between first-generation and continuing-generation students on other characteristics. (Session ID: 1245)

Presenter(s)
Seth Ovadia, *Syracuse University*

Dual and Concurrent Enrollment Programs: Do They Deliver on Their Promises?

Speaker Session | Technologies | Room 108

Concurrent and dual enrollment programs are becoming more prevalent in postsecondary institutions. These programs are not only becoming more common in higher education, but they are also representing a larger share of the institutional delivery of postsecondary education. In his Toolbox reports, Cliff Adelman suggests that these programs improve students' abilities to persist in higher education programs and complete them in shorter periods of time (compared to students who have not taken them). UVU has developed dashboards to see if these programs are having the desired effects, including: (1) continuation of program participants in subsequent enrollment beyond high school graduation; (2) increased academic performance; and (3) increased degree completion. Attendees will see our results and the dashboards we used to identify them. It is the intent that you will learn what questions to ask and what tools can help you evaluate such programs at your own institutions. (Session ID: 1278)

Presenter(s)
Robert Loveridge, *Utah Valley University*
Mark Leany, *Utah Valley University*

Explore Your Institution's NSSE Results Online

Speaker Session | Technologies | Room 203

The National Survey of Student Engagement (NSSE) has created multiple online tools that allow participating institutions to analyze and disseminate their results across campuses. The Online Institutional Report is a highly visual representation of an institution's NSSE results. The NSSE Report Builder allows users to create customized reports derived from their institutions' NSSE data. This session demonstrates how institutional researchers can obtain access

to these resources, how they can be used to assess student engagement, and how they can be shared across campus. (Session ID: 1247)

Presenter(s)
Kevin Fosnacht, *National Survey of Student Engagement*

Future Forward: Ensuring the Viability of IR in a Knowledge Economy

Speaker Session | Operations | Room 107

Institutional research, as a profession, has been a recent and dynamic development in higher education in the United States. We trace its growth and importance in higher education and some of the reasons behind that growth. This leads to describing the current context of higher education and institutional research. Using the future of a knowledge economy described by the World Bank, challenges are identified for IR professionals to consider in order to maintain a robust and viable profession. An interactive discussion addresses disruptive change, data-informed decisions and policies, campus politics and culture, and professional support networks. (Session ID: 1316)

Presenter(s)
Sandra Bramblett, *Georgia Institute of Technology*
Gerald McLaughlin, *DePaul University (Retired)*
Richard Howard, *University of Minnesota (Retired)*

High Impact Educational Practices and Selected Educational Outcomes

Speaker Session | Assessment | Room 205

This session focuses on the effects of student participation in high impact learning and educational practices—such as internships, undergraduate research, independent study, and education abroad—on retention, graduation, academic performance, time to degree, and overall satisfaction with college. Particular attention will be given to the net effects of such participation while controlling for entering student academic preparation and performance variables. Findings are disaggregated by student demographics and selected socio-economic groupings. (Session ID: 1436)

Presenter(s)
William Armstrong, *University of California, San Diego*
Heidi Carty, *University of California, San Diego*

Holistic Approaches to IR: A Quick Turnaround from Raw Data to Big Decisions

Discussion Group Session | Operations | Room 405-407: Group 3

This discussion addresses an holistic approach to IR in light of creating a robust data warehouse, analyzing the business facts using a host of analytical tools as well as the dynamic display of key information in dashboard formats, providing integrated reporting to internal and external stakeholders, and supporting data-based campus decision making. Three questions guiding this discussion, inspiring further interactions, and engaging a variety of participants are: What are some of the best practices in organizing a data warehouse? What support structure is recommended in maintaining an effective IR office? What type of data presentations are recommended for conveying key information to the stakeholders? This discussion also demonstrates a layered data model that integrates with the business facts critical to understanding the institution and a robust IR operation model that links to evidence-based decision making in an academic institution. (Session ID: 1692)

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

IR Competencies Developed Through Graduate Education

Discussion Group Session | Operations | Room 405-407: Group 6

What have we learned from the first 10 years of an on-line Graduate Program for training institutional researchers? We marked this Anniversary of Penn State's IR program with a survey of the nearly 100 graduates. What alumni outcomes are visible? What IR skills are rated as most important to support institutional assessment, planning, enrollment management, and policy analysis? How do the graduates rate the adequacy of their skills? What are the benefits and limitations of the current IR program? What IR curricular improvements are recommended by program graduates? What job promotions and career advancements have resulted? (Session ID: 1600)

Presenter(s)
J. Fredericks Volkwein, *Pennsylvania State University (Retired)*
Mark Umbricht, *Pennsylvania State University*

IR-Sponsored Data Institutes: Better Use of Institutional and Survey Data

Speaker Session | Operations | Room 201

This session describes an outreach/education initiative intended to promote more effective use of institutional and survey data available from offices of institutional research and assessment. Elon University's summer data institutes are two-day experiences for teams working on topics/initiatives associated with the campus strategic plan/priorities. The institutes are a forum for educating the campus community about what data are available and can be combined to provide better information to guide decision-making and planning. The institutes have made it possible to strengthen IR partnerships on campus and help facilitate a culture of evidence-based decision-making. The session objectives are to describe the summer institute model and how it was implemented; describe formative and summative assessment of the institute; and discuss how the institute model can be adapted to different projects and contexts. (Session ID: 1596)

Presenter(s)
Kimberly Fath, *Elon University*
Rhonda Belton, *Elon University*

Mobile Devices as a Replacement for Paper: A Progress Report

Sponsored Speaker Session | Assessment | Room 112

With the shift toward online course evaluations, participation rates have dropped substantially. While moderate response rates yield statistically valid information, campus constituents often question the accuracy of reports with response rates below 50%. Since 93% of our students own a mobile device, Georgia Gwinnett College has sought to address response rate concerns by encouraging faculty to administer course evaluations during class with students using their portable devices. In this session, we provide an update on progress and an analysis of the impact of location (in class or not) and device (phone, tablet, or laptop) on responses. (Session ID: 1951)

Presenter(s)
Brad Zentner, *Scantron Corporation*
Juliana Lancaster, *Georgia Gwinnett College*

On-Time Registration: Institutional Research Supporting Student Pathways

Speaker Session | Decision-Support | Room 109

In Fall 2014, Northern Virginia Community College implemented a significant policy change: on-time registration for all 78,000 students. This session addresses how the Office of Institutional Effectiveness and Student Success Initiatives used data to initiate and support this policy change. Through data analys3s and projections, institutional research offices can inform senior administrators on the impact of policy changes and support effective implementation of those policies. This session shows that institutional research offices are able to integrate data into policy decisions, and through effective collaboration and decisions making, positively impact student success by creating student pathways. (Session ID: 1056)

Presenter(s)
George Gabriel, *Northern Virginia Community College*
Meghan Oster, *Northern Virginia Community College*

Public Data in Context

Sponsored Discussion Group | Technologies | Room 405-407: Group 2

Public data is currently vast and disparate. Researchers must typically gather comparable public data for higher education institutions, regions, and school districts. This requires the researchers to utilize a variety of different sources and navigate complex systems only to find that the data are not digestible or ripe for analysis. In this discussion group, we discuss what higher education and regional public data sources are currently being used, how that data should interconnect with different systems, and what is currently being done to aid researchers in bridging different public data sets. (Session ID: 2006)

Presenter(s)
Chris Lintner, *Public Insight Corporation*
Dan Quigg, *Public Insight Corporation*

Recognizing Peer and Aspirant Groups: Systematical Development in the U.S. and Abroad

Discussion Group Session | Decision-Support | Room 405-407: Group 5

This discussion addresses peer and aspirant group development and assists participants in identifying ways to systematically identify comparative groups at regional, national, and international levels to support institutional planning and assessment needs. How does your institution identify and evaluate peers? Does it use metrics? What are the main criteria used to develop peer and aspirant groups, and how does your institution identify/prioritize each? What are the successes and challenges faced in developing or updating peer and aspirant groups? How do institutions develop and maintain comparative groups at multiple levels (national regional, special interest/field, conference, etc.) and what determines such groups? Challenges such as limited

availability of data, quality of measures, and the recognition of how unmeasured and cultural factors contribute to outcomes are also addressed. (Session ID: 1755)

Presenter(s)
Theodore Kruse, *American University of Kuwait*
Nabegh Al-Thalji, *American University of Kuwait*

The Accidental Strategist: Balancing Simplicity with Sophistication to Create an Engaging IE Process

Sponsored Speaker Session | Assessment | Room 111

Engagement of faculty and staff—or the lack thereof—is a common frustration for IE professionals. Solutions often seek to reduce expectations to get the minimum needed for reporting purposes. But what if we did the opposite? Case examples illustrate that provision of tools and processes that seamlessly facilitate the detailed work of faculty and staff result organically in rich data for reporting, strategy creation, institutional intelligence, and a high level of engagement, collegiality, and even excitement! Discussion focuses on tools and processes that integrate planning, budgeting, assessment, and accreditation reporting at micro and macro levels that lead to institutional excellence. (Session ID: 1943)

Presenter(s)
Erin Bell, *Strategic Planning Online*

The Effect of a Guaranteed Tuition Plan on Student Outcomes

Speaker Session | Assessment | Room 110

The purpose of this assessment is to examine a required Guaranteed Tuition Plan's effects on institution effectiveness as measured by student outcomes. While anecdotally, parents (and students) have approved of these plans because they enable them to budget the out-of-pocket costs of education more effectively and with greater certainty, the question remains as to whether the implementation of mandatory GTPs has any effect on student outcomes as measured by retention, persistence, and graduation rates. We examine, using pre-implementation and post-implementation cohorts, the effects on retention, persistence, and graduation rates using The University of Texas at Dallas as a case study. (Session ID: 1392)

Presenter(s)
Lawrence Redlinger, *The University of Texas at Dallas*
Sharon Etheredge, *The University of Texas at Dallas*
Andrea Stigdon, *The University of Texas at Dallas*

Using OneNote and Other Sources to Consolidate Business Process Documentation

Discussion Group Session | Operations | Room 405-407: Group 1

Have you ever been assigned to complete an annual report that you have never seen before and have no idea where to begin? Have your offices lost pivotal employees who knew about "everything" and took that knowledge with them when they left? If so, creating one document to contain all business processes might be the solution. This discussion focuses on how to reduce these types of situations from happening in your IR office through the utilization of OneNote and other sources. This discussion also encourages participants to share their knowledge and experience with business processes documentation devices. (Session ID: 1595)

Presenter(s)
Amanda Miller, *University of Central Florida*

01:45 PM–02:30 PM

Dessert Break - Thank You to Our Sponsors

Special Event | Exhibit Hall (Four Seasons Ballroom 1-4)

Please join us for a complimentary dessert break to close the Exhibit Hall and thank our 2015 Sponsors.

02:30 PM–03:15 PM

15 to Finish: The Race Is On

Speaker Session | Decision-Support | Room 210 & 212

As the 15 to Finish Campaign accelerates across the country, there has been increased awareness of credit progression and on-time graduation. In Indiana, the state commission has encouraged the state's universities and colleges to examine their undergraduate credit hour progression and four-year graduation rates. In this presentation, two Indiana public institutions share their analyses and findings on the topic. The race is on for institutional researchers to provide in-depth analyses and for the institutions to ultimately help their students complete their degrees on time. (Session ID: 1378)

Presenter(s)
Margaret Dalrymple, *Indiana State University*
Linda Ferguson, *Indiana State University*
Bethany Butson, *Purdue University*
Christopher Maxwell, *Purdue University*

Advanced Modeling Techniques for Benchmarked Data

Speaker Session | Assessment | Room 107

Utilizing data from the National Study of Instructional Costs and Productivity (Delaware Cost Study), this session explores strategies and tactics for (1) integrating data systems, (2) identifying key metrics for aligning instructional costs and research expenditures, (3) best practices for facilitating unit and institutional improvement at four-year colleges and universities, and (4) advanced techniques for statistical modeling. These techniques include cluster analysis, regression, and Monte Carlo methods of simulation. Through benchmarking and advanced modeling techniques, institutions are better equipped for dealing with complex problems that require shared financial oversight and can assist in transforming their institutions from reactive and compliance-driven to forward-looking, results-driven, risk-minimizing entities that proactively resolve problems before they arise. (Session ID: 1487)

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

An Open Conversation with IR: Degree Qualifications Profile and Tuning

Discussion Group Session | Decision-Support | Room 405-407: Group 4

This session is an opportunity for those from institutions who have used or are working with the Degree Qualifications Profile (DQP) and/or Tuning who would like to share their experiences or learn from others. The discussion will also be instructive for those who would like to know more about DQP/Tuning and the role of IR in supporting institutional involvement with those efforts. (Session ID: 1906)

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

Assessment: Transitioning from Grading the Student to Grading the Outcome

Discussion Group Session | Assessment | Room 405-407: Group 3

This discussion will address the grading mindset that faculty bring to student learning outcomes assessment (SLOA) and strategies to guide faculty from using assessment to grade the individual student to using assessment for course and program improvement. How do we help faculty make this transition through each step of SLOA including (1) their choice of assessment tools, (2) their analysis and interpretation of the results, and (3) their decisions about actions to improve student learning? We will describe some of the strategies we have used and ask you both to share your experiences and brainstorm strategies to help faculty with this transition. (Session ID: 1734)

Presenter(s)
Julie Weissman, *Webster University*
Justin Bitner, *Webster University*

Bolstering IR's Reputation and Influence on Your Campus

Discussion Group Session | Operations | Room 405-407: Group 1

This discussion includes a brief overview of UVU's IR office and its growth, but focuses on a discussion of strategies for bolstering the reputation and influence of the IR office. This includes the following issues: How does IR manage its role in coordinating reporting? How can IR influence top levels of institutional policy making and decision support? How does IR establish itself as the source of official information? How does IR interface with planning and assessment efforts (accreditation, program review, etc.)? (Session ID: 1800)

Presenter(s)
Robert Loveridge, *Utah Valley University*
Tim Stanley, *Utah Valley University*
Linda Makin, *Utah Valley University*

Changing the Way a Campus Consumes Info: A Story of the IR Team at University of the Incarnate Word

Sponsored Speaker Session | Decision-Support | Room 112

Many in higher education still struggle with efficiently communicating basic questions: How many majors? How many graduated? Bigger questions, then, are often too time consuming and thus unanswerable. Once UIW began building sustainable data tables and a library of interactive workbooks, their ability to SEE their data led to big improvements in how the campus consumes information. In this session, they'll share a development story for one of their latest reports, as well as some additional visualizations from their library. They will illustrate how they structured the underlying data to allow them to answer a higher volume of more profound questions. Not to mention how they managed to inspire a new catch-phrase on campus. (Session ID: 2025)

Presenter(s)
Robin Logan, *University of the Incarnate Word*

College Rank and College Tuition

Discussion Group Session | Decision-Support | Room 405-407: Group 5

In spite of an emotional aversion to U.S. News ranking reports, its ranking has become a high-stakes reference for prospective students and colleges. It gives each college and university some idea as to how high to set tuitions and fees in competing with peer colleges. This study reports a relationship between ranking and the tuition level in each college, and across regions and classifications, and infers that colleges and universities comply with free market principles and are making rational choices as more information about them and about other colleges and universities is divulged by commercial publication or governmental disclosure. (Session ID: 1517)

Presenter(s)
Chul Lee, *University of Evansville*

Contextualizing Student Engagement Effect Sizes: An Empirical Analysis

Speaker Session | Analysis | Room 111

The concept of effect size—a measure of the strength of association between two variables—plays a crucial role in institutional research where it is common with large sample sizes to find small relationships or differences to be statistically significant. In this study, we used the distributions of effect sizes from the National Survey of Student Engagement results of 615 institutions that participated in 2014 to empirically derive new recommendations for their interpretations, and new definitions of "small," "medium," and "large" (including "very large") are grounded within the context of the original survey questions. In this session we present the rationale, data sources, methods, and creative approach to the analysis, and invite participants in discussion to probe its advantages and disadvantages. Ultimately we argue for the adoption of our recommendations to interpret mean comparisons for effect sizes of the NSSE EIs, and for student engagement data more generally. (Session ID: 1242)

Presenter(s)
Louis Rocconi, *Indiana University Bloomington*
Robert Gonyea, *Indiana University Bloomington*

Data Triple-Play: Linking Three Sources of Data to Understand Student Departure

Speaker Session | Decision-Support | Room 104

Not all undergraduates who matriculate into degree programs at colleges or universities obtain degrees from those institutions. Typically, a considerably-sized subset of students leave their original institutions and enroll elsewhere to continue their academic pursuits. Knowledge of factors related to student departure—individual and institutional—can enable an institution to better know itself in relation to other organizations and how these transfer-out institutions present an attractive option. Such knowledge is potentially actionable for facilitating student retention and success. This presentation demonstrates how one institution merged three different, student-level data sources including IPEDS, National Student Clearinghouse, and institution records to gain insight into student departure. Applications of the method are also discussed. (Session ID: 1537)

Presenter(s)
Timothy Wasserman, *Syracuse University*

Enhancing the Effectiveness of Mission-Driven Curriculum Mapping

Discussion Group Session | Assessment | Room 405-407: Group 2

This discussion addresses the case for collaborative implementation of curriculum mapping. By distinguishing the difference between mapping courses and programs, participants discuss effective collaboration between faculty and administrators to bring organizational clarity. How do you distinguish between course mapping and program curriculum mapping? What tools/methods do you use to determine whether an outcome is being addressed at the introductory, developing, or mastery level? As an administrator, what tools do you use to evaluate curricular alignment with institutional, program, and school mission? How have you used curriculum mapping to strengthen educational effectiveness? Think of a course in your curriculum; where does that course fit in the overall program curriculum, and what does it contribute to overall effectiveness of the program and institution? (Session ID: 1738)

