CALIFORNIA ASSOCIATION FOR INSTITUTIONAL RESEARCH

43rd Annual Conference

November 14-16, 2018

Delta Hotels Anaheim Garden Grove

Institutional Research for Public Good

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Welcome

Dear Colleagues,

On behalf of the CAIR Board of Directors, I would like to welcome you to the 43rd Annual CAIR Conference in Sunny Anaheim, CA. This year's conference theme: *Institutional Research for Public Good* represents a call to IR professionals to help institutions ensure student success and strengthen the institution's role in contributing to the public good. Our field continues to grow and with that comes great opportunity to broaden the impact of institutional research. We will always strive to be the data experts within our institutions, but the kind of data collected and questions asked of it are in need of stewardship. As institutional researchers, we can act as these stewards, helping institutions use data to achieve their missions, improve decision making, and enhance opportunities for students, faculty, staff and the community. We are pleased to present three keynote sessions that emphasize our theme:

• **Talithia Williams Ph.D.** – Associate Dean for Research and Experiential Learning and an Associate Professor of Mathematics at Harvey Mudd College will present on changing culture within institutions through working with faculty in *Relationships Matter: Using Data-informed Decisions for Public Good.*

• **Jamienne S. Studley**– President of the WASC Senior College and University Commission (WSCUC) and President Emerita of Public Advocates Inc. will present on reframing uses of data and asking better questions in *In the Room Where it Happens: IR Across Campus, Across Questions.*

• **Pamela H. Brown** – Vice President of Institutional Research and Academic Planning at University of California, Office of the President will lead a panel discussion in *Difficult Dialogues, Quick Wins and Other Tales of Actionable Research* with Waddell Herron Ph D., Allison Cantwell, Ph. D., Juan Ramirez, Ph D. and Sunny Moon, Ph D.

The 2018 CAIR Conference will feature over 100 presentations. Session topics range from data visualization, SQL programming, survey design, data governance, and exploring alumni outcomes to the use of chatbots and geographic data in our work. CAIR 2018 will also have an IR 101 track for those new to Institutional Research and host invited sessions from WSCUC, ACCJC, and AIR.

We invite you to take advantage of the opportunities to learn from each other. I also want to express my appreciation to the CAIR Board for offering their time and energy in support of the conference. We are grateful to the volunteers, presenters, and facilitators without whom this conference would not be possible. Finally, I want to give a special thanks to the 2018 CAIR conference sponsors for their generous support. Thank you and enjoy the conference!

Sincerely,

Brianna Moore-Trieu, Ph D.
CAIR President 2018

CAIR Board of Directors

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General Information

Conference App

The conference mobile app brings all the details of the conference to your fingertips. Browse the complete conference program and save your favorite sessions to your personal schedule, access session evaluations, learn more about our sponsors and their services, connect with fellow attendees and much more!

This year's Conference App is available through Attendify. Please download the Attendify App on your smart phone or tablet. After you download the Attendify App, search for CAIR 2018 and join the event. You can find the CAIR 2018 app by searching for the Attendify App 🆃 in the App Store™ or in Google Play™ or by using the following links:

iPhone:
https://itunes.apple.com/ua/app/attendify-app/id1262403617?mt=8

Android:
https://play.google.com/store/apps/details?id=com.attendify.app

Landing Page:
https://attendify.com/app/tdeuzy/

You can also scan the code below using the QR Scanner on your smart phone:

Exhibit Hall

Visit the Exhibits, located in the Catalina Ballroom Lobby to meet sponsors, and learn about the latest software, products and services available to IR. You can access the Catalina Ballroom Lobby during refreshment breaks, and poster sessions as posted on the conference schedule.

Dietary Restrictions and Mobility Needs

Menus are provided in the conference program. If you have any dietary restrictions, please alert a CAIR director or hotel staff to obtain an alternative meal.

Session and Conference Evaluations

Session evaluations are integral to the selection of the annual Best Presentation Award. Links to the online session are accessible within the Schedule section of the conference app. Click on the session that you wish to evaluate and follow the provided link to the evaluation.

The overall conference evaluations are used to help plan and improve future conferences. We would appreciate your feedback via the online survey:

https://www.surveymonkey.com/r/6CGVXSL

Parking and Wireless Internet

The hotel will charge all conference attendees a Hospitality Service Fee of $10 per room, per night. This charge covers complimentary Self-Parking and in room Wi-Fi. Complimentary Wi-Fi can be accessed throughout the conference via the network, **Delta_Guest.** No password is needed. We ask that you limit the number of devices connected to the meeting space internet to allow access for all attendees. Valet parking is available for an additional fee of $16 per night.

The hotel features a restaurant, cafe and bar on site. Some eateries and attractions are within walking distance of the hotel and in nearby cities. You will find recommended options from the CAIR local arrangements committee at the end of the program.

2018 Conference Sponsors

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Conference Map

GROUND LEVEL

SANTA ROSA BALLROOM

B   A

SANTA CRUZ

PRE-FUNCTION

SANTA ROSA PATIO

CALIFORNIA GRILL

POOL

BLEND

CALIFORNIA ROOM

AIII

AII   CATALINA BALLROOM

AI   B

CIII

CII

CI

ELEVATORS

TRIMTAB WINE BAR

LOBBY

PRE-FUNCTION

BUSINESS CENTER

1   AVALON

2

3

MEZZANINE LEVEL

ELEVATORS

OPEN TO LOBBY

SAN CLEMENTE 2

FITNESS CENTER

ANICAPA 1, 2

SAN CLEMENTE 1

SANTA BARBARA
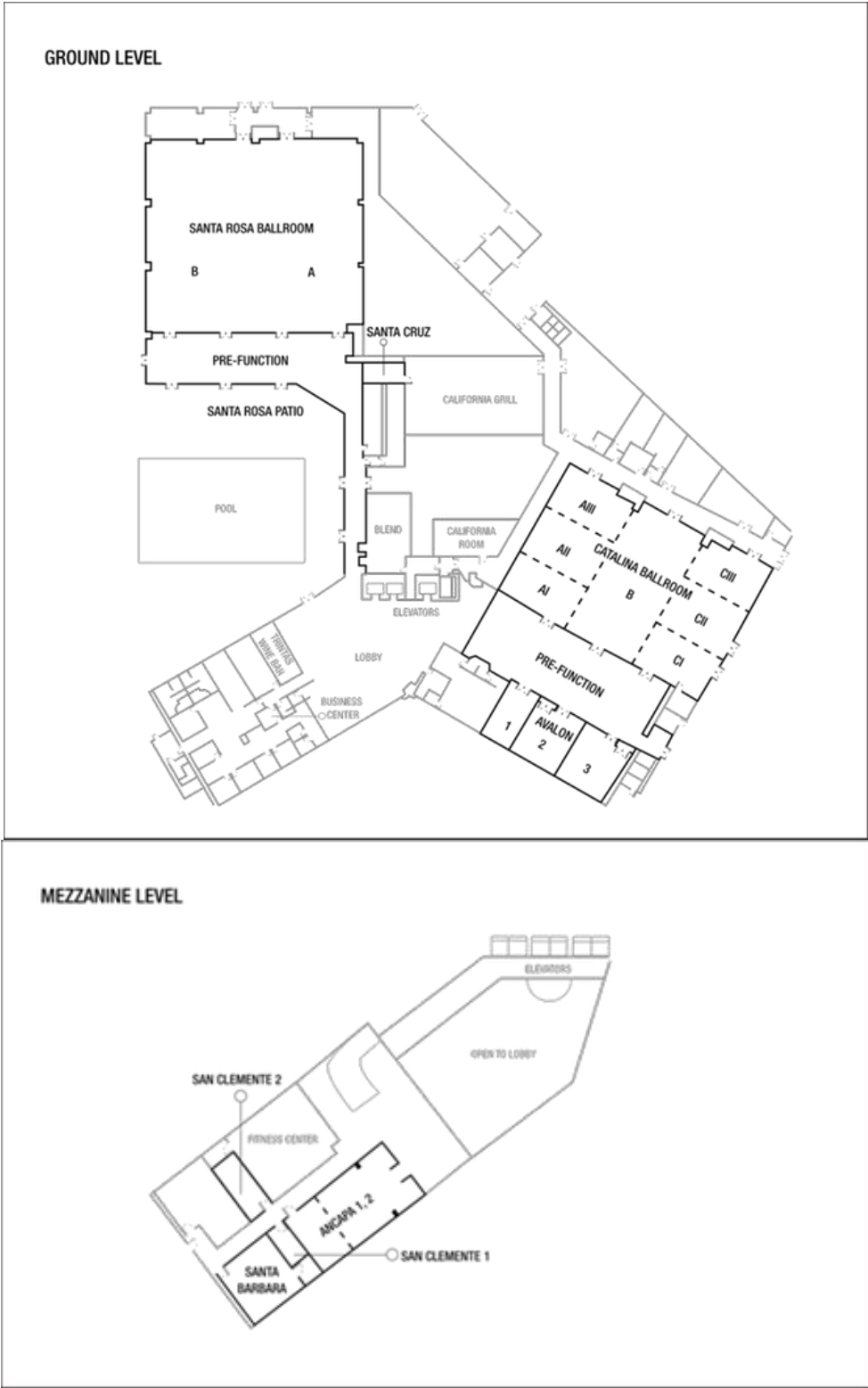
Institutional Research for Public Good - CAIR 2018 Program at a Glance

Orange shading indicates a Highlighted Session; Blue shading indicates a workshop -- No advanced sign up needed -- all are welcome to attend.