Presenter(s)
SuYeon Yoon, *Indiana Wesleyan University*
Karen Hoffman, *Indiana Wesleyan University*

Examining Differences in Survey Behaviors Based on Different Devices

Speaker Session | Technologies | Room 207

Smart phone usage and online surveying are both extremely prevalent in higher education, yet few studies have examined differences between mobile and PC survey respondents. Using two advising surveys for undergraduate students from 2013 and 2014, we present differences in survey behaviors, such as missing patterns, that might exist between mobile and PC respondents. We also demonstrate how institutional researchers can extract Metadata from Qualtrics and suggest best practices for survey assessment for different survey takers. (Session ID: 1396)

Presenter(s)
Hyun Kyoung Ro, *Carnegie Mellon University*
Sarah Hailey, *Carnegie Mellon University*

Facilitating Organizational Effectiveness Through Data-Informed Decision-Making

Sponsored Speaker Session | Technologies | Room 108

Central Washington University needed a university-wide business intelligence solution. Reporting was slow and tedious. High-demand queries were crashing their Peoplesoft system. CWU needed trend analysis reporting, as well as custom ad-hoc analytical reporting and dashboards. Join this session to hear how CWU formed an Organizational Effectiveness unit to become the go-to place for official data, developed a data warehouse, acquired Information Builders WebFOCUS, and now enjoys a production system that permits the faculty and staff to examine admissions, course enrollment, retention predictive analytics, academic programs, graduation statistics, finance, and HR. This session features a live demonstration. (Session ID: 2024)

Presenter(s)
Jim DePaepe, *Central Washington University*

Faculty Activity Reporting: Meeting the Needs of Multiple Stakeholders

Speaker Session | Assessment | Room 201

Faculty activity reporting constitutes a school's official record of faculty productivity and is critical for informing decision making, demonstrating institutional effectiveness, and promoting accountability. In 2012, the UNC Eshelman School of Pharmacy standardized its process for conducting annual faculty reviews, transitioning from paper-based instruments developed and administered by each of the school's five divisions to a standardized electronic instrument administered by the Office of Strategic Planning and Assessment to all School faculty. Following implementation of the redesigned process, faculty activity reporting became critical to informing decision making, facilitating progress towards strategic initiatives, building reports, and identifying faculty development needs. This presentation highlights the School's faculty activity report philosophy and describes its design, implementation, refinement, challenges, and value. (Session ID: 1187)

Presenter(s)
Elizabeth Billings, *University of North Carolina*
Jacqueline McLaughlin, *University of North Carolina*

How Discrepant High School GPAs, Test Scores, and Engagement Impact Persistence

Speaker Session | Decision-Support | Room 203

With increased national attention on college completion, institutions are increasingly focusing on ways to impact student persistence. We present research on the likelihood of persistence for students with discrepant high school grades (HSGPA) and ACT composite scores. A case study of the impact of discrepant achievement on persistence at Belmont University is followed by an analysis of students from the ACT-tested graduating classes of 2009 through 2013 who took ACT Engage. This second analysis examines the additional impact of noncognitive factors, including student engagement, on the persistence of students with discrepant achievement. This research suggests that whether a student's high school grades and test scores are discrepant, as well as a student's noncognitive factors, affect likelihood of persistence. Such information can help institutions target resources aimed at increasing student persistence. (Session ID: 1475)

Presenter(s)
Edgar Sanchez, *ACT, Inc.*
Anne Edmunds, *St. Mary's University*

Improving the Institutional Alumni Survey for Reporting and Assessment

Speaker Session | Assessment | Room 102

Texas State University has a long history of collecting outcomes data from alumni, but the increasing demand for alumni employment and educational outcomes data has led us to review and revise our alumni survey process. Using a collaborative process that involved faculty and staff from throughout the university, including academic, student service, career services, and alumni affairs personnel, we have revised our survey instrument and methods to better meet institutional and departmental data needs for a variety of reporting requirements, including the First-Destination

Survey standards from the National Association of Colleges and Employers. This session shares information about trends and best practices in alumni surveys that we learned during our process, the steps we took in developing a survey to meet the needs of our stakeholders internal and external to campus, and the strategies we are implementing to improve the way we collect outcomes data from our recent graduates. (Session ID: 1276)

Presenter(s)
Susan Thompson, *Texas State University*

INAIR Best Presentation: To Register Early or Not To Register Early?

Affiliated Organization Best Presentation | *Decision-Support* | *Room 103*

Late registration is a growing concern for many institutions across the U.S. Do late registrants lack motivation, financial assistance, or proper advising tools which prevent them from registering on time? Past studies have shown that those students tend to perform poorly compared to early registrants. In this presentation, we examine the relationship between registration time and academic performance measures (i.e., term GPA and course success) through a series of logistic regression models using registration time, demographic, financial, and enrollment data. We also report our findings, suggest institutional practices that may help improve student success in community colleges, and provide grounds for future research. (Session ID: 1897)

Presenter(s)
Ahebe Ninon, *Ivy Tech Community College*
Wendy Lin, *Ivy Tech Community College*

Matching to Control for Bias: A Program Evaluation of Student Outcomes

Speaker Session | *Assessment* | *Room 401*

Allowing students to self-select into a program introduces selection bias into evaluation techniques due to the difficulty in identifying what attracted students to the program in the first place. This session introduces propensity score matching as a means of alleviating this selection bias in program evaluation. This technique develops scores for individual program participants based on demographic and academic backgrounds, and then matches them to non-participants with similar scores. This improves upon traditional matching by developing these weighted scores from logistic multiple regression. Finally, an empirical example is provided to illustrate how to actually conduct such an analysis. Discussion of how these results led to important policy implications for undergraduate research, study abroad, and cooperative education programs at one institution is included. (Session ID: 1121)

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

Measuring and Benchmarking Campus Equity and Inclusion

Speaker Session | *Decision-Support* | *Room 106*

Colleges and universities face increasing internal and external pressures to improve inclusion and equity on campus. However, measuring and benchmarking an institution's climate for diversity can prove challenging. This presentation demonstrates how a new assessment tool—the Diverse Learning Environments (DLE) Scorecard—may help researchers identify and measure equity and inclusion at the institutional level. Aligning with national standards, the DLE Scorecard is linked to AAC&U's Inclusive Excellence Framework as well as several VALUE rubrics. The presentation highlights how the Scorecard may be used to inform decision makers about practices, policies, and programs that may further the institution's commitment to inclusion and equity. (Session ID: 1416)

Presenter(s)
Oscar Mayorga, *University of California, Los Angeles*
Kevin Eagan, *University of California, Los Angeles*
Joseph Ramirez, *University of California, Los Angeles*

Mining Text Data for Useful Information

Speaker Session | *Technologies* | *Room 403 & 404*

Text mining presents an efficient way to access the extensive amount of data found in written records by converting words into numbers and using algorithms to detect relevant patterns. This presentation focuses on the fundamentals of text mining, including an overview of key concepts, prevalent methodologies, and popular software packages. The utility of text mining is demonstrated through two examples: (1) using text to create a learning analytics system at a premier community college (CUNY Guttman), and (2) refining survey items on the National Survey of Student Engagement (NSSE). (Session ID: 1125)

Presenter(s)
John Zilvinskis, *Indiana University Center for Postsecondary Research*

Rethinking Alumni Research: Applying a Life Course Theory Framework

Speaker Session | Decision-Support | Room 205

Alumni research has traditionally suffered from a lack of theoretical frameworks that adequately account for the variability of adult professional and personal lives. Life Course Theory proposes a framework for alumni research that allows for this variability and potentially provides a substantially more nuanced approach to studying alumni outcomes, employment data, and life cycle. This session introduces Life Course Theory and presents a case study of one institution's application of this theory to inform alumni research. The presenters outline how this new approach significantly influenced institutional decision-making and suggest future applications for this framework among institutional researchers. (Session ID: 1173)

Presenter(s)
Mark Salisbury, *Augustana College*
Kimberly Dyer, *Augustana College*
Teniell Trolian, *University of Iowa*
Gwendolyn Archibald, *University of Iowa*

Strategies for Building a Better National Postsecondary Data Infrastructure

Speaker Session | Analysis | Room 110

This session presents key strategies to improve the nation's postsecondary education data infrastructure. Presenters from the Institute for Higher Education Policy (IHEP) present approaches to building a more comprehensive system—including options like building a federal student unit record data system and/or linking state longitudinal data systems—and discuss the comparative feasibility, opportunities, and limitations of each approach. This presentation is based on a summary of findings from a working group session that IHEP convened in February 2015 in which key experts from a diverse array of stakeholder groups evaluated a variety of options. This session provides insight into potential improvements that can shape future data policies. (Session ID: 1612)

Presenter(s)
Jamey Rorison, *Institute for Higher Education Policy*
Mamie Voight, *Institute for Higher Education Policy*

Surviving the Revision of Your Manuscript for Publication

Discussion Group Session | Decision-Support | Room 405-407: Group 6

The good news is that your manuscript has NOT been rejected for publication. However, the invitation to "revise and resubmit" can overwhelm authors with the volume and complexity of the reviewers' feedback. This discussion addresses the challenges of persevering to the publication finish line. Participants, whether seasoned authors or just getting started, will exchange advice on surviving the revision process. How do you establish emotional distance from the reviewers' comments? How do you deal with feedback that is unclear, contradictory, or difficult to address? How do you keep up the momentum through multiple revisions? Is there a way to minimize the revisions that you will need to make to your manuscript in the first place? (Session ID: 1198)

Presenter(s)
Sharron Ronco, *Marquette University*

The Impact of Early College Credit and "On-Time" Incentives on Success

Speaker Session | Decision-Support | Room 109

The push by states to increase on-time completions has resulted in a number of programs incentivizing advanced college coursework by high school students as well as financial inducements for students to attempt and complete higher course loads throughout the year as undergraduates. Several studies indicate that students in advanced coursework increase the likelihood of college success, and that higher course loads (15+ hours/semester) lead to higher GPAs. As these movements become more common with a broader spectrum of students, institutions need to remain circumspect about the impacts of these various programs on that ultimate goal. This session shares the various methods developed to examine these incentives and to put analytics in the hands of functional users and decision makers at a large, public university with multiple campuses. (Session ID: 1241)

Presenter(s)
Todd Schmitz, *Indiana University*
Christopher Foley, *Indiana University-Purdue University Indianapolis*

Visualization of Student Migration Data Using Google Charts Sankey Diagrams

Speaker Session | Technologies | Room 105

Student migration data can be essential to understanding institutional effectiveness and student progress at institutions. However, these data can be difficult to visualize. Data such as major migration, time to degree, transfer outs over time,

and retention over time can be more easily understood with the use of Sankey Diagrams from Google's free chart tools. This session demonstrates how these diagrams can simplify data, and shows that they can be quickly and easily made. By attending the session, participants will understand how their data can be used to inform research and policy decisions, and will be able to construct a basic Sankey Diagram using Google's free chart tools. This session benefits institutional researchers and anyone who supports institutional policy, planning, assessment, and effectiveness. (Session ID: 1166)

Presenter(s)
Sean Hoffman, *Stony Brook University*

03:30 PM–04:15 PM

A Comparison of Two Institutions' Approaches to Peer Selection

Speaker Session | Decision-Support | Room 203

Selecting peer institutions and engaging in benchmarking activities is a common practice for universities. This session describes recent initiatives at two universities—a public research I and a baccalaureate public—to evaluate current peers and identify new, more relevant peer institutions using IPEDS data. This session presents improved ideas for peer selection by comparing two clustering methods (hierarchical and two-step) used to select peers at the respective institutions. Participants will also learn the importance of IR collaboration with institutional stakeholders (i.e., administration, faculty, and student support services) in facilitating peer selection, and how data collection, statistical analysis, and subjective judgments are often entangled in the process. (Session ID: 1264)

Presenter(s)
John Stanley, *University of Hawaii - West Oahu*
Jacqueline Honda, *University of Hawai'i*

A Visualization Technique to Help Survive an Avalanche of Data

Speaker Session | Assessment | Room 207

Increased accrediting, government, and community stakeholder requirements have resulted in collecting evidence from various sources to use in decision-making for student learning. However, a holistic perspective about how one set of data is linked to another rarely occurs; as a result, isolated decisions on the use of data may result in conflicting or ineffective solutions. Part of the difficulty in using all of the collected data is that it is unclear how to make linkages between seemingly disparate data. This presentation addresses the process used to take the disparate results and demonstrate a relationship between them using visual techniques. (Session ID: 1481)

Presenter(s)
Kimbrely Clark
Christine Robinson, *University of North Carolina at Charlotte*

Advising Services and its Relationship with Student Time Use and Achievement

Speaker Session | Analysis | Room 201

The study models the effect of advising on underachieving college students' time allocation, including time spent on social activities, sleep, academic-related activities, and achievement using a simultaneous equation framework. Many of the empirical studies relating advising to outcomes have had mixed findings. The study uses unique data related to time spent on advising with both faculty and staff and detailed personal records at a medium-sized public minority serving institution. Tentative findings reveal that high interactions with faculty and staff advisors lead to better outcomes for underachieving college students. Contingent on estimation method, high frequency of visits leads to a 3.6 percent rise in GPA. Moreover, there is a strong relationship between time spent on academic activities and achievement, suggesting that students utilizing advising services spend more time on these activities. (Session ID: 1640)

Presenter(s)
Osundwa Wanjera, *University of Connecticut*

Aligning Regional and Healthcare Program Accreditation: Benefits and Challenges

Discussion Group Session | Assessment | Room 405-407: Group 1

Can alignment protocols – e.g., meta-criteria that meld together regional and specialty accreditation standards – be constructed to avoid duplicative reporting to regional and health professions accreditors? Discussion questions include: Does your campus have health professions programs that have prescriptive standards? Are some of your regional accreditor's standards similar to the standards of your health professions program(s)? What barriers do you perceive to the concept of meta-criteria? What approaches have you tried to avoid redundant reporting, and have they been successful? Efforts thus far, including interactions with accreditors and institutions with health profession programs and a standards alignment study will also be shared. (Session ID: 1399)

Presenter(s)
Christopher Cullander, *University of California, San Francisco (Retired)*
Ken Nelson, *Loma Linda University*

Analyzing the Full-Time Faculty Share of Teaching

Speaker Session | Decision-Support | Room 210 & 212

This session addresses the question of whether there is a difference between the percentage of students and the percentage of courses taught by full-time faculty. It raises the issue of choosing the proper unit of analysis in studies requested by senior management. A study using courses as its variable of interest may invite substantially different inferences than a study that uses students as the unit of analysis. (Session ID: 1459)

Presenter(s)
Victor Sensenig, *Washington College*

Assessing the Pervasiveness of Sexual Assault on College Campuses

Speaker Session | Decision-Support | Room 403 & 404

In the past year, colleges and universities have encountered increased pressure to assess and address instances of sexual assault on campus. Although a report issued by the White House suggests that one in five women will be sexually assaulted while in college, that statistic is based on a limited sample of students collected from two public universities. This presentation contextualizes the latest developments in policy and legislation regarding campus sexual assault and highlights data from a number of institutions—both private and public—about the prevalence of sexual assault on campus and students' perceptions about the institutional response to allegations. The session concludes with a conversation that engages participants about data on this issue and how campuses are adjusting to new regulations. (Session ID: 1643)

Presenter(s)
Kevin Eagan, *University of California, Los Angeles*

Data-driven support for students on the path to college

R&D Grant Session | Analysis | Room 102

Our study focuses on early stage data collection and analysis of students' high school to college academic trajectories—ultimately these results could funnel into a decision-support tool that may enable positive choices to strengthen students' prospects for college education. To understand students' current information gaps in their college preparation process, we conducted interviews with five school districts' college advisors and collected open-ended qualitative survey data from 48 guidance counselors at 43 unique high schools. We analyzed Virginia Longitudinal Data System data accessed in partnership with the Virginia Department of Education to link students' academic trajectories to college enrollment. Learning from the qualitative data about current information needs, we explored relationships between high school course taking patterns and specific college enrollment to enable guidance counselors to show students and parents actual data when they are planning course schedules. (Session ID: 1941)

Presenter(s)
Rodney Hughes, *Harvard University*
David Knight, *Pavilion Research*

Early Identification and Intervention: Helping At-Risk Students Succeed

Speaker Session | Decision-Support | Room 104

This session focuses on a first-year student success initiative that connects an early identification process to an intervention strategy for closing the loop. The presenters highlight the steps involved and present the data obtained to illustrate how institutional researchers and campus community members can play a role together in their students' success. (Session ID: 1631)

Presenter(s)
Timothy Chow, *Rose-Hulman Institute of Technology*
Sarah Forbes, *Rose-Hulman Institute of Technology*

Expanding Institutional Research to Enhance Enrollment Management

Discussion Group Session | Decision-Support | Room 405-407: Group 3

This discussion addresses the role of institutional research in enhancing enrollment management within the context of data mining utilization. This discussion determines if research officers that conduct data mining for recruitment purposes have higher retention rates than those that do not. This discussion addresses whether the effectiveness of utilizing results gained from data mining to implement in recruitment strategies has a positive influence in retention of enrolled students. (Session ID: 1376)

Presenter(s)
Micah Griffin, *Livingstone College*
Jacqueline Gray, *Livingstone College*

Gender Identity: What We Can Learn from Inclusivity

Speaker Session | Assessment | Room 205

The number of students with gender variant identities is growing on college campus, but currently, it is difficult to collect reliable statistics on this population of students. This presentation examines how a large-scale survey of students was updated to include a more inclusive item about gender identity, and explores the various gender identities described by students. Study results allows us to investigate similarities and differences between students with gender variant

identities on measures of student engagement, campus support, and satisfaction. Participants discuss challenges for assessing students with complex or nontraditional identities and strategies for providing equitable, high-quality education for all. (Session ID: 1148)

Presenter(s)
Allison BrckaLorenz, *National Survey of Student Engagement*
Sarah Fernandez, *Indiana University Bloomington*

Graduation Factors for Low-Income/High Achieving Underrepresented Students

Speaker Session | Analysis | Room 106

Low graduation rates for underrepresented/underserved students remain a persistent issue in higher education. This presentation focuses on the results of a study with the Gates Millennium Scholars Program and factors related to earning a college degree. Factors reported include student demographics, institution characteristics, and student education characteristics. The presentation includes a special focus on non-cognitive variables, education deferment, and student engagement. Session attendees will develop an understanding of the GMS program and of factors associated with graduation success for low-income/high achieving underrepresented/underserved students. This information can contribute to institutional efforts to improve graduation rates for this student population. (Session ID: 1625)

Presenter(s)
Barry Nagle, *Gates Millennium Scholars Program/UNCF*
Jin Liu, *University of South Carolina- Columbia*

Honors and Awards: Strategically Increasing Recognition of Faculty Work

Discussion Group Session | Decision-Support | Room 405-407: Group 6

This discussion addresses strategies to identify and nominate competitive faculty for national honors and awards within the context of institutions that seek to strategically increase the visibility and recognition of faculty work. This discussion is organized around the following four questions: What resources do institutions devote to strategically increasing the recognition of faculty work through honors, awards, etc.? What strategies do institutions employ to identify competitive faculty candidates to nominate for national honors and awards? How do university leaders balance local (department) and central (institutional) responsibility for encouraging nominations and increasing the visibility of faculty work? What role can IR professionals serve to best support the institution in strategically increasing external recognition of faculty work? (Session ID: 1781)

Presenter(s)
Vincenzo Falciano, *University of Rochester*
Matthew Cooper, *Academic Analytics*
Ryan Cherland, *University of California, Irvine*

How Community Colleges Can Leverage the VFA and its Data

Panel Session | Assessment | Room 110

AACC will give a demonstration of the VFA system and data tool. The session's panelists—representing VFA colleges and system and state offices—show how they are using and leveraging the VFA both for institutional improvement and to drive state and sector-wide goals for student success and accountability. The panelists' case studies explore the benefits of having sector-appropriate measures to establish on-campus performance indicators that can be used for benchmarking; over time using the VFA to replace other reporting metrics; and exploring avenues to reduce the burden on our colleges' IR offices by possibly enabling data collection and reporting at the state level. (Session ID: 1489)

Presenter(s)
Bernadette Ferro, *American Association of Community Colleges*
Kent Phillippe, *American Association of Community Colleges*
Roger Mourad, *Washtenaw Community College*
Dawn Cullity, *American Association of Community Colleges*
James Atkinson, *Oklahoma City Community College*
Irene Semeniuk, *Cochise College*

How Researcher Skillsets Relate to Higher Education Challenges of the Future

Panel Session | Decision-Support | Room 107

Every research and data professional who plans to spend the next decade in higher education is asking questions about what types of challenges institutions will face and what the profession's skillset needs to look like to answer the questions of the future. This panel discuss specific steps that researchers can take to prepare for the challenges ahead. (Session ID: 1672)

Presenter(s)
Yvonne Belanger, *Bill & Melinda Gates Foundation*
Rachel Boon, *Ivy Tech Community College*
Christopher Coogan, *Association for Institutional Research*
Kevin Stevenson, *University of New Mexico*

Maintaining Interest and Momentum in the Assessment Process

Discussion Group Session | Assessment | Room 405-407: Group 4

How can an institution maintain progress, interest, and innovation in the process of assessment of student learning after the visiting accreditation team determines that assessment is going well? How can faculty and staff members' work in assessment move from a bureaucratic compliance approach to an activity that is enjoyable, useful, and intellectually engaging? How can assessment results be better linked to planning, resource allocation decisions, and other important processes and issues? This session shares best practices from mature or maturing assessment efforts. The discussion leader will share good practices from his university and will document other contributions to the discussion. A summary of the information shared will be posted to the AIR Forum site. (Session ID: 1060)

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

Profiles of Successful STEM Majors

Speaker Session | Analysis | Room 401

Using data from 120,612 students at 26 four-year institutions, this presentation provides a description of STEM majors entering four-year postsecondary institutions and those who persist through four years of study. Meta-analytic results indicate that successful STEM majors enter college with high levels of precollege academic achievement as measured by the ACT College Readiness Assessment and HSGPA, and they have distinct interests as measured by the ACT Interest Inventory. Compared to students who persisted in the STEM fields, students who departed the STEM fields had lower ACT scores, but similar ACT Interest Inventory scores. More students are being encouraged to enter STEM fields, but it is imperative that institutions be aware that 1) STEM students with lower levels of precollege academic achievement may need support to continue in a given STEM major, or 2) students may need guidance on selecting other STEM majors that better align with their abilities and interests. (Session ID: 1189)

Presenter(s)
Paul Westrick, *ACT, Inc.*

Promoting Effective Decision Making Through IR Practices: Myth or Reality?

Discussion Group Session | Decision-Support | Room 405-407: Group 2

This discussion addresses the extent to which IR promotes effective decision making in higher education. Although IR departments across institutions differ in size and scope, one common goal is enhancing the decision making process. It is therefore important for IR researchers to know and share their differences, and to explore their shared goals. In light of this, this discussion is guided by the following questions: To what extent do you agree that IR "is the centre of gravity for decision making activities"? To what extent does IR facilitate effective decision making in your organizations? What specific IR functions and practices promote and/or hinder effective decision making? How can the IR function better serve institutional decision making? (Session ID: 1801)

Presenter(s)
Benita Thompson, *University of the West Indies, Open Campus*

Researcher Discovery Tool

Sponsored Discussion Group | Technologies | Room 405-407: Group 5

This discussion addresses the new Academic Analytics Researcher Discovery Tool. This external facing tool employs a combination of the Vector Space Model (VSM) of information retrieval and the Boolean Model to determine how relevant an individual faculty's works are to a user's research term query. The most relevant population of faculty is determined and returned to the user; this output includes faculty research activity, based on all of Academic Analytics research activity data. Users also can navigate through the set of faculty's works, awards, funding, peers, and collaborators. (Session ID: 2020)

Presenter(s)
David Ramsey, *Academic Analytics*

SAAIR Best Presentation: A Brave New World: Student Surveillance in Higher Education

Affiliated Organization Best Presentation | Decision-Support | Room 103

This conceptual paper proposes a counter-narrative to the increasingly dominant discourses of data-driven improvement and accountability in institutional research. The paper assumes and offers a skeptical perspective on some of the ignored tensions and paradoxes in the increasing algorithmic turn in higher education. While concerns regarding student privacy, governance, and ethical issues in the harvesting and analysis

of student data should be addressed, there are more at stake than just privacy, governance, and ethical issues. We also need to situate the harvesting and use of student data in the discourses surrounding governmentality, information justice, and the distribution of power. This paper critically explores the current algorithmic turn and quantification fetish in higher education as a gnoseological turning point that points to changes in our understanding of knowledge, information, and faculties of learning. (Session ID: 1867)

Presenter(s)
Paul Prinsloo, *University of South Africa*

Strategies for Collecting Post-Graduation Outcomes Data

Panel Session | Assessment | Room 108

In light of the public discourse on the cost of higher education and student loan debt, the post-graduation outcomes of college students are becoming even more important as indicators of institutional effectiveness. Externally, the job placement and graduate school enrollment rates of college graduates are viewed as accountability measures while internally, institutions use this information as marketing and recruitment tools. However, obtaining this information from recent alumni is not without its challenges, including inaccurate contact information and low survey response rates. In this session, three institutions (a small private college, a mid-size private college, and a medium-sized public research university) share their specific strategies for improving the collection of post-graduation outcomes data. (Session ID: 1495)

Presenter(s)
Jerold Laguilles, *Springfield College*
Mary Ann Coughlin, *Springfield College*
Heather Kelly, *University of Delaware*
Martha Gray, *Ithaca College*

Student Borrowing in a Multiple-Campus University System

Panel Session | Decision-Support | Room 109

The cost of college and level of student borrowing have been increasing for two decades. Some believe it is a crisis bubble ready to burst. By capitalizing on student-level information and combining the expertise of institutional researchers and financial aid administrators, this crisis can be addressed through high-quality analyses. This session describes cumulative debt for students completing associate's and bachelor's degrees within the nation's largest, most comprehensive public university system; the student characteristics associated with borrowing and high levels of cumulative debt; and a new taxonomy for categorizing undergraduate students that may have national implications for reporting and analyses. (Session ID: 1585)

Presenter(s)
Christy England Siegerdt, *State University of New York*
Patricia Thompson, *State University of New York*
Braden Hosch, *Stony Brook University*

Three BI Tools for Building Performance Metrics Dashboards—Applying BI in IR

Speaker Session | Technologies | Room 112

In this session, we demonstrate the advantages and disadvantages of 3 BI tools, SSRS and SSAS (Microsoft SQL Server Reporting and Analysis Services), WebFOCUS (Information Builder), and SAS Visual Analytics (SAS) in institutional research. Using a performance metrics dashboard as an example, comparison of these 3 BI tools will be focused on 4 areas: 1) advantages and disadvantages of building dashboards in each tool from the perspective of IR professionals; 2) programming skills needed; 3) real-time vs in-memory data sources; and 4) data analysis and forecasting. This presentation aims to demonstrate how we use these BI tools to analyze performance metrics such as student academic progress, retention, and graduation rates; to reveal which of them we decided to use primarily for our reporting; and to help other researchers and institutions to choose the BI tools that best fit their needs to produce meaningful and useful information. (Session ID: 1536)

Presenter(s)
Jeff Hoyt, *Florida Atlantic University*
Zhiyuan Ma, *Florida Atlantic University*
Christopher Brewer, *Middle Tennessee State University*

Tracking Pathways to Student Success

Speaker Session | Analysis | Room 113

Using the Motivated Strategies for Learning Questionnaire and results from its Withdrawal Survey, Polk State College applies the analysis of multi-year data to track student success in courses and across program hurdles. The results provide surprising insights into the interaction between student motivation, learning strategies, and perceived obstacles across various disciplines and delivery methods. The findings concerning academic/course-specific challenges and personal/environmental factors further help expanding student support options. Additional focus areas are students' self-directedness, critical thinking skills, and collaborative problem solving to better prepare students for the workplace, and to assist institutions with accreditation/IE tasks, predictive modeling, and faculty development. (Session ID: 1531)

Presenter(s)
Peter Usinger, *Polk State College*

Using UI Wage Data to Measure Labor Market Outcomes: A Cautionary Tale

Speaker Session | Reporting | Room 105

Institutions currently using unemployment insurance (UI) wage data to track student earnings are operating on a data "frontier," working with few established conventions for analysis. This session draws on the presenters' experiences of developing new public reporting from these unique secondary data sources, focusing on the significant limitations of the UI record. We highlight the core conceptual and methodological concerns associated with these data, illustrate the tradeoffs associated with data cleansing and adjustment, and discuss how those impact the results and decisions about data presentation. This session is targeted to those who are involved in or are interested in learning more about student earnings reporting based on UI wage data to inform institutional decision-making, improve transparency, and/or meet compliance mandates. (Session ID: 1473)

Presenter(s)
Philip Garcia, *California State University*
Matthew Case, *California State University*

04:45 PM–05:45 PM

Association for Institutional Research and Planning Officers (AIRPO)

Affiliated Organization Meeting | Room 104

AIRPO seeks to foster supportive collegial relationships and cooperation among persons engaged in activities related to institutional research, policy analysis, planning, and information-based higher education management in New York State by providing a forum for information exchange and professional development. This session will discuss topics of interest and give AIRPO members a chance to meet up. Convener: Craig Abbey

California Association for Institutional Research (CAIR)

Affiliated Organization Meeting | Room 205

Please join us for CAIR's annual meeting. Come learn more about the upcoming 2015 conference in San Francisco, current CAIR activities, and opportunities for involvement. This is a great opportunity to connect with your fellow CAIR colleagues and the CAIR Board. Convener: Kristina Powers

Canadian Institutional Research and Planning Association (CIRPA)

Affiliated Organization Meeting | Room 110

Canadian attendees and those interested in learning more about institutional research and planning in Canada are welcome. Please join us for an informal discussion of issues and trends. We will find a venue nearby for dinner to continue our conversations. Convener: Mike Krywy

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

Affiliated Organization Meeting | Room 207

Come meet your Georgia colleagues from all sectors! We will talk about the upcoming SAIR Conference in Savannah, and look ahead to our Spring 2016 state affiliated organization conference. Convener: Donna Hutcheson

Illinois Association of Institutional Research (IAIR)

Affiliated Organization Meeting | Room 111

IAIR members and any individuals interested in learning more about the IAIR are invited to attend this informal session. The organization will discuss current activities and planning, and welcomes participation and new ideas from members and colleagues from other organizations. An informal social event will follow. Information about the social event will be announced at a later date. Convener: Kevin Knott

Indiana Association for Institutional Research (INAIR)

Affiliated Organization Meeting | Room 112

This is an informal meeting for INAIR members and those interested in connecting with institutional researchers in Indiana. We will discuss recent happenings, our 2016 annual conference, and other important and noteworthy topics in this casual atmosphere. Convener: Linda Ferguson

Maryland Association for Institutional Research (MdAIR)

Affiliated Organization Meeting | Room 210 & 212

Join your Maryland institutional research and assessment colleagues to discuss state and regional issues. Come prepared to suggest topics of interest for upcoming Summer and Fall association events. Optional dinner group to follow at 6:00 p.m. Convener: Douglas Nutter

Michigan Association for Institutional Research (MI/AIR)

Affiliated Organization Meeting | Room 113

Come meet and greet all of your Michigan friends and colleagues. Get caught up and find out the latest for the Fall 2015 MI/AIR conference in Traverse City. Convener: Katie Schoonveld

Middle East North Africa Assoication for Institutional Research (MENA-AIR)

Affiliated Organization Meeting | Room 201

MENA-AIR will hold a meeting to evaluate the past conference and share lessons learned. Members will also discuss issues related to the upcoming conference. MENA-AIR is a professional organization operating in the Middle East and North Africa that aims to assist individuals serving post secondary education in institutional research in their pursuit to both share and learn best practices by providing support for the professional development of its members. Since its establishment in 2009, MENA-AIR has welcomed more than 100 members from over 45 institutions in 7 MENA countries. Convener: Diane Nauffal

New Mexico Association for Institutional Research and Planning (NMAIRP)

Affiliated Organization Meeting | Room 102

An informal meeting for New Mexico colleagues attending the 2015 AIR Forum. Convener: Candace Gilfillan

Ohio Association for Institutional Research and Planning (OAIRP)

Affiliated Organization Meeting | Room 106

OAIRP members, colleagues from Ohio, and interested Forum attendees are invited to attend this informal gathering. Convener: Sheila Craft-Morgan

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- Increasing the ***AFFORDABILITY*** and financing options for students pursuing legal education; and,
- Expanding the ***VALUE*** and relevance of legal education.