Time Span	Catalina A1 (75 Theatre Seating)	Catalina A2 (75 Theatre Seating)	Catalina A3 (75 Theatre Seating)	Catalina C1 (75 Theatre Seating)	Catalina C2 (75 Theatre Seating)	Catalina C3 (40 Classroom)	Avalon 3 (60 Theatre Seating)	Avalon 2 (50 Theatre Seating)
	Tuesday, November 13							
9 am - 5pm	IPEDS Workshops (Catalina C3) Special Advanced Registration Required through AIR							
6-8pm	**Early Bird Reception with the CAIR Board (Anacapa Library)**							
	Wednesday, November 14							
7am - 5pm	**Conference Registration (Catalina Ballroom Lobby)**							
8:00-9:45	TBD	International Attendees Meeting: IR in American Higher Education (TBD**)**	TBD	UC Segment Meeting (Cantwell)	TBD	TBD	CSU Segment Meeting (Case) Santa Rosa Ballroom (A)	
9:45- 10:00	**Refreshment Break and Sponsor Exhibits (Catalina Ballroom Lobby)**							
10:00-12:00	TBD	TDB	Independent Segment Meeting (Moore & Okamot**o)**	UC Segment Meeting (Cantwell)	CCC Segment Meeting (Hays & Nguyen) Santa Rosa Ballrm(B)	TBD	CSU Segment Meeting (Case) Santa Rosa Ballroom (A)	
12:00-1:15	**Lunch / Sponsor Exhibit Hall Open (Catalina Ballroom Lobby)**							
1:15-2:30	**Opening Keynote featuring Talithia Williams, Ph D. (Santa Rosa Ballroom)**							
2:45-3:30	Chatbots: Using Artificial Intelligence to Build Information Culture and Capacity (Korgan)	"What does IR do?" Implementing a Data Request Form (Medlen, Alexander & Allen)	WSCUC Update: Using the Graduation Rate Dashboard (GRD) to tell the Story of Student Achievement (Hawley)	"Show. Don't tell." Visually Storytelling - Communicating Results, Facilitating Change (Castellino)	Increasing student participation in NSSE: Practical strategies and methodological benefits (Biesiada, Kuroki, Swarat & Badal)	Predictives Bootcamp: Using Analyses to Best Assure Student Success (Miller)	Oklahoma State University Visualizes Data 'til the Cows Come Home (Burns & Kitchens)	Increasing Student Success with Dual and Concurrent Enrollment (Espinoza-Parra & Martinez)
3:45-4:30	From Data to Degrees: A Collaborative Effort to Increase Graduates (Lui & Horibe)	Is the Value of a College Degree Equivalent for All? (Moore-Trieu & Van Matre)	Is Classroom Diversity Associated With Direct Measures of Student Success? (Herzog & Stanley)	Predicting Students' Course Success Using Machine Learning Approach (Kanatsu, Carollo & Bain)	Operationalizing IR's New Vision Through Campuswide Data Champion Teams (Stripling, Michaud,	Limited to 40 participants Please bring a laptop with Excel.	Accelerating Delivery of Predictive Insights: A Better Path to Student Success (Kolodziej)	Sequential Learning and Prediction with Customized Metrics (Apitz, Yang & Albawaneh)
4:45-5:30	PR+: Program Review, integrated planning & resource allocation prioritization (software) (Blackburn & Orton)	Using Local Community Data to Promote Student Career Outcomes (Jacobson & Hendricks)	Rolling Out a Tableau Site: Challenges and Solutions (Zhou)	Through the Gate: Mapping the Landscape for CCC Students (Nguyen)	Data-Informed Decision Cultures at Community Colleges: Foundations for Transformation (Ross, Greaney Olson & Karp)	**IR 101:** What is Institutional Research, Anyway? (Krist)	Would You Rather? – Institutional Research Edition! (Anthony)	Diversity Self-Study in the Curriculum (de los Reyes)
5:45-7:45	**President's Reception & Sponsor Exhibits (Santa Rosa Patio)**							

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Thursday, November 15								
7am - 5pm	**Conference Registration (Catalina Lobby)**							
7:00-8:45	**Breakfast (Catalina Lobby) and Sponsor Exhibits (Catalina Lobby)**							
8:00-8:45	**Roundtable Discussions (Santa Rosa Ballroom) - For a listing of roundtables, see next page**							
9:00-9:45	Automated Reports Using Stata (3 hour session – Pt 1 of 3) (Huber)	Data Visualizations using Blackboard Analytics and Tableau (Krishnan & Bullis)	Invited Session: ACCJC – How Data Can Help or Hurt Community Colleges (Winn)	CSUMB Undergraduate and Graduate Alumni Experience Studies (Chukwuemeka, Sundaram & Dorsch)	Disaggregating Asian American and Pacific Islander Populations at UC Irvine (Saldana, Hoadwonic & Morales)	IR 101: Beginning SQL in IR (Wahl)	Making Data Analytics Accessible (Spear, Newell & Van Ommeren)	Surviving Sequences, Programs, and Pathways (Jamoosian & Willett)
9:45-10:15	**Refreshment Break and Sponsor Exhibits (Catalina Ballroom Lobby)**							
10:15-11:00	Automated Reports Using Stata (continued – Pt 2 of 3) (Huber)	Measuring Impacts of Cerro Coso College's Prison Education Program (Khamkongsay, Fulks & Griffin)	Timing of Success: Impacts of Graduating in a Bad Economy (Landin & Case)	Measuring Equity: Calipers, Yardsticks, and Judgement (Willett)	DREAMers at Cal State LA: Achieving the American Dream (Kuroki, Moon, & Pavelchak)	Survey Says: How to Create High Quality Surveys (Byrd) Limited to 40 participants. Participants should have a basic understanding of survey research and regression.	Beyond Compliance: Turning Your Data into Action (Weisman)	NSEE Sentiment Analysis: A cluster-Based Approach of Survey Respondents (Karimi, Murarka & Swarat)
11:15-12:00	Automated Reports Using Stata (continued – Pt 3 of 3) (Huber)	Random Forest vs. Logistic Regression in Predictive Analytics Applications (Stanley & Palacat)	Interactive Dashboards and Reports for Institutional Research (Jensen, J. & Roque)	Examining Students' Dropout Behaviors from a Longitudinal Perspective (Fu & Yue)	Collecting Sexual Orientation and Gender Identity Data in Education Contexts (Van Matre)		What can the StudentTracker Premium service do for you? (Spitz & Indugula)	Using Technology to Craft an Authentic Meaning of Degree Statement (Babcock)
12:15-2:00	**Keynote Luncheon featuring Jamienne S. Studley (Santa Rosa Ballroom)**							
2:15-3:00	Tracking High Impact Practice Implementation through Data Triangulation (Dawson, Swarat, Galano & Dabirian)	Building Bridges (and Buy-In) for Assessment and Continual Improvement (Oxendine)	Understanding Course Interest and Unmet Demand Beyond Waitlists (Dwight & Tamashiro)	Data-Informed Conversations of Diversity, Equity, and Inclusion (Le)	Using Geographic Data in Higher Education Advocacy (Jensen, D. & Sandoval)	IR 101: How are we doing? Measuring the Effectiveness of an IR Office (Ramirez, Liu, & Padilla Kallemeyn)	Unlocking 360-Degree Outcome Insights (Travers)	Investigating Hmong Students' Successes and Challenges (Nottbohm)
3:00-3:45	**Poster Sessions (Catalina B), listings next page & Refreshment Break – Sponsor Exhibits (Catalina Lobby)**							
3:45-4:30	Reliability and Validity of Instructor Course Evaluations: Exploring the Myths (Kim, Newlin & Praslova)	Invited Session: WSCUC – Navigating the WSCUC Substantive Change Process (Hausaman)	Enhancing Sustainable Campus Mobility that goes beyond Survey Research (Weitzman & Sims)	Campus Diversity: Impact on Student Experience and Outcomes (Zheng, Cantwell & Htut-Rosales)		The Art of Becoming Better Data Storytellers with Power BI (Rodriguez)	IR 101: Dashboards (Martinez)	Qualitative Data Analyses With The Qualitative Survey Reporting Tool (Chukwuemeka, Sundaram & Dorsch)
4:45-5:30	The College Tuition Crisis: How College Leaders Think About Pricing (Pryor)	Gold Sponsor: TBD	Students as Agents: The Self-Assessment of Proficiencies (Thomson)	An Operational System for Career Tracking (Wang)	What the Pell? Why Students Aren't Taking Their Pell Award (Livingston & Cleaver)	Powerful Research Made Easier: Showcasing your survey, interview and focus group data (Rose)	TBD	Data-Driven Success: Insights on a Year of Collaboration (Yeung, Hernandez & Chiou)
5:30-7:30	**Dinner on Your Own**							
7:30-9:30	**CAIR-aoke! (Catalina B)**							