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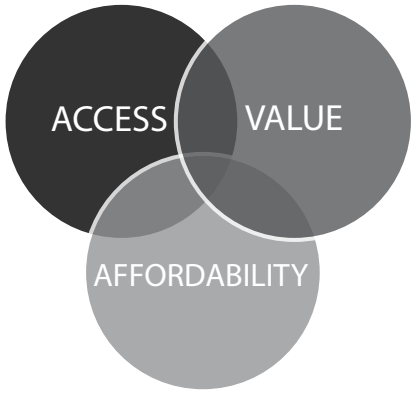

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South East Asia Association for Institutional Research (SEAAIR)

Affiliated Organization Meeting | *Room 105*

This meeting is intended to promote participants' awareness of SEAAIR and invite them to attend the 2015 SEAAIR Conference to be held in Hanoi, Vietnam September 30 - October 2 with the theme "Internationalization and Inclusivity of Higher Education in South East Asia: Perspectives, Practices and Pragmatics". Convener: Sutee Sujitparapitaya

Tennessee Association for Institutional Research (TENNAIR)

Affiliated Organization Meeting | *Room 103*

This is an informal meeting for TENNAIR members and those interested in connecting with institutional researchers in Tennessee. There will be quick update on important topics/issues and on the annual conference August 5-7, 2015. An optional dinner group will following the meeting. Convener: Dennis Hengstler

Texas Association for Institutional Research (TAIR)

Affiliated Organization Meeting | *Room 203*

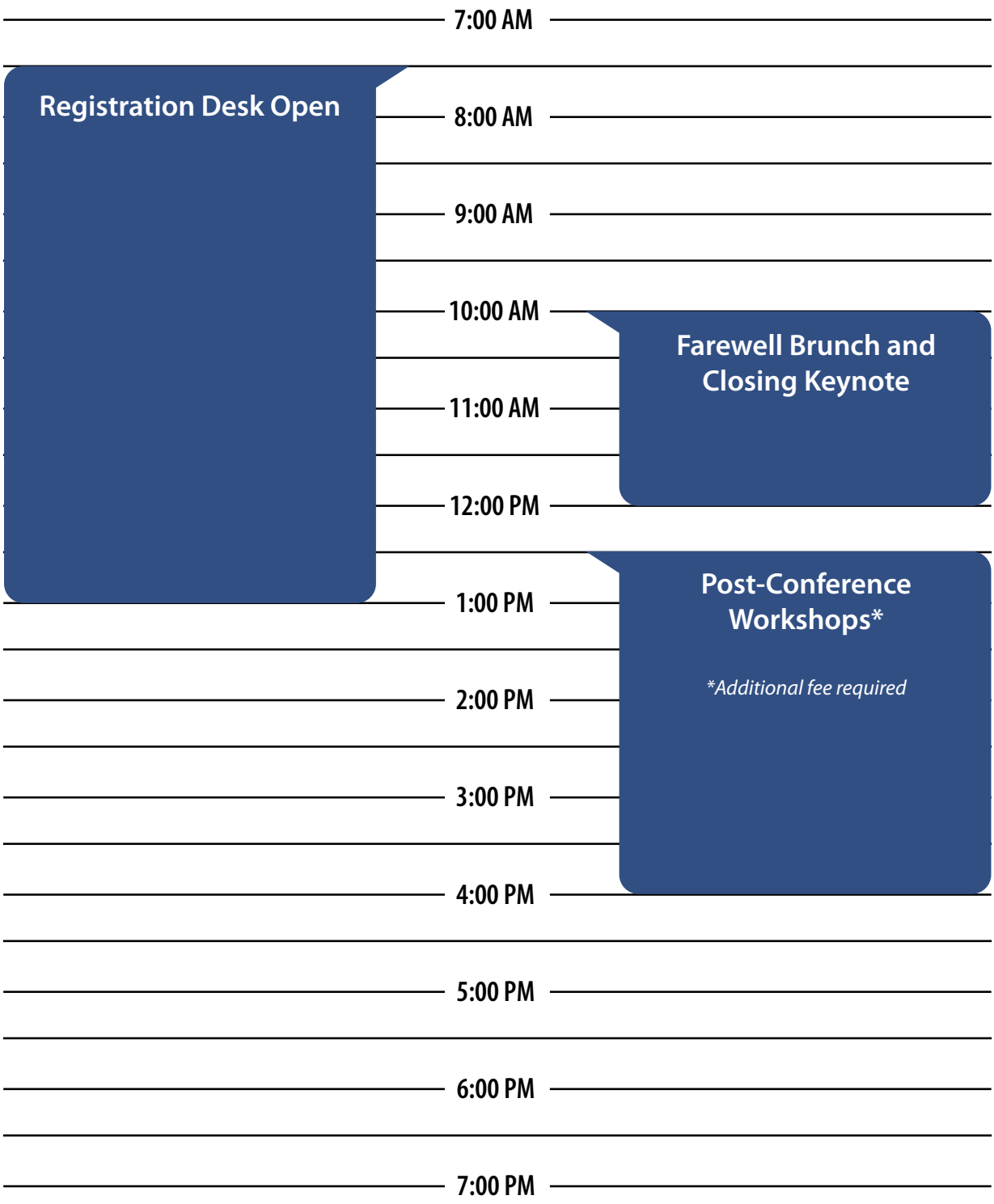
Members and those interested in learning about TAIR are invited to attend this informal session for the exchange of ideas, discussion of current events, and planning for future activities. Convener: Mary Barton

Presenter(s)
Mary Barton, *University of North Texas*

Program Highlights: Friday, May 29

7:30 AM – 1:00 PM	General Registration Open
8:00 AM – 9:45 AM	Concurrent Sessions
10:00 AM – 12:00 PM	Farewell Brunch and Closing Keynote
12:30 PM – 4:00 PM	Post-Conference Workshops* (Convention Center)
	* Additional Fee Required

Program Highlights: Friday, May 29



08:00 AM–08:45 AM

Building a Bridge: Active Participation in Developing Our PIRS

Speaker Session | Assessment | Room 102

By 2015-2016, the USDOE intends to develop a Postsecondary Institution Rating System (PIRS) to rate college performance using measures such as graduation rates and cost. Stakeholders in higher education have raised concerns about these measures' abilities to represent college value and inabilities to effectively compare diverse institutions. This session proposes using peer groups constructed with a K-means clustering approach to compare institutions with similar demographics and selectivity when evaluating graduation rates. Additionally, two alternative metrics to measure cost are presented. Attendees will be invited to give feedback and encouraged to develop and contribute alternative measures of their own. (Session ID: 1509)

Presenter(s)
Brianna Moore-Trieu, *California College of the Arts*

Career Outcomes Data: Victories, Pitfalls, and Lessons Learned

Speaker Session | Decision-Support | Room 104

As prospective students, parents, alumni, government entities, and other stakeholders express increasing desire for post-graduation career outcomes information, institutions need ways to reliably gather and report these data from recent undergraduate degree recipients. This presentation explores how one institution developed robust data collection and data cleaning procedures and worked to gain buy-in across campus for collection and use of project results. The presentation includes discussion of lessons learned during our first few years of campus-wide data collection, as well as a roadmap to help you streamline the process of tracking a cohort of students' career outcomes from graduation day to six months post-graduation. (Session ID: 1111)

Presenter(s)
Alexandra Riley, *Marquette University*
Laura MacBride, *Marquette University*
Jennifer Abing, *Marquette University*

Developing a Next-Generation Quantitative Literacy Assessment

Speaker Session | Assessment | Room 110

The importance of quantitative literacy has been recognized by both the higher education (AAC&U, 2011) and workforce communities (Hart Research Associates, 2013). Previous research has shown that many students are underprepared to use quantitative skills in the workforce (McKinsey & Co., 2013), pointing to the critical need to take action to delineate the various components underlying quantitative literacy, and create quality assessments to identify students' strengths and weaknesses. This session discusses an operational definition for quantitative literacy focusing on key dimensions, such as problem-solving skills, content, and real-world contexts. We discuss how this operational definition was developed, and how this information can be translated into an assessment that can provide actionable data for institutions that can be used for instructional improvement of students' quantitative skills. (Session ID: 1047)

Presenter(s)
Katrina Roohr, *Educational Testing Service*

Does Allowing Survey Takers to Switch Devices Improve Responses?

Discussion Group Session | Analysis | Room 405-407: Group 5

With the growing reliance on tablets and smartphones for internet access, understanding the effects of completion device on online survey responses becomes increasingly important. This discussion explores experiences for those using online surveys and how they can be optimized. The presenters' study will be discussed as their own personal experience to lead conversation around the following questions: What changes in response rates have you seen on your campuses with the increase in electronic device options for survey completion? How might allowing respondents to use multiple devices for survey completion affect response rates? How might allowing respondents to use multiple devices for survey completion affect survey responses themselves? What kind of methods do you have in place to allow or not allow multiple device types to be used for survey completion? (Session ID: 1735)

Presenter(s)
Amber Dumford, *Indiana University Bloomington*
Angie Miller, *Indiana University Bloomington*

Faculty Who Retain Students: Is Their Contribution Significant?

Speaker Session | *Decision-Support* | *Room 109*

If we control for student and course characteristics, do faculty have a significant impact on retention? We propose a model for predicting one-year student retention, then test to see whether adding a faculty-specific variable actually adds information. While changes in faculty teaching behavior have been shown to affect student retention, we wish to test the strength of that effect against other variables. If we can show that teaching behavior has an impact over and above student characteristics, past performance, and course characteristics, then we are more likely to assist in changing faculty teaching behaviors toward greater engagement and higher student retention. We use logistic regression to build a predictive model of student retention, and then determine which faculty perform significantly better or worse than predicted. We then test whether adding another dichotomous variable indicative of faculty performance adds predictive significance to the model. (Session ID: 1397)

Presenter(s)
Nathan Dickmeyer, *LaGuardia Community College*
Chunjuan Zhu, *LaGuardia Community College*
Erez Lenchner, *LaGuardia Community College*

Financial Aid Reporting in IR Offices: Keys for Successful Reporting

Discussion Group Session | *Operations* | *Room 405-407: Group 3*

Institutional research offices must often coordinate/complete reporting tasks beyond staff members' expertise. Student financial aid (SFA) reporting is one such example that can cause confusion and frustration for uninitiated (and even seasoned) IR personnel. This discussion addresses common financial aid survey reporting requirements to help IR personnel become familiar or get reacquainted with "the basics" of financial aid reporting. Questions offered for discussion include: How is student financial aid packaged? What relevant SFA terminology must be understood for typical IR reporting? What are some key reporting strategies to complete the IPEDS SFA survey and CDS (Section H) survey? (Session ID: 1761)

Presenter(s)
Leslie Odom, *Boise State University*

Life-Long Wellbeing and the College Experience of Millennials

Discussion Group Session | *Assessment* | *Room 405-407: Group 1*

You've wondered many times how best to measure your institution's long-term effect on students' lives. Purdue has adopted such a measure by relating on-campus experiences with the well-being of alumni years after graduating. More than 29,000 alumni from nearly 2,000 institutions have contributed to the index. Come discuss which college experiences have the strongest, positive effects on later life. Share your thoughts as to why so few seem to get the full benefit of the college experience. Finally, join the discussion about how the benefits of a college degree (and a more complete college experience) apply to the Millennial generation as it enters the world and workplace. (Session ID: 1783)

Presenter(s)
Andrew Zehner, *Purdue University*
Brent Drake, *Purdue University*

MI/AIR Best Presentation: Adventures in Enrollment Modeling

Affiliated Organization Best Presentation | *Analysis* | *Room 103*

Enrollment modeling is a hot topic for many IR practitioners. This session presents several different approaches to enrollment modeling, explores both technical and theoretical positions of such models, and introduces the concept of human-machine hybrid algorithms, which are sometimes used in other prediction areas. The session ends with a discussion of how incorporating human information into models can improve forecasting. A working example of the model, complete with instructions, is provided. (Session ID: 1869)

Presenter(s)
Reuben Ternes, *Oakland University*

MOOCs and IR: The Challenges of Working with edX Data

Speaker Session | *Operations* | *Room 112*

Data generated by Massive Open Online Courses (MOOCs) are different than the other data with which institutional researchers are used to working. The data are much larger and more complicated than other data sets IR offices typically handle, but can be subject to the same policies as other institutional data. In this session, members of MIT's Institutional Research group discuss the policy challenges, practical obstacles, and lessons learned in their roles as the curators and distributors of MIT's MOOC data. Also

discussed is how their work with MOOC data has influenced the way they view data privacy and the way they interact with academic researchers. They also briefly demonstrate some of the open-source technologies they have used to overcome these challenges, such as iPython notebooks and MongoDB. (Session ID: 1107)

Presenter(s)
Jon Daries, *Massachusetts Institute of Technology*

Multi-Tasking a Tableau Dashboard with Filters, Calculations, and Parameters

Discussion Group Session | Technologies | Room 405-407: Group 2

Most Tableau developers know a filter can let a user choose specifics, such as year or department. Parameters and calculations (used together) help you create a single dashboard that performs the functions of many. This discussion address the following questions: How are filters similar to and different from parameters and calculations? What are basic ways to set up parameters and calculations? How can you use these features to have a single graph show total number OR percent, or even dynamically hide/reveal different worksheets on a single dashboard? What are other creative uses of these features? A handout will be provided with some basic information on these features, some examples the author has used, and links to different resources where you can find out more. For those interested in networking afterwards, email addresses will be collected and shared. Whether you are just starting to use Tableau or are a certified expert, there will be something you can learn or share. (Session ID: 1791)

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

Opening the Black Box: Development of Georgia Performance Funding Metrics

Speaker Session | Decision-Support | Room 107

Performance-based funding of higher education institutions is being adopted across the country. This session provides the experience of implementation in Georgia and its impact on system and campus institutional research offices. The session provides attendees with important lessons learned in metric development and data production, and validation that can assist future adopting states in streamlining data validation and minimizing the impact on institutional research office resources. (Session ID: 1257)

Presenter(s)
Angela Bell, *University System of Georgia*
Rachana Bhatt, *Board of Regents of the University System of Georgia*
Leslie Caldwell, *University System of Georgia*
Susan Donoff, *Board of Regents University System of Georgia*

Prior Engagement and Expectations Matter to 1st Year College Engagement

Speaker Session | Analysis | Room 106

Much emphasis has been placed on the college's role in fostering college engagement in recent years; however, little progress has been seen in improving national retention or graduation trends or the levels of college engagement. This stagnation begs the question of whether or not colleges are as responsible for fostering college engagement as is commonly believed. This session discusses the results of a study that evaluated the relationships between college environmental characteristics, high school engagement, and expected college engagement with realized engagement behaviors. The studied involved a series of hierarchical linear models (HLM) using data from the Beginning College Survey of Student Engagement (BCSSE) and the National Survey of Student Engagement (NSSE). (Session ID: 1569)

Presenter(s)
Christopher Foley, *Indiana University-Purdue University Indianapolis*

The Data Spot: Innovation in Information Sharing

Speaker Session | Technologies | Room 108

What is the state of data on your campus? Are there many independent departments that provide data? Are data consumers confused on where to go to get the data they need? Do you wish there was a way to provide your campus with a tool that addressed the increasing demands for data from multiple sources while maximizing your resources? This session demonstrates how to turn SharePoint into an interactive tool to address all of these questions. In the age of information, data are expected to be readily available at any time, and IR professionals often have to find a balance between meeting the demands for external reporting, internal requests, and limited resources. The presentation discusses changing the culture of data sharing, gaining support from key constituent groups, development of a SharePoint website, FERPA compliance, phases of implementation, and the challenges and successes experienced while embarking on an innovative data sharing practice. (Session ID: 1336)

Presenter(s)
Cassie Clough, *University of North Texas*
Jason Simon, *University of North Texas*
Mary Barton, *University of North Texas*

Transfer Credits: Sources, Quality, and Impact on Student Outcomes

Speaker Session | Decision-Support | Room 111

This study looks at the sources and quality of transfer credits and how variation can impact student performance. Using longitudinal student data, comparisons are drawn between students with transfer credits and traditionally enrolled students. These comparisons help to illustrate where outside credits most frequently come from, how well students perform in subsequent courses in the subject, and how well students perform overall in terms of GPA and graduation when compared to their traditional peers. This presentation helps attendees better understand transfer credits and how they might be impacting the learning and performance of their students, potentially calling for future evaluation of institutional transfer agreement policies. (Session ID: 1120)

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

University Innovation Alliance and the Scaling Up of Predictive Analytics

Discussion Group Session | Analysis | Room 405-407: Group 4

This discussion addresses predictive analytics within the context of improving student graduation outcomes. Officially launched in September 2014, the University Innovation Alliance (UIA) is a consortium of 11 national research universities that have come together to act as an innovation cluster, developing and testing new initiatives, sharing data, and scaling best practices related to student success and increasing attainment for low-income students. This discussion shares our experiences with our first major initiative of predictive analytics as it relates to student success and the broader higher education community. Discussion questions include: What predictive analytics methods for student success are used on your campus? How do these methods relate to student advising? What sharable lessons learned from the implementation process would be helpful to other institutions looking to begin the process? (Session ID: 1727)

Presenter(s)
Sandra Archer, *Archer Analytics, LLC*

Using National Accountability Initiatives to Highlight Your Best Features

Speaker Session | Reporting | Room 113

This session provides examples and hands-on exercises to help participants take advantage of their participation in national accountability initiatives to highlight individual institutional success. The speakers use example data from the National Student Clearinghouse to demonstrate potential institutional deeper dives to help guide campus retention and persistence efforts. (Session ID: 1114)

Presenter(s)
Teri Hinds, *Association of Public and Land-grant Universities*
Christine Keller, *Association of Public and Land-grant Universities*

09:00 AM–09:45 AM

A Decade of Data: An Item-Level Analysis of CCSSE Data Since 2004

Discussion Group Session | Analysis | Room 405-407: Group 6

The discussion addresses changes in the student experience regarding engagement practices between 2004 and 2014, and centers around the following questions: Has there been a change in the students who have attended community colleges over the past decade with regard to demographics? Has there been a change in student participation in activities that are related to engagement? What pattern have these changes followed at the national level, and do these trends reflect what you have experienced at your own colleges? What initiatives have been happening at the college level that could account for these types of changes locally? (Session ID: 1744)

Presenter(s)
Kyle Lovseth, *Center for Community College Student Engagement*

A High Efficiency Institutional Research Office

Speaker Session | Operations | Room 103

With increasing reporting demands for data and analysis, it is more and more difficult for institutional research offices to address those needs without being overwhelmed. Using a few replicable strategies, a small institutional research office was able to significantly improve its efficiency in addressing the data and decision support needs of a large research flagship university. This presentation benefits institutional research offices of different scales in thinking outside the box in restructuring their personnel and business processes. The audience will learn about specific strategies in improving IR efficiency, and exciting results accomplished at University of Hawai'i at Mānoa. (Session ID: 1221)

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

Communicate, Negotiate, and Facilitate: The Expanding Role of IR Professionals

Speaker Session | Operations | Room 107

While many IR professionals focus on developing technical skillsets, there is a tendency to overlook development of "soft skills," such as effective communication, negotiation, empathy, and facilitation. However, with the changing role of IR professionals, the combination of such soft skills and technical skills becomes essential. This session is designed to help IR professionals identify and develop non-technical skills to facilitate the changing role of IR in many institutions. Using institutional project examples, presenters from four different institutions share experiences, practical strategies, and lessons learned regarding the necessity of soft skills in complex institutional projects. (Session ID: 1147)

Presenter(s)
Kristina (Cragg) Powers, *Bridgepoint Education*
Angela Henderson, *Stetson University*
Jeffrey Stewart, *Florida SouthWestern State College*
Ross Griffith, *New York College of Health Professions*

Community College Pathway to STEM Baccalaureate Completion

Speaker Session | Analysis | Room 111

An increasing number of students are using community colleges as a pathway to STEM baccalaureate education. The objective of this session is to inform researchers and practitioners about whether community colleges serve as an effective route to STEM baccalaureate completion. The proposed study fills the research gap by incorporating sampling weights when the using propensity score matching method. This improved method, coupled with selected samples from large-scale national representative data (Beginning Post-secondary Students Longitudinal Study: 04/09), enable this study to better inform research and practice. (Session ID: 1345)

Presenter(s)
Hongwei Yu, *Baylor University*

Creating and Applying a Transfer Student Typology

Speaker Session | Decision-Support | Room 113

Transfer students are an increasingly large proportion of the student populations at four-year institutions. Institutional decisions regarding transfer students can be better informed by gaining a deeper understanding of what is truly a heterogeneous population. In this study, we sought to create and apply a typology of transfer students at our institution. Cluster analysis for typology creation of student populations in higher education has growing support (Bahr, 2010, 2011) and here we discuss our procedure and practical applications for IR, assessment, and using data to support transfer student success. (Session ID: 1320)

Presenter(s)
Stephany Dunstan, *North Carolina State University*
Robert Blanchard, *North Carolina State University*
Steven White, *North Carolina State University*

Employing Postsecondary Data for Effective State Policymaking

Speaker Session | Reporting | Room 108

This session explains how institutional data are used in concert with state and national data to inform state higher education policy. Institutional researchers play a pivotal role in this process, as they provide the vast majority of the data that are used to drive policy decisions. This session provides participants with an understanding of some of the unique ways in which data are used once they leave the IR office, with an emphasis given to state outcomes-based funding systems. Participants will also see how institutional data fill in the gaps left by state and national sources, and make it possible for policymakers and researchers to answer questions that inform state and institutional improvement. (Session ID: 1503)

Presenter(s)
Jamey Rorison, *Institute for Higher Education Policy*
Mamie Voight, *Institute for Higher Education Policy*

Evaluation of Course Surveys: Award Winning Instructors versus Cohort Data

Speaker Session | Assessment | Room 106

Three years ago, Georgia Tech began giving awards to instructors receiving outstanding overall teaching effectiveness ratings on our Course Instructor Opinion Survey (CIOS). In response to questions about meaningfulness of the award, we compared CIOS results for award winners against non-winners. Results for questions related to "Student Effort", "Quality of Teaching", and "Quality of Course" are explored to uncover what might relate to qualifying for a CIOS award versus not qualifying. Results seem to indicate that responses to questions about student effort across courses did not vary widely by award and non-award winner, while award winners received higher ratings on aspects of teaching quality such as interpersonal skills and faculty-student interactions along with course-related items such as creating assignments that facilitate learning, evaluating measured knowledge, and producing perceived high levels of learning. In this session we present the data and work with participants to discover how this study and its results might be useful in their own contexts. (Session ID: 1607)

Presenter(s)
Tris Utschig, *Georgia Institute of Technology*
Joseph Ludlum, *Georgia Institute of Technology*
Karin DeAmicis, *Georgia Institute of Technology*

Exploring Data Mining for the Early Prediction of At-Risk Freshmen

Discussion Group Session | Analysis | Room 405-407: Group 3

This discussion addresses the challenges of creating highly accurate models to predict at-risk freshmen early in their first semesters, which allows them to participate in interventions before they have earned sub-optimal grades. Data mining methods are increasingly being used for predictive modeling because they are able to utilize data from a wide variety of different sources and are not bound by the distributional assumptions of many statistical methods. What challenges have you faced in accurately predicting freshmen outcomes? What modeling methods (data mining or traditional) have you used, and how successful were your results? Research has demonstrated that students who are more engaged in their campus environments are more successful. Have you explored the use of transaction data in predictive models, and how well did it work? Some examples are library usage, interactions with the campus course management system, academic advising visits, and club or sports participation. (Session ID: 1711)

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

Factors Affecting High-Achieving Students' Attrition in STEM Fields

Speaker Session | Decision-Support | Room 102

This study examines the obstacles that lead to attrition of high-achieving STEM undergraduate students at a technological research university. The unit of study is first-time, full-time degree-seeking students who entered during the Fall semesters of 2003 through 2008. Using multilevel and logistic analysis on institutional and NSSE data, the study shows that high school GPA, number of credits hours taken, selection and performance of gateway courses, level of students' engagement, financial, and ACT sub-scores are primary factors for high-achieving student attrition. The result and discussion are especially relevant for campus decision makers in the development of intervention strategies. (Session ID: 1294)

Presenter(s)
Oyebanjo Lajubutu, *Missouri University of Science and Technology*

FERPA and its Role in Institutional Research

Speaker Session | Operations | Room 110

Often offices of institutional research focus their energy on research innovations, but neglect important issues of compliance. The Family Educational Rights and Privacy Act (FERPA) governs access to data, but also plays a role in how data are protected. Institutional research departments receive many requests for data, and when those requests call for records of identifiable students, care needs to be taken to operate within the confines of the law. This presentation provides an explanation of these rules, applicable examples, and one department's strategies for avoiding problems. (Session ID: 1092)

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

From Administration to Z-Scores: An Overview of Survey Research

Discussion Group Session | Assessment | Room 405-407: Group 5

Survey research is a complex, multifaceted approach often used in higher education assessment. However, discussion of the multitude of factors to consider before, during, and after survey administration is not as common. The discussion addresses three overlapping themes and chronological periods: administration and planning, best practices, and college impact. Questions guiding this discussion include: What are key considerations on your campus when planning and administering surveys? How are data disseminated and utilized once a survey has been administered? Are there particular components of survey research with which your campus struggles? What are the most successful aspects of survey research at your institution? Along with the experiences of session participants, staff from CIRP at the UCLA Higher Education Research Institute (HERI) share examples based on years of survey design, administration, and research experience. (Session ID: 1752)

Presenter(s)
Ellen Stolzenberg, *University of California, Los Angeles*
Dominique Harrison, *Higher Education Research Institute*

High Profile Reporting of Low Response Surveys: Interpreting Alumni Surveys

Speaker Session | Decision-Support | Room 105

Institutions must have confidence in reporting information on the employment rate, salaries, and graduate school enrollment of their alumni. This information is increasingly used by stakeholders including policy makers, prospective students, and universities to decide on educational investments. This session addresses the issue of reporting on low response rate surveys of university alumni. Low participation rates and the inability to locate a significant proportion of graduates put resulting data at risk of response bias. This presentation reviews findings from two institutions making efforts to validate the results of alumni surveys using sources such as the National Student Clearinghouse, state employment information, discipline-specific licensure tracking, paper and on-line respondents, and late and early respondents. A secondary analysis reviews findings regarding various incentives used to improve response rates. (Session ID: 1501)

Presenter(s)
Barbara Wharton, *Ohio University*
Sheila Craft-Morgan, *The Ohio State University*

Managing Response Rates: How to Build a Culture of Responsiveness

Speaker Session | Operations | Room 109

This session focuses on managing student response rates to campus web-based surveys, assessment testing, and online course evaluations. As many IR professionals work in the field of assessment, student participation in campus assessment initiatives is an important issue. The culture of participation can vary depending on campus setting and student population characteristics. College students are the force in shaping the future of an institution; their active contributions in campus assessment are key for institutional planning and program improvement, and we need to explore effective methods to increase their involvement. By sharing our working strategies, we hope through this presentation that our colleagues will be able to gain more ideas in managing their campus response rates. (Session ID: 1325)

Presenter(s)
Jenny Liu, *University of Nebraska Omaha*
Jean Gutheil-Bykerk, *University of Nebraska Omaha*
Daniel O'Dell, *University of Nebraska Omaha*
T. Hank Robinson, *University of Nebraska Omaha*
Andrew Jacobsen, *University of Nebraska Omaha*

Modeling the Effects of Retirement and Voluntary Separation Programs

Discussion Group Session | Decision-Support | Room 405-407: Group 4

Faculty voluntary separation programs are increasingly common among institutions that need to create hiring flexibility while realizing salary savings. This discussion addresses methods for modeling the impact of voluntary separation programs and traditional retirements using external benchmark data and analyzing the resulting reinvestment in faculty lines across the university. This discussion is organized around the following four questions: What resources do institutions devote to assessing the impact of retirements and voluntary separation programs on scholarly productivity? What strategies do institutions employ to identify the likely impacts of retirements and voluntary separation programs? What considerations impact decisions to reinvest new faculty lines across multiple academic units? What role can IR professionals serve to best support the campus in strategically planning for the impact of retirements and voluntary separation programs? (Session ID: 1780)

Presenter(s)
Mardy Eimers, *University of Missouri Columbia*
Matthew Cooper, *Academic Analytics*

Noncredit Vocational Education: Students, Enrollment Patterns, and Academic Outcomes

R&D Grant Session | Analysis | Room 104

The past two decades have seen a noticeable increase in noncredit instructional offerings in postsecondary education, especially in vocational programs. Yet, knowledge about noncredit vocational programs is sparse. Drawing upon a unique dataset that includes transcript and demographic information on both for-credit and noncredit students in 9 community colleges in North Carolina, this study explores the demographic and academic profiles of students enrolled in various fields of noncredit vocational education, changes in enrollment and student composition over time, the characteristics of these courses, and potential factors that influence noncredit vocational students' transitions to credit-bearing programs. (Session ID: 1914)

Presenter(s)
Di Xu, *Teachers College, Columbia University*
Thomas Bailey, *Teachers College, Columbia University*

Optimizing Long Surveys for Smartphones: Why It's Important

Discussion Group Session | Decision-Support | Room 405-407: Group 1

This discussion addresses various questions related to optimizing a relatively long survey instrument for smartphones based on a National Survey of Student Engagement experimental administration. Colleges and universities across the country administer many surveys to their students, but optimizing them for smartphones may not be receiving the necessary attention it deserves. With this in mind, the following questions are addressed during this discussion: Why should survey developers consider optimizing their instruments for smartphones? What impact can smartphone optimization have on various survey data quality indicators? What does a smartphone-optimized survey format look like? (Session ID: 1747)

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

Should We Advise All First-Time Students to Take Heavy Courseloads?

Speaker Session | Decision-Support | Room 112

Inspired by a presentation by the University of Hawaii System at the 2013 AIR Forum about the 15 to Finish Initiative, institutional researchers at Nova Southeastern University (NSU) examined the academic success of full-time first-time in college undergraduate students by course load. At the 2014 AIR Forum, NSU researchers presented data showing there were no differences in academic preparation of students who self-select to take 12-14 credits vs 15-18 credits, that students taking 15-18 credits had better academic outcomes, and that those differences in academic outcomes were more pronounced at lower levels of academic preparation, meaning that students with lower high school grade point averages and standardized test scores demonstrated the largest effect of taking increased course loads. The current research expands on these findings, by adding financial factors to the model and examining attempted versus completed credits. (Session ID: 1380)

Presenter(s)
Donald Rudawsky, *Nova Southeastern University*
Arie Spirgel, *Nova Southeastern University*

The Graduate Experience for IR Professionals

Discussion Group Session | Operations | Room 405-407: Group 2

As demands for data analysis rise in our increasingly data-driven world, IR offices will require individuals who are highly educated and skilled. Graduate education is an excellent way to master new technical and analytical skills, increase issues intelligence and contextual intelligence, and receive a credential that may be needed for advancement. This discussion addresses the topic of graduate education for IR professionals including master's, doctoral, and IR certificate programs. Questions for the discussion include: What are the differences between types of graduate programs (e.g., master's, doctoral, certificate)? What are the benefits of graduate programs? What are the challenges of graduate studies? What are students' experiences like in graduate programs? What are the steps to applying and choosing a program? (Session ID: 1591)

Presenter(s)
Mark Umbricht, *Pennsylvania State University*
Samantha Nix, *Florida State University*
Justin Ortagus, *Pennsylvania State University*

10:00 AM–12:00 PM

Farewell Brunch and Closing Keynote

Board Welcome

Special Event | Four Seasons Ballroom 3 & 4

The official Forum closing session includes retirement of the 2014-2015 Board, inauguration of the 2015-2016 Board, and information about the 2016 AIR Forum in New Orleans.

Convener
Gary Pike, *AIR Vice President, Indiana Unviersity-Purdue Unversity Indianapolis*

Keynote Session

Farewell Brunch and Closing Keynote with Speaker Emme Deland

Special Event | Exhibit Hall (Four Seasons Ballroom 1-4)

Higher Education, Healthcare, and Disruptive Innovations

Many of the challenges facing higher education are known to the healthcare industry. Drawing analogies between higher education and healthcare makes it possible to more clearly identify the threats and opportunities facing higher education, and to articulate ways to chart a sustainable path forward for colleges and universities. The American healthcare system has been undergoing a broad transformation recently accelerated by the implementation of the Affordable Care Act. Declining inpatient discharges, eroding reimbursement, increasing and evolving regulation, managing costs, and demonstrating quality, combined with disruptive innovation, are all putting pressure on the business model of established providers—and challenging them to identify ways to continue to fulfill their missions in an increasingly cost-constrained competitive environment. Join Emme Deland for a conversation about moving forward in a time of disruptive innovation, and lessons learned along the way. (Session ID: 2013)

12:30 PM–04:00 PM

Best Practices for Qualitative Research

Workshop | Room 104

This workshop covers best practices in applying qualitative research methods to the study of higher education based on 15 years of experience with a range of universities, constituents, and audiences. While we cover qualitative research methods that reach more traditional constituents, including prospective and admitted students, as well as current and graduating students, we also demonstrate how qualitative research can be used to gain deep insight about non-traditional populations. Workshop participants explore the applications of qualitative research to a wide array of institutional research projects and learn best practices, strategies, techniques, and tips. (Session ID: 1893)

Presenter(s)
Jennifer Mack, *Huron Consulting Group - Higher Education*
William Hayward, *Northwestern University*

Designing and Implementing Online Interactive IR/IE Dashboards Using Open-source Tools

Workshop | Room 105

This workshop presents the essential components of creating a dashboard, including the basics of data security and data protection, use of Ajax and REST Web to process data, and use of Google Visualization API to create interactive dashboards. Galen College of Nursing has utilized open-source products including WordPress, PHP, Google Visualization API, jQuery and PostgreSQL to build our data dashboard. These tools provided a low-cost and quick way to develop a dashboard in-house. They also allows us to easily maintain the dashboard while providing flexibility to expand in the future. (Session ID: 1894)

Presenter(s)
Shunnan Chen, *Galen College of Nursing*
Carissa Shafto, *Galen College of Nursing*
Christina Bollinger, *Galen College of Nursing*

Developing a Student Flow Model to Simulate a Student Success Metric at Your Institution

Workshop | Room 103

Student Flow Modeling is an analysis technique that takes a page from the management sciences and adopts a system view of enrollment patterns as students flow though the institution. There are many different ways in which to structure the model, which can range in complexity from very simple, with only a few factors, to a much more complicated model design. The purpose of this workshop is to help participants learn the basic principles and common methods of Student Flow Modeling. Participants will conceptualize their own flow models for simulating key student success metrics, such as degree completion, retention, attrition, or graduation rate. (Session ID: 1895)

Presenter(s)
Sandra Archer, *Archer Analytics, LLC*
Takeshi Yanagiura, *Postsecondary Analytics, LLC*

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

Workshop | Room 102

In this workshop, participants learn how to set up, access, and design Excel macros. This includes recording, executing, and editing. This is a hands-on workshop; participants will build basic macros as they learn. A workbook with partial code examples and practice problems is provided (we will go through some of the exercises in class). The workbook also includes additional opportunities for further study, including examples of macro functions (and programming features) that cannot be recorded, and answers to all of the practice exercises. Prior macro experience is not required, but participants should have a working knowledge of Excel. (Session ID: 1896)

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

Affiliated Organization Meetings

Association for Institutional Research and Planning Officers (AIRPO)

Thursday, 04:45 PM–05:45 PM, Room 104

AIRPO seeks to foster supportive collegial relationships and cooperation among persons engaged in activities related to institutional research, policy analysis, planning, and information-based higher education management in New York State by providing a forum for information exchange and professional development. This session will discuss topics of interest and give AIRPO members a chance to meet up. Convener: Craig Abbey

Association for Institutional Research in the Upper Midwest (AIRUM)

Wednesday, 05:00 PM–06:00 PM, Room 201

Members of AIRUM and other interested AIR members are welcome to attend an informal gathering to visit with colleagues, discuss topics of interest, and learn about the Fall 2015 AIRUM annual meeting. AIRUM consists of members from Iowa, Minnesota, Upper Peninsula of Michigan, North Dakota, South Dakota, and Wisconsin. Plan on joining your colleagues for dinner/social hour after the meeting. Convener: Jennie Robinson Kloos

California Association for Institutional Research (CAIR)

Thursday, 04:45 PM–05:45 PM, Room 205

Please join us for CAIR's annual meeting. Come learn more about the upcoming 2015 conference in San Francisco, current CAIR activities, and opportunities for involvement. This is a great opportunity to connect with your fellow CAIR colleagues and the CAIR Board. Convener: Kristina Powers

Canadian Institutional Research and Planning Association (CIRPA)

Thursday, 04:45 PM–05:45 PM, Room 110

Canadian attendees and those interested in learning more about institutional research and planning in Canada are welcome. Please join us for an informal discussion of issues and trends. We will find a venue nearby for dinner to continue our conversations. Convener: Mike Krywy

Catholic Higher Education Research Cooperative (CHERC)

Wednesday, 05:00 PM–06:00 PM, Room 210 & 212

CHERC is an organization for IR professionals and others involved in research issues common to Catholic higher education. All current members and those interested in learning more about the organization are invited to attend. Convener: Peter Feigenbaum