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#	Roundtable Sessions - Thursday, November 15, 8:00 am - 8:45 am	Presenters	
		First	Co-presenters
1	Interpreting WASC Standard 4, CFR 4.2: IR Quality Assurance	Arredondo Samson	
2	Strategic Planning: From Disappointment to Serving the Public Good	Reynolds	
3	Program Feasibility Studies: Evaluating the Viability of Academic Programs	Wood	
4	Alumni Survey Development: Enlist Stakeholder Help and Increase Data Use!	Danube	Townsend
5	Whose Data are they Anyway? Sharing Across the Institution	Ross	Palucki Blake
6	The Role of Institutional Research in Promoting Equity	Öztürk	Pereschica, Barry-Souza
7	A Collaborative Assessment: Improving Student Research for the Public Good	Carter	Humphreys, Kirwan, Brewer
8	CAIR 2018 Reading List Discussion	Jackson	
9	The Discipline Evaluation Database and Making of the World-Class Disciplines in China	Jiang	
#	Poster Sessions - Thursday, November 15, 3:00 pm - 3:45 pm	Presenters	
		First	Co-presenters
1	Graduating Student Survey Revision: A student effort	Lee	Pulotu
2	Know Your Students: Empowering Educators to Improve Learning Using Data	Steinwachs	Molinaro
3	Modeling the Paths of Transfer Students in Engineering	Motika	Hou
4	Measuring the impact on equity of a remedial writing program	Motika	Ghosh
5	Can Interactive Data Visualization Support Institutional Research and Effectiveness?	Komura	Thomas, Fitzsimmons
6	Measuring Staff Wellness	Hoadwonic	

Institutional Research for Public Good - CAIR 2018 Program at a Glance

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Friday, November 16								
7am - 5pm	Conference Registration (Golden Gate Foyer)							
7:00-9:00	Breakfast (Santa Rosa Ballroom) and Sponsor Exhibits (Catalina Ballroom Lobby)							
9:00-9:45	A Framework for Evaluating the Success of a Dashboard Tool (Kolbe & Tuss)	Leveraging Data Visualization to Enhance Benchmarking Reports (Stanley & Palacat)	Understanding Extracurricular Activities' Impact on Employment Outcomes (Chang, Sher, O'Connor & Miu)	Can "at risk" Athletes be Accurately Identified through Predictive Analytics? (Carty & Belokurova)		**IR 101**: Managing an Institutional Research Office (Krist, Moore, Luedtke & Krishnan)	Examining Contingent Faculty Employment Trends at the California State University (Taing)	Effects of Adjustment, Grading, and Class Size in Academic Equity (Motika, Tan & Johnson)
9:45-10:15	Refreshment Break & Sponsor Exhibits (Catalina Ballroom Lobby)							
10:15-11:00	From Data Dictatorship to Democracy: Data Governance in Higher Education (Öztürk & Anderson)	Creating Opportunities with Transfer Pathway Reform (Malhotra)	Stata's Assert Command: An IR Programmer's Secret Weapon (Johnson)	College Access and Success: A View from the Middle (Case & Landin)	Practical Considerations for Sustaining Pay Equity Analyses (Reed)	Rethinking Climate Survey Analysis (Kertz, Armstrong & Davis)	Dashboarding: How to Please Some People... Some of the Time (Lankham & Halimah)	Reporting Survey Data in Tableau: Preparing data for Tableau integration (Htut-Rosales, Ilano Ishimoto)
11:15-12:00	Invited Session: AIR - The AIR National Survey of Institutional Research Offices (Jones & Ross)	Assessing Retention and Graduation for Nontraditional Students (Newlin, Tank, Kim & Lebrecht)	Paradigm Shift: From Developing Multiple Measures Practice To Informing Mandates (Newell, Willett, Hetts & Baker)	Campus Climate, Sense of Belonging, Student Engagement, and Educational Outcomes (Ozeroff)	The American Talent Initiative: Born to Run in California (Cox)	Gender Bias in Student Evaluation of Teaching: Not So Fast! (Thomson)	Unpacking the CTE Outcomes Survey (Martinez)	When do students drop their courses during a term? (Prabhu & Davies)
12:15-2:00	Closing Plenary Luncheon featuring Moderator Pamela Brown and Panel Members Cantwell, Ramirez, Herron and Moon (Santa Rosa Ballroom)							

Legend

Invited/Highlighted Sessions - No advanced sign-up needed

Workshop and Panel Presentations - No advanced sign-up needed

Schedule is subject to change

Keynote Speakers

WEDNESDAY, NOVEMBER 14TH

Talithia Williams, Ph.D., Harvey Mudd College

Associate Dean for Research and Experiential Learning and an Associate Professor of Mathematics at Harvey Mudd College Dr. Williams is cohost of the PBS series NOVA Wonders, premiering in April 2018, and has delivered speeches nationally and internationally on the value of statistics in quantifying personal health information. She has made it her life's work to get students, parents, educators and community members more excited about the possibilities inherent in a STEM education. In 2015, she won the Mathematical Association of America's Henry L. Alder Award for Distinguished Teaching by a Beginning College or University Mathematics Faculty Member, which honors faculty members whose teaching is effective and extraordinary, and extends its influence beyond the classroom. She earned her bachelor's degree in Mathematics from Spelman College, a master's degree in Mathematics from Howard University and her Ph.D. in Statistics from Rice University. Her professional experiences include research appointments at NASA's Jet Propulsion Laboratory, NASA's Johnson Space Center, and the National Security Agency. Dr. Williams develops statistical models, which emphasize the spatial and temporal structure of data, and has partnered with the World Health Organization in developing a cataract model used to predict the cataract surgical rate for countries in Africa. Through her research and work in the community at large, she is helping change the collective mindset regarding STEM in general and math in particular – rebranding the field of mathematics as anything but dry, technical or male-dominated but instead a logical, productive career path that is crucial to the future of the country. She is active in her faith community and serves with her husband as a Christian marriage mentor couple, all while being the mom of three amazing boys.

THURSDAY, NOVEMBER 15TH

Jamienne S. Studley, WASC Senior College and University Commission

President of the WASC Senior College and University Commission (WSCUC) and President Emerita of Public Advocates Inc. Ms. Studley was deputy undersecretary of the U.S. Department of Education from 2013 to 2016, at times also acting in the positions of under secretary and assistant secretary for postsecondary education. Her focus included accreditation and accountability, development of the College Scorecard, campus climate issues, and student success strategies. She also served on the federal advisory committee on accreditation, the National Advisory Committee on Institutional Quality and Integrity (NACIQI), from 2008 to 2013 (chair, 2011-13). Earlier Ms. Studley was the department's deputy and then acting general counsel from 1993 to 1999. Ms. Studley has served in a number of other higher education roles, including as the first female president of Skidmore College; Associate Dean & Lecturer in Law at Yale Law School, and scholar in residence, Carnegie Foundation for the Advancement of Teaching. She has also been professor of practice (public policy), Mills College; adjunct faculty, UC Berkeley and Stanford Law Schools; board member, Association of American Colleges & Universities; and Visiting Committee, Harvard Law School. A graduate of Barnard College (*magna cum laude* and Phi Beta Kappa) and Harvard Law School, Ms. Studley also served as National Policy Advisor for Beyond 12 and an independent consultant on institutional effectiveness, accreditation, and leadership. Her nonprofit leadership experience includes CEO and now President Emerita of Public Advocates Inc. and executive director of the National Association for Law Placement. She serves on the boards of KQED and the Foundation for Student Success. Her past civic and volunteer activities have included chair of the San Francisco Ethics Commission and Connecticut Women's Education and Legal Fund; co-chair, California Civil Rights Coalition; co-founder, Washington Area Women's Foundation and Collectors of Wood Art, and board member, SF Education Fund, Mills College, American Craft Council, and Museum of Craft and Design (SF)

Keynote Speakers

Pamela Brown, Moderator

Pamela Brown is Vice President of Institutional Research and Academic Planning (IRAP) at the UC Office of the President. She began in November 2013 and manages a team that produces evidence-based analyses and reports for university and academic senate leaders to advance strategic and academic planning, address legislative requests, support assessment, and promote transparency efforts. Prior to joining UCOP, Pamela worked sixteen years at UC Berkeley where her last role was Executive Director of the Office of Planning and Analysis (OPA). Pamela received her Master's degree from the Graduate School of Public Policy and her Bachelor of Arts degree in Applied Mathematics both from the UC Berkeley.

Wadell Herron, Ph.D.