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

Thursday, 04:45 PM–05:45 PM, Room 207

Come meet your Georgia colleagues from all sectors! We will talk about the upcoming SAIR Conference in Savannah, and look ahead to our Spring 2016 state affiliated organization conference. Convener: Donna Hutcheson

Illinois Association of Institutional Research (IAIR)

Thursday, 04:45 PM–05:45 PM, Room 111

IAIR members and any individuals interested in learning more about the IAIR are invited to attend this informal session. The organization will discuss current activities and planning, and welcomes participation and new ideas from members and colleagues from other organizations. An informal social event will follow. Information about the social event will be announced at a later date. Convener: Kevin Knott

Indiana Association for Institutional Research (INAIR)

Thursday, 04:45 PM–05:45 PM, Room 112

This is an informal meeting for INAIR members and those interested in connecting with institutional researchers in Indiana. We will discuss recent happenings, our 2016 annual conference, and other important and noteworthy topics in this casual atmosphere. Convener: Linda Ferguson

Maryland Association for Institutional Research (MdAIR)

Thursday, 04:45 PM–05:45 PM, Room 210 & 212

Join your Maryland institutional research and assessment colleagues to discuss state and regional issues. Come prepared to suggest topics of interest for upcoming Summer and Fall association events. Optional dinner group to follow at 6:00 p.m. Convener: Douglas Nutter

Michigan Association for Institutional Research (MI/AIR)

Thursday, 04:45 PM–05:45 PM, Room 113

Come meet and greet all of your Michigan friends and colleagues. Get caught up and find out the latest for the Fall 2015 MI/AIR conference in Traverse City. Convener: Katie Schoonveld

Mid-America Association for Institutional Research (MidAIR)

Wednesday, 05:00 PM–06:00 PM, Room 203

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 November 4-6, 2015 at The University Plaza Hotel, Springfield, MO. Meet here for dinner group plans with other MidAIR members. Convener: Paul Klute

Middle East North Africa Assoication for Institutional Research (MENA-AIR)

Thursday, 04:45 PM–05:45 PM, Room 201

MENA-AIR will hold a meeting to evaluate the past conference and share lessons learned. Members will also discuss issues related to the upcoming conference. MENA-AIR is a professional organization operating in the Middle East and North Africa that aims to assist individuals serving post secondary education in institutional research in their pursuit to both share and learn best practices by providing support for the professional development of its members. Since its establishment in 2009, MENA-AIR has welcomed more than 100 members from over 45 institutions in 7 MENA countries. Convener: Diane Nauffal

New Mexico Association for Institutional Research and Planning (NMAIRP)

Thursday, 04:45 PM–05:45 PM, Room 102

An informal meeting for New Mexico colleagues attending the 2015 AIR Forum. Convener: Candace Gilfillan

North East Association for Institutional Research (NEAIR)

Wednesday, 05:00 PM–06:00 PM, Room 207

Gather with your IR colleagues from the north east to hear about NEAIR grant opportunities, summer professional development opportunities, and the annual conference in Burlington, VT. Our conference theme is "IR: when change is the only constant". All of us deal with constant change at our institutions, so come hear how our conference program will address this and many other issues. New hires? Hear about how to connect professionally through our introductory membership to NEAIR. Have a current professional challenge or a "whine" list? Come prepared to discuss your challenge during a NEAIR dinner group after the meeting (all are welcome!) and gain new insights and possible solutions. Conveners: Cherry Danielson, Sally Frazee, Gayle Fink, Martha Gray, and Heather Kelly

Ohio Association for Institutional Research and Planning (OAIRP)

Thursday, 04:45 PM–05:45 PM, Room 106

OAIRP members, colleagues from Ohio, and interested Forum attendees are invited to attend this informal gathering. Convener: Sheila Craft-Morgan

Overseas Chinese Association for Institutional Research (OCAIR)

Wednesday, 05:00 PM–06:00 PM, Room 110

The 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 awards, and a panel discussion. There will also be a group picture and dinner after the meeting. Conveners: Allan Joseph Medwick and Yan Wang

Pacific Association for Institutional Research (PacAIR)

Wednesday, 05:00 PM–06:00 PM, Room 111

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

Pacific North West Association for Institutional Research and Planning (PNAIRP)

Wednesday, 05:00 PM–06:00 PM, Room 205

PNAIRP cordially invites members attending the 2015 AIR Forum to a brief meeting. We invite all PNAIRP attendees to join us to congratulate our PNAIRP best paper presenters, share their presentation topics, and participate in a brief discussion, 'Strategies for collaboration across the PNAIRP membership', before we head out for the PNAIRP group dinner. More details will be available closer to the event. Convener: Summer Kenesson

Rocky Mountain Association for Institutional Research (RMAIR)

Wednesday, 05:00 PM–06:00 PM, Room 112

Please join RMAIR members at our semi-annual business meeting. All institutional researchers throughout the Rocky Mountain states and provinces are welcome. The meeting agenda is available at http://www.rmair.org/organizational-information/minutes/. Following the meeting, join us for dinner at a nearby restaurant. Please contact president@rmair.org to RSVP for dinner or if you have an item to add to the agenda. Convener: Jeffrey Alan Johnson

South East Asia Association for Institutional Research (SEAAIR)

Thursday, 04:45 PM–05:45 PM, Room 105

This meeting is intended to promote participants' awareness of SEAAIR and invite them to attend the 2015 SEAAIR Conference to be held in Hanoi, Vietnam September 30 - October 2 with the theme "Internationalization and Inclusivity of Higher Education in South East Asia: Perspectives, Practices and Pragmatics". Convener: Sutee Sujitparapitaya

Southern Association for Institutional Research (SAIR)

Wednesday, 05:00 PM–06:00 PM, Room 113

SAIR members, as well as anyone who works at institutions in the SAIR region (AL, AR, DC, FL, GA, KY, LA, MD, MS, NC, OK, SC, TN, TX, VA, and WV), are encouraged to attend this meeting to network with colleagues, discuss current activities of the SAIR organization, and learn more about our Fall 2015 conference in Savannah, GA. Convener: Sara R. Gravitt

Tennessee Association for Institutional Research (TENNAIR)

Thursday, 04:45 PM–05:45 PM, Room 103

This is an informal meeting for TENNAIR members and those interested in connecting with institutional researchers in Tennessee. There will be quick update on important topics/issues and on the annual conference August 5-7, 2015. An optional dinner group will following the meeting. Convener: Dennis Hengstler

Texas Association for Institutional Research (TAIR)

Thursday, 04:45 PM–05:45 PM, Room 203

Members and those interested in learning about TAIR are invited to attend this informal session for the exchange of ideas, discussion of current events, and planning for future activities. Convener: Mary Barton

Research in Higher Education Special Forum Issue

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Acquah, E. *Attitudes, Institutional Context and Achievement.* **Session:** Attitudes, Institutional Context and Achievement (Wednesday 11:45AM, Poster 7).

Bramblett, S., McLaughlin, G., & Howard, R. *Future Forward: Ensuring the Viability of Institutional Research in a Knowledge Economy.* **Session:** Future Forward: Ensuring the Viability of IR in a Knowledge Economy (Thursday 1:00PM, Room 107).

Carroll, D. *Postgraduate research experience: What do graduates find important?* **Session:** An Analysis of the Graduate Research Experience (Thursday 1:00PM, Room 103).

Cross, J. *Peer Institution Selection Using IPEDS Data and Cluster Analysis Procedures.* **Session:** Peer Institution Selection Using IPEDS Data and Cluster Analysis Procedures (Wednesday 2:00 PM, Room 110).

Cruce, T., & Mattern, K. *Sticking to the plan: The consistency between intended and declared major.* **Session:** Sticking to the Plan: The Consistency Between Intended and Declared Majors (Wednesday 2:00PM, Room 102).

Dawson, L., Rogers, S., & Webber, K. *Alignment of IR Work Tasks to Terenzini's Tiers of Intelligence.* **Session:** Alignment of IR Work Tasks to Terenzini's Tiers of Intelligence (Wednesday 1:00PM, Room 405-407: Group 1).

Dickmeyer, N., Zhu, J., & Lenchner, E. *Faculty Who Retain Students: Is Their Contribution Significant?* **Session:** Faculty Who Retain Students: Is Their Contribution Significant? (Friday 8:00AM, Room 109).

Gansemer-Topf, A., Kollasch, A., & Sun, J. *A House Divided? Examining Retention Factors for On-Campus STEM and Non-STEM Students.* **Session:** House Divided? STEM and Non-STEM On-Campus Student Retention Factors (Wednesday 2:00PM, Room 201).

Ho, S., & Peng,Y. *Social Capital, Resource and performance: Evidence from Taiwan.* **Session:** Social Capital, Resource and performance: Evidence from Taiwan (Wednesday 2:00PM, Room 203).

Ishitani, T. *Exploring Institutional Cohort Loan Default Rates.* **Session:** Exploring Institutional Cohort Loan Default Rates (Wednesday 3:00PM, Room 401).

Johnson, I., & Muse, W. *Choice of Academic Major at a Public Research University: The Role of Gender and Self-Efficacy.* **Session:** Choice of Academic Major: The Role of Gender and Self-Efficacy (Thursday 9:15AM, Room 205).

Khuong, H. *Evaluation of a New Model of Retention in a Commuter-Student Population.* **Session:** Evaluation of a New Model of Retention in a Commuter-Student Population (Thursday 8:15AM, Room 113).

Lackner, E. *Assessing a Campus-Wide Early Alert Intervention.* **Session:** Assessing a Campus-Wide Early Alert Intervention (Thursday 1:00PM, Room 403 & 404).

Lajubutu, O., & Djunaidi, H. *Factors Affecting Very High-Achieving Students Attrition in STEM fields.* **Session:** Factors Affecting Very High-Achieving Students Attrition in STEM fields (Friday 9:00AM, Room 102).

Mattern, K., Radunzel, J., & Westrick P. *Does College and Career Readiness Translate to STEM Readiness?* **Session:** Does College and Career Readiness Translate to STEM Readiness? (Wednesday 10:45AM, Room 405-407: Group 4).

Molapo, M., Mapolisa, S., & Singh, D. *Analysis of Students' Career Choice/Aspirations at the University of South Africa.* **Session:** Career Choices/Aspirations of Students at the University of South Africa (Thursday 1:00PM, Room 405-407: Group 4).

Noble, J. *Does Taking Developmental Courses Improve Two-Year College Student Success?* **Session:** Does Taking Developmental Courses Improve Two-Year College Student Success? (Wednesday 2:00PM, Room 107).

Oredein, A. *Healthy University Work Culture, Decision-making and Communication Leadership Skills.* **Session:** University work culture, Decision-making, Communication, Leadership Skills (Thursday 10:45AM, Room 405-407: Group 3).

Pezzoli, J. *Eazy Breezy Data Writeups.* **Session:** Easy Breezy Data Write-Ups (Wednesday 10:45AM, Room 113).

Pike, G., & Robbins, K. *Using Panel Data to dentify the Effects of Expenditures on Graduation Rates.* **Session:** Using Panel Data to Identify the Effects of Expenditures on Graduation Rates (Wednesday 3:00PM, Room 104).

Rabourn, K., Shoup, R., & BrckaLorenz, A. *Barriers in Returning to Learning: Engagement and Support of Adult Learners.* **Session:** Barriers in Returning to Learning: Engagement and Support of Adult Learners (Wednesday 3:00PM, Room 207).

Radunzel, J., Mattern, K., & Westrick, P. *More than Test Scores: A Multidimensional Model of STEM Success.* **Session:** College Readiness, Interests, and Long-Term College Success for STEM Majors (Thursday 9:15AM, Room 111).

Roberts, P., & Poe, M. *The Importance of Data Visualization in IR.* **Session:** The Importance of Data Visualization in IR (Thursday 8:15AM, Room 405-407: Group 4).

Rocconi L., & Gonyea, R. *Contextualizing Student Engagement Effect Sizes: An Empirical Analysis.* **Session:** Contextualizing Student Engagement Effect Sizes: An Empirical Analysis (Thursday 2:30PM, Room 111).

Roohr, K., Graf, E., & Liu, O. *Assessing Quantitative Literacy in Higher Education: An Overview of Existing Research and Assessments With Recommendations for Next-Generation Assessment.* **Session:** Developing a Next-Generation Quantitative Literacy Assessment (Friday 8:00AM, Room 110).

Sanchez, E. *Exploring the Effects of Noncognitive Factors on Persistence for Students with Discrepant HSGPA and ACT Composite Score.* **Session:** How Discrepant High School GPAs, Test Scores, and Engagement Impact Persistence (Thursday 2:30PM, Room 203).

Sesate, D., Milem, J., McIntosh, K., & Bryan, W. *Limitations of Using Admissions Data to Predict Student Outcomes.* **Session:** Limitations of Using Admissions Data to Predict Student Outcomes (Thursday 10:45AM, Room 401).

Siegerdt, C., Thompson, P., Li, J., & Billie, C. *Student Borrowing in A Multiple-Campus University System.* **Session:** Student Borrowing in A Multiple-Campus University System (Thursday 3:30PM, Room 109).

Utschig, T., Ludlum, J., & DeAmicis, K. *Evaluation of SRI Award Winners versus Cohort Data: Characteristic Differences.* **Session:** Evaluation of Course Surveys: Award Winning Instructors versus Cohort Data (Friday 9:00AM, Room 106).

Wanjera, O. *Advising, Time Allocation and the Academic Performance of Under-Achieving College Students: Evidence from a Public, Minority Serving Institution.* **Session:** Advising Services and its Relationship with Student Time Use and Achievement (Thursday 3:30PM, Room 201).

Wanjera, O., & Rucker, A. *Does College Student Time Allocation Affect Academic Engagement? Evidence from a medium size public institution.* **Session:** Does College Student Time Allocation Affect Academic Engagement? (Thursday 9:15AM, Room 110).

Westrick, P. *Profiles of Successful STEM Majors.* **Session:** Profiles of Successful STEM Majors (Thursday 3:30PM, Room 401).

Yu, H., & Campbell, D. *Is It Effective? Community College Pathway to STEM Baccalaureate Completion.* **Session:** Is It Effective? Community College Pathway to STEM Baccalaureate Completion (Friday 9:00AM, Room 111).

Zilvinskis, J. *Mining Text Data for Useful Information in Higher Education.* **Session:** Mining Text Data for Useful Information (Thursday 2:30PM, Room 403 & 404).

Zilvinskis, J., Masseria, A., & Pike, G. *Canonical Correlation Analysis to Examine Student Engagement and Learning.* **Session:** Canonical Correlation Analysis to Examine Student Engagement and Learning (Wednesday, 10:45AM, Room 207).

AIR Award Recipients

Thank you for your contributions to the Association and to the field of institutional research.

2015 AIR Outstanding Service Award

The Outstanding Service Award recognizes a member for professional leadership and exemplary service to AIR. Dr. Lillibridge's remarkable commitment to AIR is demonstrated by the myriad roles he has assumed in service to the Association, including his term as President (2006-2007). Several of his colleagues highlighted his experience with Data and Decisions® Academy course development as an example of his dedication to AIR and thoughtful leadership. One member remarked that "Fred Lillibridge champions institutional research and the Association for Institutional Research."

Fred Lillibridge, Associate Vice President for Accreditation, Compliance and Planning, Dona Ana Community College

2015 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. Ms. Wellman's scholarship has touched a variety of aspects of the field of institutional research, including her leadership roles in the Delta Cost Project and the National Association of System Heads (NASH). One colleague observed that she "actively engages CEOs in conversations around data and data-driven decision making, and also promotes the function of institutional research by bringing it to the forefront of these discussions."

Jane V. Wellman, Senior Advisor, College Futures Foundation

2014 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.

Ten articles were selected as 2014 Charles F. Elton Best Papers.

The Postsecondary Resource Trinity Model: Exploring the Interaction between Socioeconomic, Academic, and Institutional Resources
Matthew Giani, University of Illinois at Urbana-Champaign

College Seniors' Plans for Graduate School: Do Deep Approaches Learning and Holland Academic Environments Matter?
Louis Rocconi, Indiana University
Thomas Nelson Laird, National Survey of Student Engagement
Amy Ribera, National Survey of Student Engagement

Applications of Social Network Analysis in Institutional Research
Ning Wang, University of California-San Francisco

Keep on Truckin' or Stay the Course? Exploring Grit Dimensions as Differential Predictors of Educational Attainment, Satisfaction, and Intentions
Nicholas Bowman, Bowling Green State University
Ryan Bronkema, University of West Georgia
Nida Denson, University of Western Sydney
Patrick Hill, Carleton University

Student Involvement in Ethnic Student Organizations: Examining Civic Outcomes Six Years After Graduation
Nicholas Bowman, Bowling Green State University
Nida Denson, University of Western Sydney
Julie Park, University of Maryland

Against the Odds: The Impact of the Key Communities at Colorado State University on Retention and Graduation for Historically Underrepresented Students
Heather Novak, Colorado State University
Tae Nosaka, Colorado State University

Examining the Effects of Institutional and Cohort Characteristics on Retention Rates
Gary Pike, Indiana University-Purdue University Indianapolis
Steven Graunke, Indiana University-Purdue University Indianapolis

Guaranteed Tuition Policies and State General Appropriations for Higher Education: A Difference-in-Difference Analysis
Jennifer Delaney, University of Illinois at Urbana-Champaign
Tyler Kearney, University of Illinois at Urbana-Champaign

Using NSSE to Understand Student Success: A Multi-Year Analysis
Stefano Fiorini, Indiana University-Bloomington
Tao Liu, Indiana University-Bloomington
Judith Ouimet, Indiana University-Bloomington
Linda Shepard, Indiana University-Bloomington

Living With Smartphones: Does Completion Device Affect Survey Responses?
Amber Dumford, Indiana University Bloomington
Angie Miller, Indiana University Bloomington

AIR Affiliated Organization Travel Grant Participants and Recipients

The AIR Affiliated Organization Travel Grant program was created to partner in a tangible and meaningful way with Affiliated Organizations and to serve the skills development needs of IR staff who might otherwise be unable to attend the Forum. Qualifying Affiliated Organizations that provided 2015 AIR Forum travel grants to their members received matching funds from AIR on a dollar-for-dollar basis, up to a total of $1000. AIR will continue this program in 2016.

Australasian Association for Institutional Research (AAIR)
David Carroll, Graduate Careers Australia

California Association for Institutional Research (CAIR)
Andrew Fuenmayor and John Hetts, Long Beach City College

Canadian Institutional Research and Planning Association (CIRPA)
Shane Simpson, Mount Royal University

Indiana Association for Institutional Research (INAIR)
Wendy Lin and Sonia Ninon, Ivy Tech Community College

Kentucky Association for Institutional Research (KAIR)
Craig Rudick and Roger Sugarman, University of Kentucky

Mid-America Association for Institutional Research (MidAIR)
Matt Simpson, Ozarks Technical Community College

North East Association for Institutional Research (NEAIR)
Sally Frazee, Temple University and May Hser, George Washington University

Overseas Chinese Association for Institutional Research (OCAIR)
Kang Bai, Southeast Missouri State University and Ying Zhou, East Carolina University

Rocky Mountain Association for Institutional Research (RMAIR)
Serge Herzog, University of Nevada-Reno
Fran Hermanson and Stephanie Kane, Washington State University

Southeastern Association for Institutional Research (SAIR)
Marcos Velazquez, Barry University

Texas Association for Institutional Research (TAIR)
Mary Barton, University of North Texas

New Directions for Institutional Research Call for Contributors

New Directions for Institutional Research (NDIR) is under the new editorship of John Ryan and Gloria Crisp. *NDIR* is a quarterly sourcebook published by Jossey-Bass, a Wiley Brand. New Directions monographs are non-peer reviewed thematic and practitioner-oriented edited sourcebooks; each issue of *NDIR* focuses on specific topics related to IR, planning, or higher education administration. The editors are interested in receiving proposals from potential issue editors who identify and work with chapter contributors. Example topics (with focus on the IR audience and implications for IR) include:

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

NDIR issues are normally seven to eight chapters in length (30,000–40,000 words). Potential contributors are encouraged to read recent issues of *NDIR* for style/format/focus. The time frame from accepted proposals to print is approximately nine months. Those interested in exploring opportunities to publish in *NDIR* and/or serve as volume editors are encouraged to contact John Ryan at jfryan@uvm.edu.

Aims and Scope

Quarterly issues of ***New Directions for Institutional Research*** focus on specific topics related to institutional research, planning, or higher education management.

Abstracting and Indexing Information

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

Available wherever books and e-books are sold.

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Our Sponsors

Academic Analytics, LLC [419]

Academic Analytics is a full-service provider of academic business intelligence data. Our mission is to help universities by providing high quality, discipline-level data on faculty research output that administrators can use to support strategic decision-making and to facilitate the pursuit of excellence. The Academic Analytics Database (AAD) includes comprehensive information on over 230,000 faculty members, more than 9,000 Ph.D. programs, 11,000 departments, and 385 universities in the United States and abroad. The database presents faculty scholarly research output measuring research funding, journal and book publications, citations, conference proceedings, and honors and awards. Please stop by our booth for a demo!

Academic Management Systems [413]

Academic Management Systems is a software company that develops and supports the CoursEval product administered to over 300 colleges and universities worldwide for accreditation and promotional purposes. A cost effective, online evaluation tool, CoursEval provides instructors, students, and administrators with critical feedback used to foster the continual improvement of teaching and learning, and ultimately student success.

Access Group, Inc.

Founded in 1983, Access Group is a nonprofit membership organization comprising 196 nonprofit and state-affiliated ABA-approved law schools. It recently launched the Access Group Center for Research & Policy AnalysisSM, which collects and analyzes data, conducts research, and provides grants to other organizations to address some of the most critical issues facing legal education, including the following: enhancing access to law schools for students from diverse backgrounds; increasing affordability for students pursuing legal education; and expanding the value of a legal degree. For more information on our research priorities, or to apply for a grant, visit AccessGroup.Org/Research.

ASR Analytics [411]

ASR Analytics, LLC (ASR) is a GSA certified small business that provides analytic consulting services to clients in the public and private sectors. Founded in 2004, ASR has developed a reputation for thought leadership in the business intelligence and policy research community by helping our clients to make better decisions through the integration, validation, and analysis of their operational data. ASR's staff includes PhD economists and statisticians, as well as experienced analytics programmers, BI implementation specialists, and data warehouse developers. ASR has leveraged these capabilities to deliver outstanding results for clients across a variety of higher education institutions. Our practitioners have served as trusted advisors to senior leadership, Institutional Research, and Information Technology teams using data to provide evidence-based guidance for organizational improvements.

Axis Group [119]

Axis Group is a committed to helping its clients gain a competitive advantage by delivering solutions that effectively drive change through new data discoveries. With nearly 20 years of experience and hundreds of satisfied clients across the US, we've had the unique pleasure of working with companies in a variety of industries to understand the key drivers that make these companies successful. No one understands your information challenges better than we do.

Blackboard [417]

Blackboard is the world's leading education technology company that is reimagining education by challenging conventional thinking and advancing new learning models. We rapidly deploy relevant and meaningful technologies and services to meet the needs of the modern day learner and the institutions that serve them, driving success and growth for both. In partnership with higher education, K-12, corporate organizations, and government agencies around the world, we help every learner achieve their full potential. For more information about Blackboard follow us on Twitter at @Blackboard.

Campus Labs [200 & 202]

Campus Labs is a leading provider of campus-wide assessment technology for higher education. Our products give colleges and universities the tools they need to maximize institutional effectiveness and student success—empowering them to engage and retain students on the same platform used to collect and report on data for learning outcomes assessment, strategic planning, and accreditation. More than 750 institutions have chosen to partner with Campus Labs. Learn more at www.campuslabs.com.

Civitas Learning™ [218]

Civitas Learning™ is building a community of higher education institutions to bring new technology, design thinking, and data science together to help one million more students graduate each year. Using predictive analytics platform and engaging applications, institutions can bring deep insights to decision makers and personalized recommendations to the front lines of learning to measurably improve student success. For more visit www.civitaslearning.com.

Collegiate Learning Assessment (CLA+) [106]

CLA+ measures critical-thinking, problem solving, scientific and quantitative reasoning, writing, and the ability to critique and make arguments. Member institutions use CLA+ results to evaluate students' strengths and areas requiring further attention, sometimes placing results on transcripts to demonstrate that they have, indeed, graduated students with the skills needed to succeed beyond college. Individual students use CLA+ results as a credential, illustrating to graduate schools and prospective employers their talents as 21st century thinkers.

Data180 [402]

At DATA180 we are on a mission to put smart technology to work for academe. Feature-by-feature, our web-based solutions are built through collaboration and innovation with the ultimate goal of improving processes throughout the academic ecosystem. By putting our smart tools in the hands of your faculty, administrators, and students, you'll transform your school's operational throughput and academic output. Are you ready for an efficiency turnaround? Explore our solutions below:

- Faculty activity reporting & evaluation
- Program assessment and e-portfolios
- Co-curricular transcripts & activity tracking

Digital Measures [201]

Showcase your university's most important resource and uncover strategic opportunities with fast, accurate access into your faculty's teaching, research and service accomplishments. Streamline accreditation and simplify preparing annual faculty activity reports, promotion and tenure processes and more while keeping your faculty's profiles on your campus website always up-to-date. More than 60% of the largest 500 campuses of higher education and over 250,000 faculty leverage Digital Measures' software.

Elsevier [418]

The Elsevier Research Intelligence portfolio answers the most pressing challenges researchers and research managers face, with innovative solutions that improve an institution's and individual's ability to establish, execute and evaluate research strategy and performance. We work in collaborative partnership to meet your specific needs using SciVal tools, the Pure system, rich data assets, and custom Analytical Services.

Envisio [511]

Envisio is a cloud-based strategy execution and reporting platform that helps educational leaders and their teams implement, track and report on their strategic plan. Through an easy-to-use and intuitive interface, Envisio makes it easy for your staff to collaborate on strategies, track progress on deliverables and metrics, and save time generating reports to stakeholders. Achieve your strategic goals with Envisio by connecting everyone to your plan!

Features:

- Adaptable architecture
- Bottom-up (Aggregate) reporting
- Cascade planning
- Customizable dashboards
- Customizable reports
- Customizable planning language
- In-app and email notifications
- Daily backups on secured server

ETS [317]

At nonprofit ETS, we advance quality and equity in education for people worldwide by creating high-quality assessments based on rigorous research. Institutions of higher education rely on ETS to help them demonstrate student learning outcomes and promote student success and institutional effectiveness. Visit us at www.ets.org/highered.

EvaluationKIT [219]

EvaluationKIT is an affordable, fully-hosted course evaluation and survey system with features to streamline your course evaluation setup and drive response rates. EvaluationKIT provides all the necessary functionality to manage these important institutional processes, including turnkey LMS integrations (Canvas, Blackboard, Brightspace, Moodle…), survey authoring, customized communications, and automated reports for instructors and administrators.

With hundreds of implementations throughout higher education, EvaluationKIT scales well for institutions of all types and sizes. There's no hardware to buy, setup, or maintain, so implementation is a snap. Visit www.evaluationkit.com for a free pilot and see for yourself why so many institutions have chosen EvaluationKIT.

eXplorance [301 & 303]

At eXplorance, we believe improvement is at the heart of progress. Since 2003, we have helped organizations develop a culture of improvement by providing tools that assess knowledge, competencies, and skills. Blue™ helps build that culture by providing strategic insights for future innovation.

Blue is a complete Learning Experience Management (LEM) system for evaluations, surveys, tests, 360 degree feedback, and more. Putting 'being better' at the forefront, Blue provides benchmarks, stakeholder assessments, sophisticated reporting, and continuous monitoring.

Based in Montreal, some of our clients include RMIT University, loanDepot, University of Louisville, The American Petroleum Institute, University of Toronto, and NASA.

Gravic, Inc. - Remark Software [505]

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

Higher Education Research Institute (HERI) [204 & 206]

The Higher Education Research Institute at UCLA is an information center for educational policy making and institutional improvement through the administration of the Cooperative Institutional Research Program, the nation's largest and oldest empirical study of higher education, involving data on some 1,900 institutions and over 15 million college students. The CIRP consists of the Freshman Survey, Your First College Year Survey, the Diverse Learning Environments Survey, the College Senior Survey, and the triennial Faculty Survey. HERI also conducts training institutes in advancing institutional assessment and scholarship in higher education; and builds partnerships with higher education organizations promoting institutional excellence.

IASystem [110]

IASystem provides nationally recognized course evaluation services to inform decision making by faculty, administrators, and students. Developed and maintained at the University of Washington, IASystem builds on more than 40 years of experience in providing course evaluation services to institutions across the United States with a suite of rigorously tested assessment instruments. Technical and analytic controls protect the integrity of your evaluation data, support instructional improvement and promote accreditation. IASystem delivers confidence in the continuity of data with the option of flexible deployment that supports both paper and online course evaluations.

IBM Business Analytics [318]

For almost 50 years, IBM SPSS Predictive Analytics has been helping institutions of higher education to prepare students with the analytical skills needed to succeed today and to transform their own institutional practices. Turning data into predictive and actionable insight, innovative organizations are utilizing analytics to personally engage students, alumni and constituents throughout their life cycle, resulting in key metrics such as increased enrollment yield, student retention rates and donor contributions, but more than anything, an enhanced student experience and optimized institutional outcomes.

iDashboards [121]

Beautiful Dashboards, Powerful Insights. iDashboards is a pioneer in the data visualization space. Through award winning engineering and patented technology, we're making it easier to understand data. At iDashboards, we don't just provide richer, more visually engaging ways to display data. We offer easy-to-build, dynamic dashboards that create context so users can draw real meaning from their data. Build beautiful dashboards and discover powerful insights today by downloading a free 30 day trial at iDashboards.com.

IData Incorporated [314]

At IData, our mission is to help higher education institutions be successful through effective data management and innovative technology. This includes services and products developed from our deep experience and knowledge working with the data and systems that run higher education. Services include: Reporting and Data Governance, System Integration, and Technology Consulting. For more information, visit www.idatainc.com.

IDEA [102]

IDEA works in partnership with institutions of higher education to support the advancement of teaching, learning, and leadership. IDEA, a non-profit organization established in 1975, provides statistically valid and reliable Teaching and Learning Assessment (student ratings) and Leadership Assessment (chair and administrator) instruments backed by extensive research.

IDEA's services provide comparative data, formative and summative feedback, suggestions and resources for improvement, and tailored reports that support institutional, program, and individual development. IDEA systems offer robust technology platforms that feature mobile-delivery and interactive interface.

Incisive Analytics [103]

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. www.incisiveanalytics.com

Information Builders [107]

Information Builders software solutions for business intelligence and analytics, integration, and data integrity allow everyone in a college or university to get the answers and insight they need from Banner, ODS, EDW, and any other system on campus. Using simple BI apps on any desktop or device, all users -- from student advisors and IR analysts to university presidents -- can explore, visualize and analyze data to gain insights and make smarter decisions more easily. Our dedication to customer success is unmatched in the industry. Stop by to see how our Ellucian customers are doing it today, follow @infobldrs, and visit informationbuilders.com/highered.

John N. Gardner Institute for Excellence in Undergraduate Education [319]

The non-profit Gardner Institute plays a unique role in providing assessment-based services and tools to increase student success, learning, retention and completion. Specific focus is given to developing and implementing analytics-based plans for improving first-year and/or transfer student success, transforming historically high failure rate courses, raising retention and graduation rates for various cohorts such as sophomores, and conducting professional development for student success leaders, including institutional research leaders, at your college or university. Come visit with us to learn how the Institute could help improve student success at your institution and/or across your system.

National Student Clearinghouse [100]

The National Student Clearinghouse, higher education's trusted partner since 1993, provides education verification and reporting to over 3,600 postsecondary institutions, enrolling 98 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) [316]

The National Survey of Student Engagement (NSSE) is administered annually to first-year and senior students at participating institutions. Results provide valid, reliable information on the extent to which students engage in proven educational practices that correspond to desirable learning outcomes. Over 1,500 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 redesigned reports, and companion surveys, the Faculty Survey of Student Engagement (FSSE) and the Beginning College Survey of Student Engagement (BCSSE).

Noel-Levitz [409]

Noel-Levitz helps campuses reach their goals for student retention and completion, providing cost-effective assessments, analytics, and consulting services. Our tools include the Student Satisfaction Inventory, the College Student Inventory, the College Employee Satisfaction Survey, plus assessments for adults and online learners. Visit our Web site (www.noellevitz.com) or blog (http://blog.noellevitz.com).

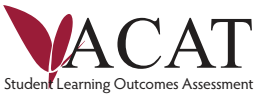
Nuventive, LLC [414]

For more than 14 years, Nuventive has helped hundreds of higher education institutions improve personal and institutional performance through institutional performance management, strategic planning, academic and administrative outcomes assessment, program review, accreditation, and student success. Our performance management solutions offer a new way to establish a culture of performance with a flexible software system that enables faculty, staff, and administrators to link measurement to strategic objectives, reflect on those measurements, and take action to improve performance. As a result, you can engage your stakeholders more deeply in developing and executing your institutional plans and improve institutional achievement and competitiveness.

Oracle [101]

Oracle engineers hardware and software to work together in the cloud and in your data center. With more than 400,000 customers—including 100 of the Fortune 100—in more than 145 countries around the globe, Oracle is the only vendor able to offer a complete technology stack in which every layer is engineered to work together as a single system. Oracle's industry-leading cloud-based and on-premises solutions give customers complete deployment flexibility and unmatched benefits including advanced security, high availability, scalability, energy efficiency, powerful performance, and low total cost of ownership. For more information about Oracle (NYSE:ORCL), visit oracle.com.

PACAT [509]



ACAT delivers a critical balance between locally generated and nationally referenced instruments for assessing content mastery in the major.ACAT provides faculty with content options matching their departmental teaching and learning goals. ACAT is available for 12 baccalaureate disciplines and can be administered using pencil-and-paper or computer.

Public Insight [117]

Public Insight is a data syndication platform that transforms public data into context by interconnecting millions of public data points on regions, higher education institutions and school districts. The platform has features that gives users the ability to conduct regional discovery, comparative analysis, and support strategic decisions.

QS Intelligence Unit [406]

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 organizations, 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.

QSR International [416]

NVivo is your platform for analyzing all forms of unstructured data. NVivo enables you to collect, organize and analyze content from interviews, focus group discussions, surveys, audio, social media, video, webpages and other content documents. Saving time, money, and bringing more insight into the decision making process.

Quickly interrogate data using powerful search, query and visualization tools. Get the big picture or get into the detail. Uncover subtle connections, rigorously justify findings and effortlessly share your work. NVivo provides a workspace to help you at every stage of your institutional research and assessment project.

Rapid Insight, Inc. [503]

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 Ole Miss, Dickinson College, Saint Leo University, and Paul Smith's College all use Rapid Insight: www.rapidinsightinc.com/education

SAS Institute Inc. [215 & 217]

For more than 38 years, SAS has been passionate about education. Today more than 3,000 educational institutions use SAS® to visualize data and get a quick picture of critical areas like student performance, enrollment, retention, institutional advancement and more.