Dr. Waddell M. Herron is the former (retired) Associate Director, Academic Affairs, of the Analytic Studies Division, at the California State University (CSU), Office of the Chancellor. During his tenure at the CSU Chancellor's Office, Dr. Herron was responsible for undertaking broad and complex assignments associated with the short and long-term strategic planning activities of the CSU system. Dr. Herron earned a bachelor's degree in Architecture from Princeton University and a master's degree and a doctoral degree in Urban Planning from the University of California, Los Angeles. Before joining the CSU in 1992, Dr. Herron taught full-time in the Ethnic Studies Department and Urban Studies and Planning Program at the University of California, San Diego. Dr. Herron has received many honors and awards throughout his academic and professional career including a Distinguished Doctoral Student Award from the American Planning Association, and University of California President's Postdoctoral Fellowship, and was selected by the American Council on Education (ACE) to be a member of the 2002-03 class of the ACE Fellows Program. Dr. Herron also served on the CAIR Board of Directors from 2013-2016, and continues to be an active Emeritus member of CAIR and AIR.

Allison Cantwell, Ph.D., University of California, Riverside

Dr. Allison M. Cantwell is Assistant Vice Chancellor of Institutional Research at UC Riverside where she leads a team of four analysts to support campus efforts in strategic planning, student success, and decision support. In addition to AVC of Institutional Research, Allison serves as UC Riverside's data lead for the University Innovation Alliance, a coalition of 11 public research universities nationwide that strives to promote student success for low-income and first-generation student populations. She is also co-chair of the data action committee for Growing Inland Achievement, an initiative focused on increasing college preparedness, college completion, and career preparation for students in Riverside and San Bernardino Counties. Allison earned her M.A. and Ph.D. in Sociology from UC Riverside, where her research focused on the undergraduate student experience, student success, and social psychology

Keynote Speakers

Juan Ramirez, Ph.D., Western University of Health Sciences
Juan is currently Director of Institutional Research and Effectiveness at Western University of Health Sciences, where he plays a prominent role in supporting institutional and budgetary decision-making at all levels. He leads an institutional research unit responsible for producing information and analysis for academic programs, executive administration, university support services, and the Board of Trustees. Juan oversees the university's process on program review and is a member of the University's committee on assessment. Having led the past two WSCUC reaffirmation efforts, he also plays a prominent role in institutional accreditation. Juan earned a doctorate degree in Social Psychology from Claremont Graduate University. As a student, he studied approaches for inhibiting substance abuse within underprivileged and depressed populations in California and Arizona. During these early experiences, which included a six-year stint as adjunct professor at Cal State Fullerton, he developed a strong foundation in statistics and research methods that have helped shape the course of his career. In addition to his full-time role, Juan currently serves as Past President of CAIR. Throughout his time on the Board, he led efforts related conference evaluations, conference site selection, and the CAIR website. Juan was sitting CAIR President for the 2017 conference in Concord, California

Sunny Moon, Ph D., California State University, Los Angeles
Dr. Sunny Moon currently holds Assistant Vice President for Institutional Effectiveness at Cal State Los Angeles, and has worked as an institutional researcher and educational researcher for more than fifteen years, with expertise in student retention and student success in higher education. She serves as a key member of university steering committees including Graduation Initiative, Enrollment Management, Strategic Planning, Educational Effectiveness & Assessment, and as campus leader for Data Governance Committee. She also received national recognition and award for actionable and impactful research based on culturally responsive and student-focused perspective utilizing predictive analytics. Dr. Moon received her Ph.D. from the University of Southern California and worked as a post-doctoral research fellow in USC's Center for Higher Education Policy Analysis.

Brianna Hays, Cuyamaca College
Bri Hays currently serves as the Senior Dean of Institutional Effectiveness, Success, and Equity at Cuyamaca College. In this position, she provides leadership in areas such as research, institutional planning and evaluation, and program review. Bri also serves as the College's accreditation Liaison Officer. She has over a decade of experience in institutional research and planning. In previous roles, Bri has led the Institutional Research Office at San Diego Mesa College and served as a research analyst at San Joaquin Delta College. Her primary areas of focus are student success, equity, social justice, and organization development. She holds a Bachelor's degree in Psychology from California State University, Stanislaus, and a Master's degree in Applied Psychology with an emphasis in Program Evaluation from San Diego State University.

Institutional Research 101 Series

A New Special Program Series!

Are you new to Institutional Research? Do you want to know more about some of the things you are expected to do? Have you recently been given additional responsibilities in areas you have little experience? If the answer to any of these questions is *YES*, you will want to attend one or more of these four a la carte sessions aimed at an introductory level.

IR 101: What is Institutional Research, Anyway?
Wednesday 11/14 at 4:45PM

This session will briefly describe the evolution of the field of institutional research. Most of the session will elaborate on the primary functions of institutional research, such as data collection and management, data mining, and reporting. Participants will better understand the scope of the institutional research office and will leave with a short list of helpful references.

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

IR 101: Beginning SQL in Institutional Research
Thursday 11/15 at 9:00AM

If you have never executed a command in SQL to retrieve data from a relational database, recognize that every SQL programmer started where you are right now. This session can be the place where you learn what SQL (structured query language) is, how and when it's used, and what makes a successful SQL command tick. We will review the properties of relational databases and consider examples that look like what we find in our student records systems, then master the fundamentals of selecting the records we want from a table. Time permitting; we might even get a bit fancy. If your career in IR is just starting and you don't come from a background that includes exposure to programming languages, don't be shy. We'll start at zero and get you through the basics with an eye for further (and free!) self-paced learning opportunities you can pursue online.

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

IR 101: How Are We Doing? Measuring the Effectiveness of an IR Office
Thursday 11/15 at 2:15PM

IR offices are often busy producing reports and other deliverables in support of decision-making. But how do we know whether the work we do is on target and making a difference? How do we assess the needs of stakeholders and identify necessary improvements? How do we know whether improvement efforts have helped? In this talk, we share strategies for measuring the effectiveness of an IR office, including the development, implementation, and results of our biennial IR Satisfaction Survey. Like those we support, an IR office should have clear goals, measure attainment of those goals, and identify steps to eliminate deficiencies through thoughtful planning and execution.

Presenters
Juan Ramirez, Ph.D.
En-Hsien Liu, Ed.D
Delia Padilla Kallemeyn

All Presenters from Western University of Health Sciences

IR 101: Dashboards
Thursday 11/15 at 3:45PM

EXCEL pivot tables provide a cost-effective way to present large amounts of data in a user friendly format. This presentation will demonstrate several tools created in EXCEL to help build a culture of evidence and improvement. By applying local college-level definitions of programs and departments, faculty can concentrate their efforts on creating, evaluating, and sustaining effective student success initiatives.

Presenter
Daniel Martinez, *College of the Desert*

IR 101: Managing an Institutional Research Office
Friday 11/16 at 9:00AM

Whether your office has one person or a dozen, there are management concerns and issues that will have to be addressed. This session is for new institutional research directors or for people who may aspire to be. Topics include defining the roles that each member of the IR team fulfils, making informed personnel decisions, and building institutional relationships. An effective IR office must be nimble – come and get some ideas on how.

Presenter(s)
Paula Krist, *University of San Diego*
Leeshawn Moore, *University of La Verne*
Kris Krishnan, *California State University, Bakersfield*
Jessica Leudtke, *San Diego Community College District*

CAIR Conference Menu

Tuesday, November 13th

Early Bird Reception
- ❖ BBQ Shrimp Flatbread
- ❖ Vegetable Crudité
- ❖ Artisanal Cheese
- ❖ Beverages with Drink Ticket

Wednesday November 14th

Continental Breakfast
- ❖ Seasonally Inspired Sliced Fruits, Assorted Bakery Selections, Butter and Preserves, Assorted Bagels and Cream Cheese, Flavored Yogurts, Orange and Cranberry Juice, Coffee & Tea

AM Break
- ❖ Coffee & Tea

Lunch
- ❖ House Tortilla Soup
- ❖ Cilantro Caesar Salad w/ Chipotle Dressing
- ❖ Red Chile Cheese Enchiladas
- ❖ Baja Fish Tacos w/ Cabbage Slaw
- ❖ Chicken Fajitas w/ Peppers and Onions
- ❖ Spanish Rice
- ❖ Pinto Beans
- ❖ House Guacamole, Salsa Roja, Sour Cream, Jalapeños and Queso Fresco
- ❖ Warm Flour and Corn Tortillas
- ❖ Tres Leches Cake and Mexican Wedding Cookies

President's Reception
- ❖ Vegetable Spring Roll
- ❖ Mini Margherita Calzone
- ❖ Thai Chicken Satay
- ❖ Blackened Albacore
- ❖ Vegetable Crudité
- ❖ Artisanal Cheese
- ❖ Carving Stations
- ❖ Beverages with Drink Ticket

Thursday, November 15th

Breakfast
- ❖ Seasonally Inspired Sliced Fruits, Assorted Bakery Selections, Butter and Preserves, Orange and Cranberry Juice, Coffee & Tea
- ❖ Bacon Egg and Cheddar on English Muffin
- ❖ Breakfast Burrito with Chorizo
- ❖ Egg and Cheddar on English Muffin

AM Break
- ❖ Coffee & Tea

Lunch
- ❖ Chef's Daily Soup

CAIR Conference Menu

- ❖ Spring Greek Salad
- ❖ Yukon Gold Potato Salad
- ❖ Seasonally Inspired Sliced Fruits
- ❖ Shaved Angus Beef w/ Caramelized Onions, Horseradish Cream and Ciabatta Roll
- ❖ Grilled Garden Vegetables w/ Mozzarella, Pesto Mayo and Multi-Grain Ciabatta Roll
- ❖ All-Natural Turkey Breast w/ Pepper Jack, Cranberry Chutney, Butter Lettuce, Chive Mayo and Ciabatta Roll
- ❖ Mortadella, Coppa, Salami, Provolone, Pepperoncini, Lettuce, Tomato, Onions, Italian Dressing and French Roll
- ❖ Lemon Bars and Salted Dulce de Leche Brownies

PM Break
- ❖ Espresso Cookies
- ❖ Chocolate Dipped Pretzels
- ❖ Mini Chocolate Biscotti
- ❖ Mini Flourless Chocolate Cake
- ❖ Chocolate Milk
- ❖ Coffee & Tea

CAIR-aoke!
- ❖ Hickory Smoked Almonds
- ❖ Pretzel Buns w/Honey Mustard
- ❖ Cupcakes
- ❖ Mini Fruit Tarts

Friday, November 16th

Breakfast
- ❖ Seasonally Inspired Sliced Fruits, Assorted Bakery Selections, Butter and Preserves, Orange and Cranberry Juice, Coffee & Tea
- ❖ Scrambled Eggs
- ❖ Cinnamon French Toast
- ❖ Applewood Smoked Bacon
- ❖ Apple Chicken Sausage

AM Break
- ❖ Coffee & Tea

Lunch
- ❖ Mixed Greens, Tomato, Cucumber, Mushrooms and BBQ Ranch Dressing
- ❖ Bleu Cheese and Bacon Potato Salad
- ❖ Sweet Corn, Avocado and Vine Tomato Salad
- ❖ Beef Brisket w/ Smoky BBQ Sauce
- ❖ Grilled Chicken Breast w/ Chili Lime Cream
- ❖ Smoky Sharp Cheddar Mac N' Cheese
- ❖ Mini Corn Cobbette
- ❖ Sweet Corn Bread
- ❖ Cookies, Fudge Brownies and Blondie Bars

Attendees with dietary restrictions, please alert a CAIR director or hotel staff to obtain an alternative meal.

Conference Schedule

Tuesday November 13th

9:00AM - 5:00PM

IPEDs Workshops (Advanced Registration Required)
Catalina C3

The Association for Institutional Research (AIR) and the California Association for Institutional Research (CAIR) are co-hosting a one-day IPEDS Workshop for IPEDS Keyholders* in conjunction with the 43rd Annual CAIR Conference. Financial support for this workshop is provided by the National Center for Education Statistics (NCES).
Morning Workshop – IPEDS Human Resources Training
Afternoon Workshop – IPEDS Student Financial Aid Training

Please visit the link below to register
https://www.airweb.org/EducationAndEvents/IPEDS Training/Workshops/Pages/2018CAIRWorkshop.aspx

6:00PM - 8:00PM

Early Bird Reception
Ancapa Library

Early to the conference? Come meet the CAIR Board and network with other attendees who have also arrived early.

Board Members: Brianna Moore-Trieu, Jessica Luedtke, Juan Ramirez, Kelly Wahl, Erin Desantis, Kris Krishnan, Leeshawn Moore, Deborah Lee, Monica Malhotra, Nga Phan, Cinnamon Danube

Wednesday November 14th

7:00AM - 5:00PM

Conference Registration
Catalina Ballroom Lobby

Pick up your name badge at the CAIR registration Desk. Located at the end of the sponsor exhibits

8:00AM – 12:00PM

International Attendees Meeting: IR in American Higher Education
Catalina A2

The international segment meeting will offer an opportunity to get to know other international attendees as well as review approaches to research, assessment, accreditation and management of institutional research offices in the US and abroad. Attendees will be invited to discuss the focus of IR at their own institutions and challenges they hope to address.

Presenter(s)
Daniel Byrd, *University of California, Office of the President*
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University of California Segment Meeting
Catalina C1

UC campuses will meet to provide campus and systemwide updates, discuss challenges and successes, and learn from each other. Topics of discussion may include: enrollment planning and forecasting, surveys, assessment, and accreditation.

Presenter(s)
Allison Cantwell, *University of California Riverside*
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California State University Segment Meeting
Santa Rosa Ballroom (A)

CSU affiliates will meet to provide updates, share best practices, and discuss ongoing and emerging issues in CSU IR at the campus and system levels.

Presenter(s)
Matthew Case, *California State University, Office of the Chancellor*

Conference Schedule

9:45AM - 10:00AM

Refreshment Break and Sponsor Exhibits
Catalina Ballroom Lobby

10:00AM – 12:00PM

Independent Segment Meeting
Catalina A3

Join fellow colleagues for a discussion on the latest higher education topics affecting independent colleges and universities.

Presenter(s)
Leeshawn Moore, *University of La Verne*
Danyelle Okamoto, *AICCU*

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California Community Colleges Segment Meeting
Santa Rosa Ballroom (B)

The CCC Segment meeting is an in-person meeting convening CCC institutional planners and researchers across the state. The meeting is focused on the latest institutional research and planning issues and developments taking place in California, specifically in the CCC system. This year's meeting will provide attendees with an overview and updates from the Research and Planning Group, the California Community Colleges Chancellor's Office Digital Innovation and Infrastructure, and AB 705. The meeting will conclude with a topic-based activity for attendees to network and and build relationships with one another.

Presenter(s)
Brianna Hays, *Cuyamaca College*
Alyssa Nguyen, *Research and Planning Group for California Colleges*

12:00PM – 1:15PM

Lunch
Santa Rosa Ballroom

Sponsor Exhibitions

Catalina Ballroom Lobby

Come learn more about the latest software and services available to IR.

1:15PM – 2:30PM

Opening Keynote Address - Relationships Matter: Using Data-Informed Decisions for Public Good
Santa Rosa Ballroom

The college experience thrives on relationships. Administrators, staff, and faculty frequently make tough decisions that can have an incredible impact on our students' lives. But, what data should our institutional communities have access to? And how can data be used effectively to shape the student experience, whether at community colleges, private liberal arts colleges, public or research universities, or for-profit institutions? In this talk, we'll explore the changing culture of higher education data analytics and discuss effective techniques for engaging institutional constituencies.

Presenter(s)
Talithia Williams, *Harvey Mudd College*

2:45PM-4:30PM

Predictives Bootcamp: Using Analyses to Best Assure Student Success (Extended Workshop, IR Methodology)
Catalina C3

Predictive analytics are being utilized more and more frequently in higher education as we aim to determine ways we can better determine which students are likely to be successful on our campus. With holistic data becoming more readily available and advanced statistical techniques becoming more higher-education friendly, it's clear that innovative uses of data are not merely some passing fad. Yet, for campus stakeholders, figuring out ways to start making use of data and conducting predictive analyses can be a daunting task. In this bootcamp, we will work with live datasets together to determine how predictive analytics analyses can be undertaken and used on campus. We will practice predictive modelling using paper-and-pencil as well as computer-based methods.

Conference Schedule

Limited to 40 participants, no prior registration necessary.

Please bring a laptop with Excel if possible.

Presenter(s)
Will Miller, *Campus Labs*

2:45-3:30PM

Chatbots: Using Artificial Intelligence to Build Information Culture and Capacity (IR Methodology)
Catalina A1

In recent years, higher education institutions have enjoyed a surge in artificial intelligence (AI) applications. Technological AI tools benefit college and university constituents by their sophisticated abilities in reasoning, problem solving, planning, learning, among others. Growing in popularity, one such artificial intelligence includes the chatbot, which is equipped to respond to an inquiry by textual and verbal conversation. At the same time, ad hoc research and miscellaneous requests continue to burden institutional research offices and often require considerable amounts of fulfillment time. Therefore, it stands that the present reality may be ripe with assistance- and solution-focused opportunity by the AI chatbot and similar programs. Using a combination of evolutionary algorithms and real-time learning to build effective communications and interactions, the tool was developed in-house and tested by a budding institutional research office to facilitate its goals for bridging research information and culture.

Presenter(s)
Christos Korgan, *University of Saint Katherine*

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"What does IR do?" Implementing a Data Request Form (IR Management)
Catalina A2

How often are you asked, "Who are you and what do you do?" Learn how one IR office succeeded in answering this question by implementing a dynamic data request form. Presenters will discuss steps taken to create, implement, use and evaluate the data request form. The process not only brought awareness of the IR office to the campus community, but also insights into individual workloads within the IR office. It also revealed the need for expanded cross training and documentation of processes. Presenters will share practices they used in an effort to close the loop through the outcomes of a data request inventory and user evaluation results.