With SAS, you can:

- Crunch institutional data of any size.
- Provide self-service reporting to all users, institution wide.
- Make lightning-fast decisions you can trust.

Since 1976, SAS has given educators THE POWER TO KNOW®.

Scantron [315]

Need a better course evaluation or assessment solution? Scantron provides intelligent assessment, data management, and analytics solutions that help learners, educators, and leaders around the world. From web-based and desktop software to reliable scanners and guaranteed forms, Scantron products help you use your data instead of just collecting it.

Scantron's proven solutions have helped colleges and universities simplify and speed up crucial data collection for decades. Effective decisions depend on reliable and meaningful data. Scantron software, scanners, and forms turn raw data into actionable results that drive organizational performance. See what Scantron can do for you today!

Skyfactor (formerly EBI MAP-Works) [404]

The Skyfactor Mapworks Student Retention System combines predictive analytics and proprietary algorithms with student data—both historical and current—to accurately predict risk, provide a continuous cycle of communication across departments, visually inform faculty and staff of at-risk students, facilitate early intervention strategies, and help institutions produce measurable results. Skyfactor Benchworks includes over 60 easy-to-use student affairs and academic program assessments, all rooted in accreditation and professional standards, and designed to support a culture of continuous program improvement. Assessment reports include longitudinal data, the ability to benchmark against peer institutions, and interactive dashboards that enable rapid identification of critical issues.

SmartEvals (GAP Technologies, Inc.) [321]

SmartEvals is a flexible web-based platform designed to meet the diverse needs of colleges and universities. Offering solutions for course evaluations, student retention, learning outcomes, academic advising, Title IX, and benchmarking, SmartEvals is a comprehensive resource to support strategic planning and data-driven decision-making at your institution. With cutting edge survey and reporting tools, SmartEvals delivers valuable insight into the quality of academic curricula, the quality of instruction, and overall student achievement and satisfaction. Learn more at info.smartevals.com.

Strategic Planning Online [400]

Strategic Planning Online is a cloud based software solution that helps to align team members with the strategic planning effort and start producing results. Strategic Planning Online enables organizations to collaborate about strategic planning while defining objectives, setting goals, and measuring results. We take the planning process to each department encouraging them to set goals, and develop a list of action items and budget requirements. Take your strategic plan from the executive team to each department in a collaborative way where everyone can participate in planning, budgeting, and measuring the results of the strategic planning effort with Strategic Planning Online.

Tableau [220]

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 23,000 companies and organizations, including some of the world's largest enterprises, rely on Tableau Software.

Taskstream [501]

Taskstream advances effective assessment to improve student learning and institutional quality. Our proven, reliable, and user-friendly technology supports the full cycle of assessment for improvement and accreditation. Our dedicated team of professionals provides exceptional training, consultation, and ongoing support for all users.

The College Board [507]

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators and schools.

The Outcomes Survey powered by CSO Research, Inc. [104]

The Outcomes Survey® (TOS), powered by CSO Research, Inc., is a turnkey survey solution for graduate career outcomes data collection. Currently used by 125+ colleges and universities in 36 states, it is the de facto national standard for career outcomes data collection. TOS was designed to meet the existing reporting standards of BusinessWeek, U.S. News & World Report, NACE and MBA CSEA, and the emerging federal reporting requirements around the White House College Scorecard and the Student Right to Know Before You Go Act. CSO Research, Inc. helps launch the careers of the college educated workforce through innovative technology solutions.

Thomson Reuters [115]

Thomson Reuters is the world's leading source of intelligent information for businesses and professionals. We combine industry expertise with innovative technology to deliver critical information to leading decision makers in the financial and risk, legal, tax and accounting, intellectual property and science and media markets, powered by the world's most trusted news organization.

Tk20 Inc. [116]

Tk20 provides strategic planning, assessment, institutional effectiveness, and accreditation management solutions that foster sustainable, integrated processes. Data collection is streamlined through built-in assessment tools, imports from student information systems, and integration with LMS platforms, providing a comprehensive view of student learning, program quality, and institutional effectiveness. Extensive reporting capabilities facilitate tracking, demonstrate effectiveness, and illuminate areas needing improvement. The loop can be closed by specifying actions to be taken and linking them to budgets and strategic plans. With data tied directly to outcomes, retrieving documentation during institutional reviews and generating program or regional accreditation reports has never been easier.

U.S. News Academic Insights [305 & 307]

Built specifically for institutions, Academic Insights is the best benchmarking tool available in Higher Education. Academic Insights provides schools the ability to quickly analyze their relative position to other institutions based on single data points or ranking criteria. Peer group creation can be generated based on manual school selection or by ranking cohort. Through a variety of visualizations, the platform clearly shows how your institution compares to others over time. The platform also offers access to our Download Center, where users can quickly download datasets for their own analysis.

Weave [108]

PerformanceCloud by Weave helps our clients execute effective continuous improvement initiatives. Our software applications provide a wide array of solutions to manage accreditation, assessment, credentials, mapping, planning, and program review.

This advanced, cloud-based platform provides intelligent work flow, well-organized templates for efficient and accurate reporting, and a dynamic collaborative workspace to help manage multiple projects and disparate teams across campus.

Xitracs. A Division of Concord USA, Inc. [214 & 216]

Xitracs™ is the simple to use, yet feature rich, solution for all levels of assessment reporting including program, course and student outcomes. Additionally, Xitracs provides curriculum and outcome mapping, strategic plan reporting, credentials management & reports, as well as agency compliance reporting.

We invite you to stop by our booth and learn about our new Student Assessment and Data Extraction modules.

Discover how Xitracs gives you more reports while taking less time for you and the faculty by contacting Ed Hanley (ehanley@concord-usa.com) or our website (www.xitracs.com).

ZogoTech [105]

With ZogoTech's data warehouse and analytics tools, colleges and universities can effectively leverage student and institutional data for decision-making. From enrollment management and longitudinal cohort tracking, to measuring key performance indicators, ZogoTech's solutions enable users at every level to easily access the information they need, when they need it.

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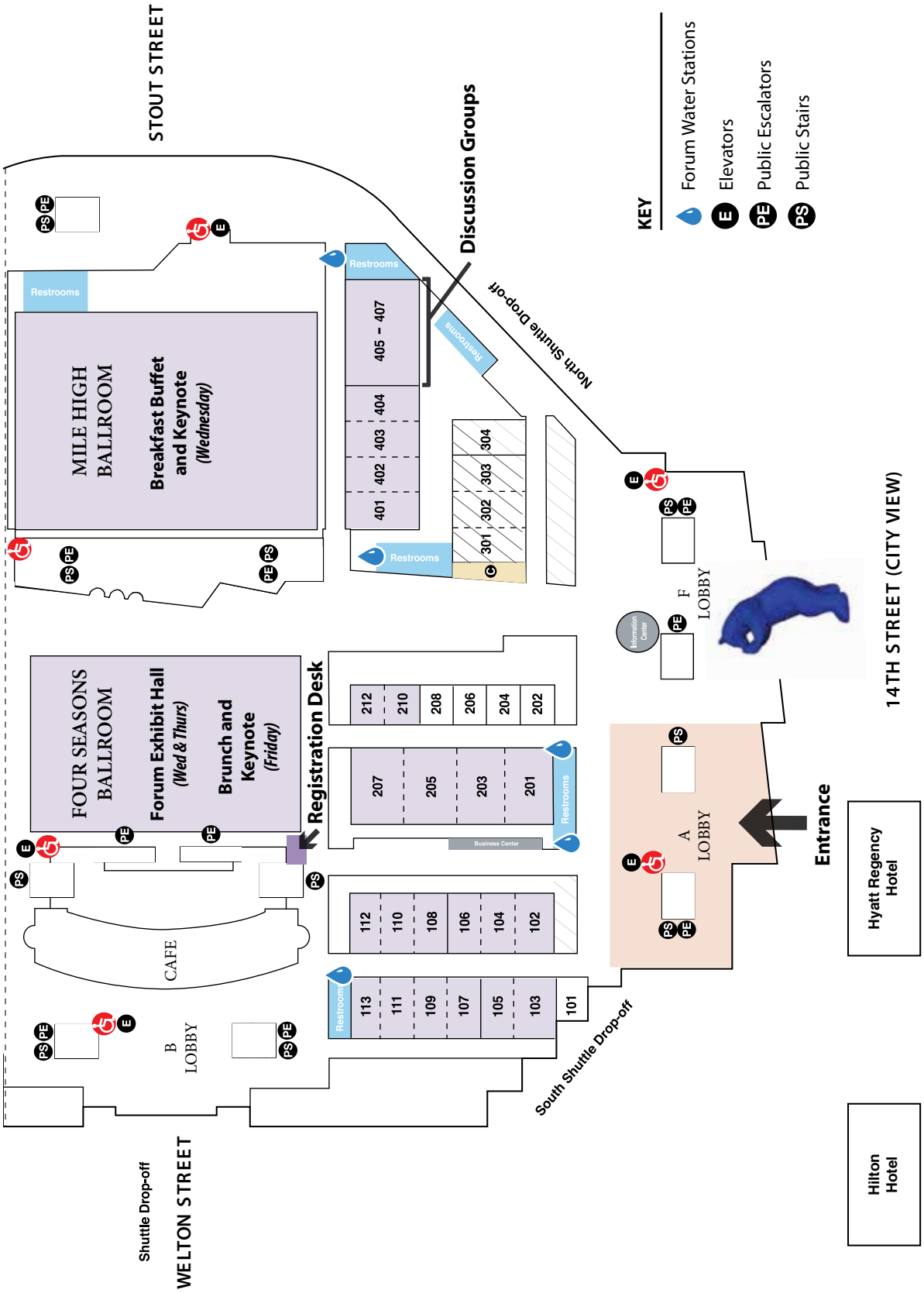

Downtown Denver

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A. Hyatt Regency Denver at CCC
B. Grand Hyatt Denver
C. Hilton Garden Inn Denver Downtown
D. Renaissance Denver Downtown Hotel

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1. U.S. Mint
2. Denver City & County Building
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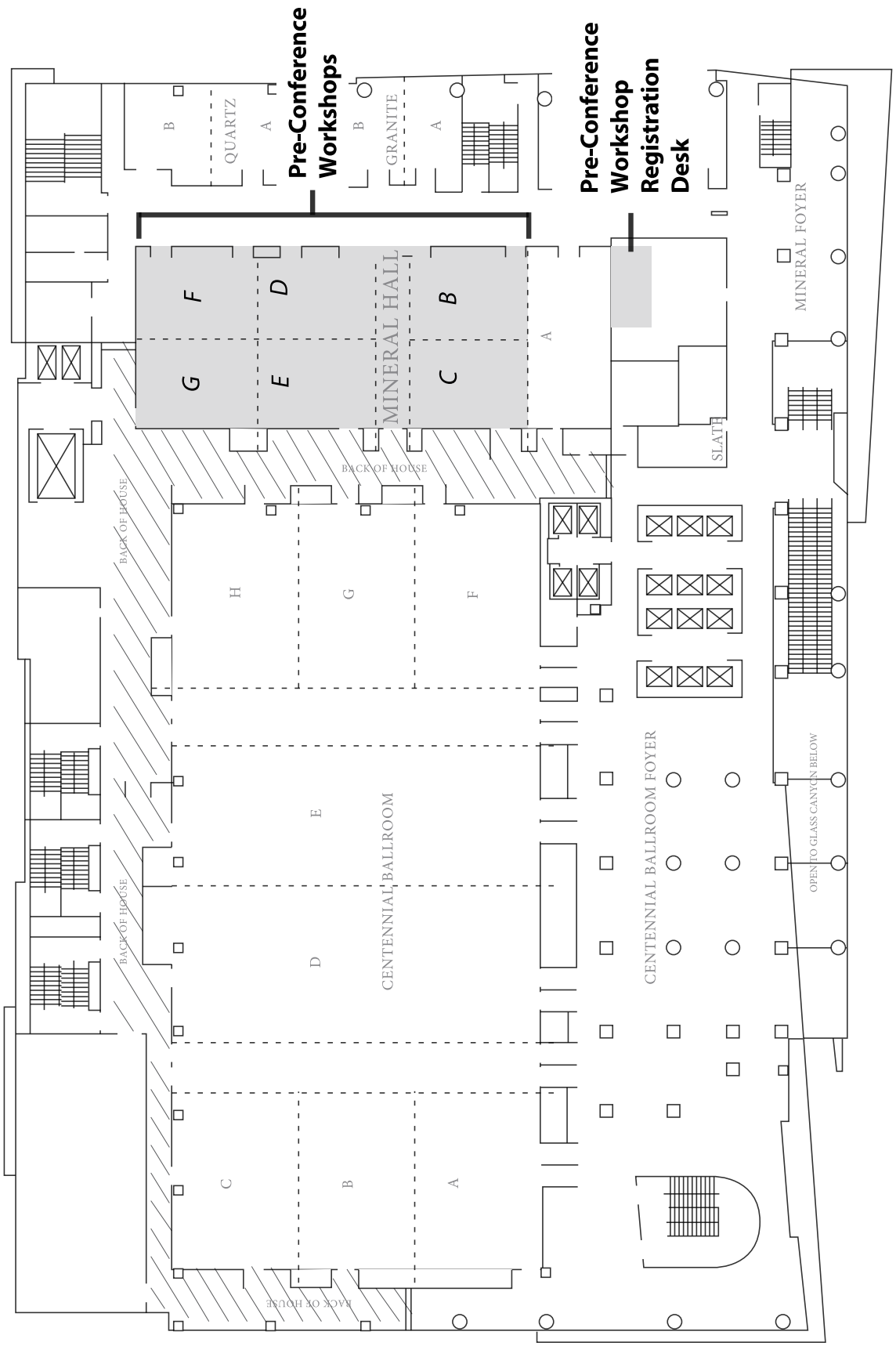

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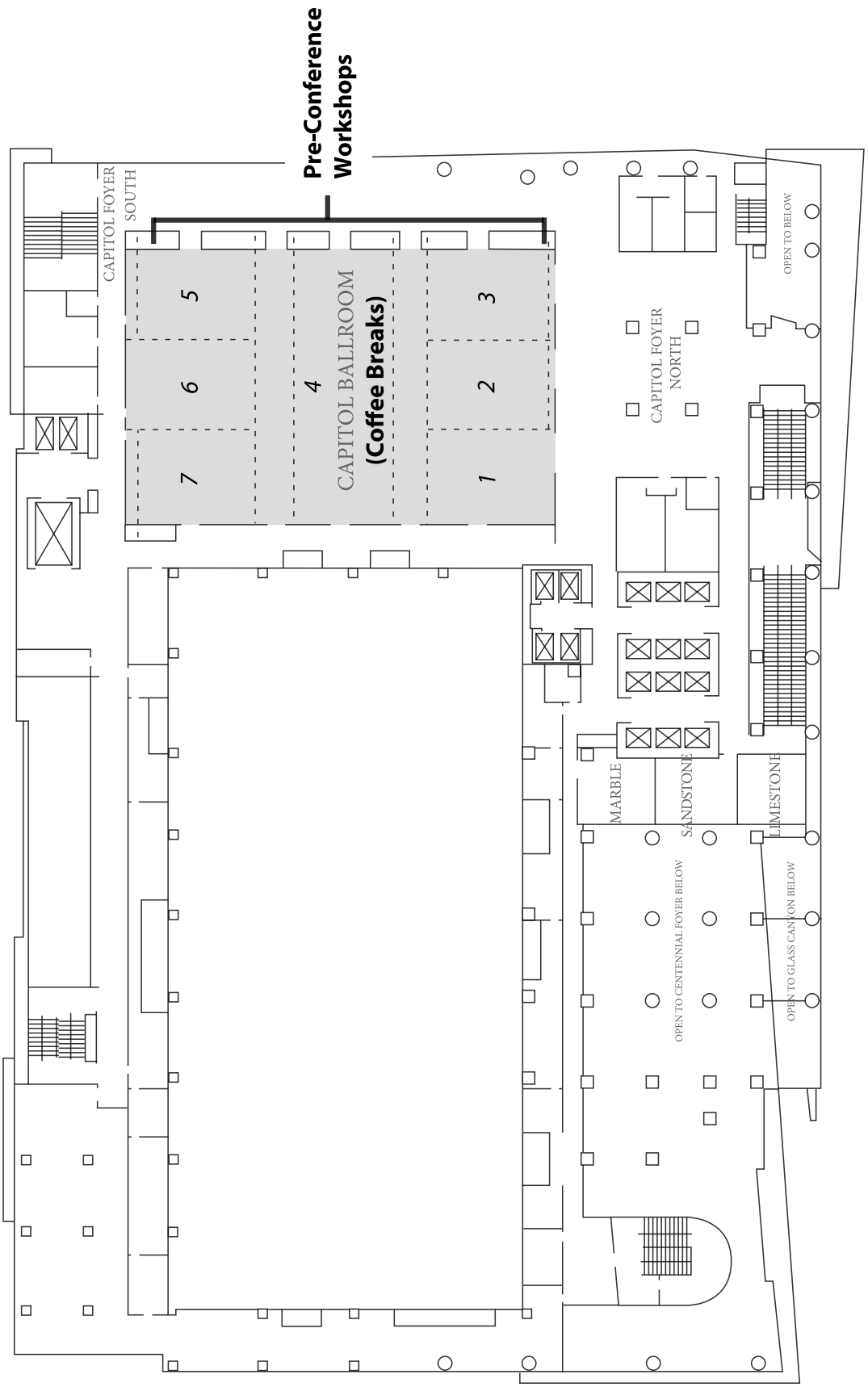

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ACADEMIC HABITS
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