Presenter(s)

Melinda Medlen, *California Lutheran University*
Cathy Alexander, *California Lutheran University*
Samantha Allen, *California Lutheran University*

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Using the Graduation Rate Dashboard (GRD) to tell the Story of Student Achievement (Invited Session: WSCUC Update)
Catalina A3

This session is designed as a hands on experience with the WASC Senior College and University Commission's Graduation Rate Dashboard for Institutional Researchers at WSCUC institutions. The discussion will focus on using the Graduation Rate Dashboard (GRD) to make decisions. The presentation will include definitions of the Absolute Graduation Rate (AGR) and the Unit Redemption Rate (URR) along with the interpretation and application of results for a range of institution types and how those differ from more traditional measures of student success. Participants will have the opportunity to review real data with discussion of issues such as how these data are used for accreditation and reaffirmation, direct and indirect factors that impact the AGR, and when these measures are most helpful in telling the story of student achievement at their own institutions.

Presenter(s)
Tamela Hawley, *WASC Senior College and University Commission*

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"Show. Don't tell." Visually Storytelling - Communicating Results, Facilitating Change (IR Practice)
Catalina C1
Today, leaders strive to make decisions rooted in evidence and demonstrate invested activities actually

help students succeed. Work of IR/IE professionals are expected to include both statistical rigor in the analyses underpinning that evidence while, at the same time, communicate them in compelling and easily digestible ways. Mismatches between employee skills and employer expectations leave many IR/IE professionals feeling frustrated ("How do I demonstrate what this means?") and leaders confused ("What does that mean for "x"?") or believing difference-making data are left unearthed ("If only we knew..?"). In this interactively engaging session, participants will learn 'data storytelling'- an approach integrating topics such data visualization, story boarding, and active learning into one design. Participants will learn how an IR professional utilized data storytelling to communicate intricate survey research findings. The session will include participant role playing, data visualization tricks, and audience polling that ties together visual storytelling into everyday work.

Presenter(s)
Lisa Casellino, *Humboldt State University*

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Increasing student participation in NSSE: Practical strategies and methodological benefits (IR Methodology)
Catalina C2

This session will discuss the administration and analyses of the National Survey of Student Engagement (NSSE) at Cal State Fullerton (CSUF) that took place in spring 2018. We are enthusiastic to share our findings given our high response rate (i.e., 43.4%). The focus of this session will be two-fold: 1) explain the strategies that were implemented to increase NSSE participation, and 2) share additional analyses of the participants by using logistic regressions and factor analysis. We will discuss logistic regressions that were conducted to analyze students' propensity to participate (or not) in the survey. Additionally, based on the 2018 NSSE survey, we examine the factor loadings and reliability of factors produced from CSUF's student population i.e., the clusters of variables that relate to each other. We then compare CSUF's factor structure with the NSSE psychometric historical engagement indicators.

Presenter(s)
Michael Biesiada, *California State University, Fresno*
Yusuke Kuroki, *California State University, Fresno*
Su Swarat, *California State University, Fresno*
Matthew Badal, *California State University, Fresno*

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Oklahoma State University Visualizes Data 'til the Cows Come Home
Avalon 3

Cowboy Data Round-Up using SAS Visual Analytics (now SAS Viya) was unveiled to Oklahoma State University in November of 2017. Fresh off of a system conversion to Banner, the Office of Institutional Research & Information Management was intent on taking reporting to a higher level, making it more accessible and flexible for end users and creating a 360-degree view of the student. Converting to Banner revealed a need for better reporting, complete with interactive reports, data visualization, dashboards and the ability to drill down into information. This presentation provides an overview of their first-year implementation, along with future analytics plans.
Topics Include:
• Strategies to make reports readily available that show immediate value and usefulness of visual analytics and dashboard reporting.
• Project Priorities
• Internal Dynamics – the challenge to embrace potential for change and innovation
• Successes and "outside the box" projects
• Lessons learned
• Future Analytics Plans: Enrollment, Career Services, Purchasing & Recruitment

Presenter(s)
Larry Burnes, *Oklahoma State University*
Randy Kitchens, *Oklahoma State University*

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Increasing Student Success with Dual and Concurrent Enrollment (IR Practice)
Avalon 2

This session examines a community college implementation of dual and concurrent enrollment that offers educational pathways for high school students. The purpose of dual and concurrent enrollment is to

expand higher education to underrepresented students. Participants will learn how a 2-year institution established partnerships at three school districts. This session will describe the role of institutional research and enrollment management to track student success. The presenters will share strategies to present and disaggregate student data to promote evidence-based conversations and change. This session will highlight the longitudinal impact of dual and concurrent enrollment by race/ethnicity, gender, socioeconomic status, district, and high school.

Presenter(s)
Oscar Espinoza-Parra, *College of the Desert*
Daniel Martinez, *College of the Desert*

3:45 - 4:30PM

From Data to Degrees: A Collaborative Effort to Increase Graduates (IR Management)
Catalina A1

One of the goals of California Community Colleges is to increase the percent of number of California Community Colleges students who acquire degrees and certificates. San Jose City College has been using Python to ensure degree auditing programs can be more effective. In addition to using Python for degree audit, Institutional Research and Planning offices can identify data and review standard operating procedures to increase program awards. In particular, SJCC's Office of Research, Planning, & Institutional Effectiveness provided data to Office of Admissions & Register and Division of Counseling to ensure students received all program awards that students have earned. The community surrounding San Jose City College is an example of class inequalities and this data has helped our faculty and staff to rally together to ensure our students are receiving credit for all the work they have done at SJCC.

Presenter(s)
Joyce Liu, *San Jose City College District*
Shusaku Horibe, *San Jose City College*

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Is the Value of a College Degree Equivalent for All? (IR Practice)

Catalina A2

Higher Education institutions in California are in a unique position to determine if gender/racial pay gaps exist for their graduates in the workforce and to use this information to heighten awareness. Campuses have access to student demographics, major, graduate degree completions, and other academic data, that can be linked to post-graduate earnings and industry of work from the California's Employment Development (EDD) data. Presenters from the University of California use this information to identify industries of employment where there are pay differentials for graduates by race or gender, for graduates from the same institution with similar terminal degree, GPAs and majors. Presenters use descriptive statistics, Lois regression and HLM to explore these relationships and encourage attendees to brainstorm together on ways to use this information to improve outcomes, such as discussions with employers who recruit on campus.

Presenter(s)
Brianna Moore-Trieu, *University of California, Office of the President*
Joseph Van Matre, *University of California, Office of the President*

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Is Classroom Diversity Associated With Direct Measures of Student Success? (IR Methodology)
Catalina A3

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

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

Conference Schedule

John Stanley, *University of Hawaii, West Oahu*

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Predicting Students' Course Success Using Machine Learning Approach (IR Methodology)
Catalina C1

CSU is committed to the Graduation Initiative (GI 2025). However, our use of data for informed decision making is often reactive. To make campus efforts more effective, we need actionable data able to clarify short-term goals, which in turn would improve long-term outcomes. Providing timely and actionable data to stakeholders is especially imperative for aligning campus efforts in support of student success. One such data can be the identification of students at risk in key courses such as lower division general education and bottleneck courses. With this data, campus can provide appropriate advising and prepare support for students who would benefit the most from interventions prior to the first day of class. This presentation will introduce an effort to predict students' course success using a state-of-the-art analytical approach, machine learning, describe the initial findings and discuss possible applications of the actionable outcomes.

Presenter(s)
Akira Kanatsu, *California State University, San Bernardino*
Tanner Carollo, *California State University, San Bernardino*
Amanda Bain, *California State University, San Bernardino*

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Operationalizing IR's New Vision Through Campuswide Data Champion Teams (IR Management)
Catalina C2

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

and encourage users to own the data and empower them to use it.

Presenter(s)
Roy Stripling**,** *California State University Chancellor's Office*
Kristy Michaud, *California State University, Northridge*
Lizzet Rojas, *California State University, Long Beach*
Jeanne Stronach, *San Diego State University*

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Accelerating Delivery of Predictive Insights: A Better Path to Student Success
Avalon 3

A significant challenge facing many Institutional Research leaders today is how to manage, aggregate verify and transform huge volumes of student and campus data to drive business decisions. Predictive models can help identify important academic, financial or operational trends but many predictive tools today are designed for the highly-skilled data scientist -- and not for campus executives, faculty or non-technical campus operational staff. How do you automate the delivery of key insights quickly to empower a data-driven culture that enables the entire campus with easy-to-understand visualizations and self-service analytics? How do you deploy advanced analytics that can be interacted and consumed without technical support or training? Join us for this best practices session and predictive modeling demonstration with many case studies on delivering predictive analytics and other business intelligence applications that deliver real improvement and positive change in Higher Education.

Presenter(s)
Bruce Kolodziej, *Information Builders*

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Sequential Learning and Prediction with Customized Metrics (IR Methodology)
Avalon 2

A challenging aspect of analyzing student performance and success data is in having relevant metrics that exhibit clear patterns and provide actionable findings. Using the 4-year graduation rate as a target, which has been brought into focus within the CSU system by the Graduation Initiative 2025, we employ a set of traditional and non-traditional metrics to build an

innovative predictive modeling approach that assigns a probability to the event that a student will graduate within 4 years. In particular, we create performance metrics that capture the rate of degree completion and explore the potential trade-off between graduating within 4 years and GPA performance. This newly devised metric is called the "Load Index" and measures a student's degree progression relative to a prescribed 15-unit per semester load for a 4 year baccalaureate degree. Several machine learning approaches are explored and used to construct sequential prediction models.

Presenter(s)
Juan Carlos Apitz, *California State University Long Beach*
Su Seon Yang, *California State University Long Beach*
Mahmoud Albawaneh, *California State University Long Beach*

4:45-5:30PM

PR+: Program Review, Integrated Planning & Resource Allocation Prioritization (Software)
Catalina A1

We will be demonstrating how our homegrown software connects data/evidence reviewed during program review, informs planning of goals and activities; and drives resource allocation requests. This has been a dedicated focus for Cerritos College as we implemented a homegrown software called Program Review Plus (PR+) over the past 3 years. We have transformed our former process by building and using a software which encompasses all facets of the process. What used to take multiple hours and examination of many different documents, is now streamlined in an online environment. We will demonstrate the process from program review data, establishing SWOTs and goals, identifying activities, to prioritization of resource request. We will show the culmination of Unit -> Division -> Area-> College Annual plan and Budget process. We will also demonstrate how the elements meet the ACCJC Accreditation Standards.

Presenter(s)
Kristi Blackburn, *Cerritos College*
Vince Orton, *Cerritos College*

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Using Local Community Data to Promote Student Career Outcomes (IR Methodology)
Catalina A2

To promote the career advancement of diverse students, it is important that colleges use data from their local community to understand changing employer and market demands and student needs. The presentation will share lessons learned from an evaluation of The Inland Empire Regional Training Consortium (IERTC), a collection of 12 colleges in Southern California, which aimed to expand employment for local unemployed and underemployed adults and provide a high-skilled workforce to the Advanced Manufacturing Industry in their region. The initiative leveraged multiple sources of data and input from industry and workforce partners to ensure the initiative was highly responsive to changing employer and workforce needs in the region. This presentation will inform institutional researchers by describing strategies and best practices for collecting and using data from internal and external stakeholders to inform ongoing program development and strategic decisions.

Presenter(s)
Miriam Jacobson, *ICF*
Astrid Hendricks, *ICF*

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Rolling Out a Tableau Site: Challenges and Solutions (IR Practice)
Catalina A3

Many IR offices are in the process of transitioning to online dashboard (e.g., Tableau) in reporting and analytics. There are, however, significant challenges, because a change like this requires a change in organizational culture of how data is reported, shared, and used. This has been the case with launching the Tableau Site at USC Marshall School of Business since September 2017. The objective of this session is to: 1) share experiences, challenges, and lessons learned from planning and launching the Site; 2) engage participants in discussions about best practices and pitfalls to avoid for preparing and managing such transition; 3) more broadly, facilitate conversations about the important ongoing question of how IR office and professionals help improve the organizational culture for data analytics and decisions.

Conference Schedule

Presenter(s)
Ji Zhou, *USC Marshall School of Business*
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Through the Gate: Mapping the Landscape for CCC Students (Assessment, Accreditation, Planning and Institutional Effectiveness)
Catalina C1

The RP Group's Through the Gate study is taking a new approach to informing the transfer challenge in California—zeroing in on immediate opportunities to improve student transitions to university, strengthen baccalaureate production, and enhance students' social and economic mobility, especially for underrepresented populations. In this session, we will share findings from Phase I of our study, which focused on nearly 300,000 recent students whose course-taking shows them "at" or "near" the transfer gate, but who have not made it through to a university. We will discuss describe who these students are and explore with participants the factors that may be impeding their progress. We will review the Phase I methodology to enable participants to identify and research these students on their own campuses, and conclude by describing Phase II of the study, where we will explore why these students get stuck near or at the gate.

Presenter(s)
Alyssa Nguyen, *Research and Planning Group for California Community Colleges*
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Data-Informed Decision Cultures at Community Colleges: Foundations for Transformation (IR Management)
Catalina C2

If data are not used, they have no impact. As a result, the expertise and effort required to transform data into timely, usable, and actionable information is wasted, and opportunities to improve student success are missed. In this time of increased demand and expectations for data, analytics, information, and evidence, institutions seek to leverage resources to enhance data-informed decision making. How can IR play a central role in these efforts while partnering with professionals across the institution who have relevant skills and knowledge? This session explores the roles of IR professionals in curating data use through a user-focused approach, as illuminated by two initiatives that demonstrate the concepts in use: American River College's governance redesign and Santa Rosa Junior College's citizen researcher campaign. These examples vary in scope and scale, and are used as a foundation for an active session focused on dialog and idea sharing.

Presenter(s)
Leah Ross, *Association for Institutional Research*
KC Greaney, *Santa Rosa Junior College*
Adam Karp, *American River College*
Chris Olson, *American River College*
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Institutional Research 101: What is Institutional Research, Anyway? (IR Management)
Catalina C3

This session will briefly describe the evolution of the field of institutional research. Most of the session will elaborate on the primary functions of institutional research, such as data collection and management, data mining, reporting, and decision support. Participants will better understand the scope of the institutional research office and will leave with a short list of helpful references.

Paula Krist, *University of San Diego*
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Would You Rather? – Institutional Research Edition!
Avalon 3

Over the past few years, Evisions has been able to have some valuable conversations with Institutional Research leaders and staff throughout the U.S. As a result, we were made aware of various questions and scenarios that IR departments face that don't have clear-cut answers. So, in this session, we thought we'd stimulate some rousing and relevant discussions by posing those questions and scenarios to you! Like in the popular party game, this version of "Would You Rather?" may require you to choose between two good options or two bad options. Either way, there are no wrong answers.

Conference Schedule

Only opportunities to discuss and understand!

Presenter(s)
Crystal Anthony, *Evisions*

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Diversity Self-Study in the Curriculum (Assessment, Accreditation, Planning and Institutional Effectiveness)
Avalon 2

An assessment of diversity in the curriculum of a single-subject institution in the arts conducted by faculty and staff led by the Research Associate.

Presenter(s)
Jose de los Reyes, *San Francisco Art Institute*

6:00PM - 8:00PM

President's Reception
Santa Rosa Patio

Join us for some good food, good drinks and good company with conference attendees and sponsors. Enjoy light hors d'oeuvres before you go to dinner. Don't forget your drink tickets to redeem at the hosted bar (found with your name badge). Sponsors will be on hand to discuss their services and products.

Thursday November 15th

7:00AM - 5:00PM

Conference Registration
Catalina Ballroom Lobby

Pick up your name badge at the CAIR registration Desk. Located at the end of the sponsor exhibits

7:00AM – 8:45AM

Breakfast
Santa Rosa Ballroom

Sponsor Exhibitions
Catalina Ballroom Lobby

8:00AM-8:45AM

Roundtable Discussions
Santa Rosa Ballroom

Join your fellow colleagues for a discussion on a topic of your choosing. Participation is voluntary. Tables will be designated with a placard for the following topics:

Interpreting WASC Standard 4, CFR 4.2: IR Quality Assurance

WASC Standard 4, Criteria for Review (CFR) 4.2 indicates that "periodic reviews are conducted to ensure the effectiveness of the institutional research function and the suitability and usefulness of the data generated" from IR. Discussions will focus on the important elements of a institutional research program review and what kinds of methods have been used to assess the effectiveness of the institutional research function on college campuses. This round table discussion is for individuals who have or will need to address this Standard 4: CFR 4.2 and/or would like to explore how to assess their department/office. The purpose of this session is to share information about how to go about assessing the effectiveness of the institutional research function.

Presenter(s)
Marisol Arredondo Samson, *Chapman University*

Strategic Planning: From Disappointment to Serving the Public Good (Assessment, Accreditation, Planning and Institutional Effectiveness)

The focus on measurable objectives tends to be stressful. The stress leads to avoidance of disappointment in strategic planning processes. Avoidance of potential disappointment can lead to meaningless exercises for IR who must provide hollow, feeble, and out-of-date key performance indicators. A focus on 'The-Public-Good' can overcome strategic planning timidity. Conversely,

mindless strategic planning seldom serves the public good. This roundtable discussion will explore how strategic planning teams can use a focus on the public good to embrace potential disappointment and feel emboldened to advance potent objectives.

Presenter(s)
Rodney Reynolds, *California Lutheran University*

Program Feasibility Studies: Evaluating the Viability of Academic Programs (Assessment, Accreditation, Planning and Institutional Effectiveness)

Shifting student demographics and structural changes in the workforce create challenges for colleges and universities to develop high-value and career-relevant education programs that address student aspirations and shifting demands of the workplace. Feasibility studies support program development and decision-making with a set of objective key metrics supporting the evaluation of a program's viability. This round table session will discuss components typically included in a feasibility study, considerations for varying uses of program feasibility studies, and how IR professionals can work with other university professionals in the development of these reports to ensure adequate analysis and evaluation of academic programs.

Presenter(s)
Rebecca Wood, *Bridgepoint Education, Inc.*

Alumni Survey Development: Enlist Stakeholder Help and Increase Data Use! (IR Methodology)

Institutions are often asked to report outcomes for their undergraduate alumni to ensure we are meeting our campus missions and contributing to the public good. However, alumni outcome information is not always centrally collected, stored, or used for reporting, planning, and assessment. In fact, without a centralized strategy, efforts to gather alumni data may be duplicated across units, be based on inconsistent outcome definitions or not linked to institutional goals, and suffer from a lack of sharing across campus to maximize use. To address these issues, Institutional Research and Decision Support at the University of California, Merced

embarked on a yearlong collaborative project to develop an Undergraduate Alumni Journey Survey, including a coordinated promotion strategy and centralized reporting strategy for the campus. In this session, we share the steps taken to implement this effort as well as our successes and current challenges to inform similar efforts on other campuses.

Presenter(s)
Cinnamon Danube, *University of California, Merced*
Corinne Townsend, *University of California, Merced*

Whose Data are they Anyway? Sharing Across the Institution (IR Management)

Realization of a data-informed decision culture requires knowledge of what data are available and identification of pockets of data capacity across the institution. That is, if we understand what exists, we can work together to achieve more, and do so more efficiently. One of the most common challenges in our work is data sharing. Concerns include questions about ownership, inappropriate use, and "one source of the truth". Although important, these concerns do not need to be barriers. The key is for this work to be cooperative and transparent, rather than territorial. This session shares methods for building collaborative relationships to help ease data sharing processes, including examples of what has worked well and opportunities for improvement. Session participants will be encouraged to join a larger discussion around best practices for data sharing.

Presenter(s)
Leah Ross, *Association for Institutional Research*
Laura Palucki Blake, *Harvey Mudd College*

The Role of Institutional Research in Promoting Equity (IR Practice)

IR offices have a responsibility to provide meaningful research and data. Embracing an equity lens can help IR offices support college improvement efforts. IR offices can play an important role by providing research and analysis that affect institutional planning, including disaggregating data across multiple sources of data such as college fact books, strategic plans, institution-set standards, aspirational/stretch goals, program review,

and surveys. IR offices can serve as change agents and be actively involved in equity conversations and decision-making by serving on campus-wide committees and workgroups and providing advice and interpretation of data. Equity-minded data that intersects multiple aspects of integrated planning can help colleges and universities better understand and address the inequities facing their students. The objective of this presentation is to share innovative ideas and first-hand experiences of promoting and using data and analysis from different sources for equity and institutional planning purposes.

Presenter(s)
Mehmet "Dali" Öztürk, *College of the Sequoias*
Priscilla Pereschica, *College of the Sequoias*
Ryan Barry-Souza, *College of the Sequoias*

A Collaborative Assessment: Improving Student Research for the Public Good

Saybrook University, a non-profit, private, regionally accredited graduate institution had made recent changes to their Institutional Review Board (IRB) that resulted in faculty/student resistance. Therefore, they sought consultation from their IR Office to assess the IRB processes. In collaboration, IR created a unique survey that found students felt ill-prepared to navigate the IRB. In response, steps were quickly taken to increase transparency, educational opportunities, and open dialogue. Outreach included on-site and online video meetings with students and faculty. Participants' voices were included to develop a new process and research culture. Looking forward, Saybrook will continually collaborate with IR to improve assessment, feedback and IRB processes, as well as, identify IR projects that would benefit from IRB review and oversight. In this presentation, this unique assessment and the implications for Saybrook's mission of inspiring transformational change in individuals, organizations, and communities will be discussed.

Presenter(s)
Jennifer Carter, *TCS Education System*
Carol Humphreys, *Saybrook University*
Rockefeller Kirwan, *Saybrook University*
Laura Brewer, *Saybrook University*

The Discipline Evaluation Database and Making of the World-Class Disciplines in China

In 2015, the State Council of China issued the "Coordinate Development of World-class Universities and First-class Disciplines Construction Overall Plan". The "Double World-class" has become a national strategy and important component in the reform and development of China's higher education. It is necessary for higher education institutions to summarize the effects of discipline construction every 3-5 years. The roundtable discussion will center around a discipline evaluation database which includes data on nearly 1,000 higher education institutions in China. The following aspects will be discussed: 1) disciplinary research fields; 2) high-level talents; 3) disciplinary diagnoses; and 4) disciplinary development trends.

Presenter(s)
Hua Jiang, *Dalian University of Technology*

9:00AM-12:00PM

Automated Reports Using Stata (Platinum Sponsor)
Catalina A1

This workshop will demonstrate how to automate the process of creating reports, from beginning to end, using Stata. We will begin by importing data, whether that is directly from another software package or by using Open Database Connectivity (ODBC) to access data stored in databases. We will calculate descriptive statistics, create tables and graphs, and run a simple regression analysis. Then, from within Stata, we will create formatted reports in Microsoft Word, PDF, and HTML. We will focus primarily on the new -putdocx- and -putpdf- commands in Stata 15, and we will briefly explore creation of web pages using Markdown text-formatting and the new -dyndoc- command.

Presenter(s)
Chuck Huber, *STATA*

Conference Schedule

9:00AM-9:45AM

Data Visualizations using Blackboard Analytics and Tableau (IR Practice)
Catalina A2

Tableau is one of the most popular data visualization tools used by many IR offices. This presentation examines the process of creating insightful and impactful Tableau visualizations on student admissions, using Blackboard Analytics to extract and transform student data from PeopleSoft ERP system. Using this process, users can access real-time information to identify trends early. The presentation also examines OLAP (Online Analytical Processing) data sources. OLAPs are very powerful and can return information very quickly, often much more quickly than relational data sources.

Presenter(s)
Kris Krishnan, *California State University, Bakersfield*
Mike Bullis, *California State University, Bakersfield*

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ACCJC - How Data Can Help or Hurt Community Colleges (Invited Session)
Catalina A3

In the national conversation about higher education's performance, community colleges are particularly vulnerable to being unfairly judged. Federal IPEDS data can be notably hurtful when applied by those insisting on comparable metrics across all of higher education. How can these institutions, and their accreditor, more accurately tell their stories to the legislative community and the public through an appropriate selection of data? What role can researchers play in framing a valid narrative for this important educational sector?

Presenter(s)
Richard Winn, *ACCJC*

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CSUMB Undergraduate and Graduate Alumni

Experience Studies (IR Practice)
Catalina C1

Although highly desired, few institutions of higher education conduct comprehensive Alumni studies. The logistics are often complex and the response rates lower than desired. In the fall of 2017, California State University Monterey Bay (CSUMB) conducted two comprehensive studies of our undergraduate and graduate Alumni to explore their academic and non-academic experience while at CSUMB as well as their post-graduation experience. The response rates were over 20% and 40% respectively for the undergraduate alumni and graduate alumni. Overall, we found that the majority of the alumni reported they had a positive experience at CSUMB and at post-graduation.

Presenter(s)
Veronica Chukwuemeka, *California State University Monterey Bay*
Sathyan Sundaram, *California State University, Monterey Bay*
Michael Dorsch, *California State University, Monterey Bay*

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Disaggregating Asian American and Pacific Islander Populations at UC Irvine (IR Methodology)
Catalina C2

As a minority-serving institution, UC Irvine is responsible for evaluating how well it serves its minority student population, including AAPI students. Identifying and disaggregating AAPI students is critical for evaluating their outcomes, such as graduation and retention, as there may be differences in outcomes that are masked at higher levels of aggregation.

UC Irvine currently collects data on seventeen ethnicity categories under the broader Asian group and six more under the Pacific Islander category. While this level of specificity can inform us about student populations that may otherwise be overlooked, small cohort sizes and fluctuating populations in highly disaggregated groups can impact the effectiveness of policies that target underserved populations.

Conference Schedule

We investigate trends in our institutional data to identify instances where analyzing highly disaggregated groups is more informative for developing institutional policy, and instances where it is more useful to analyze groups in their broader ethnicity categories.

Presenter(s)
Joshua Saldana, *University of California, Irvine*
Ryan Hoadwonic, *University of California, Irvine*
Joseph Morales, *University of California, Irvine*

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IR 101: Beginning SQL in IR
Catalina C3

If you have never executed a command in SQL to retrieve data from a relational database, recognize that every SQL programmer started where you are right now. This session can be the place where you learn what SQL (structured query language) is, how and when it's used, and what makes a successful SQL command tick. We will review the properties of relational databases and consider examples that look like what we find in our student records systems, then master the fundamentals of selecting the records we want from a table. Time permitting, we might even get a bit fancy. If your career in IR is just starting and you don't come from a background that includes exposure to programming languages, don't be shy. We'll start at zero and get you through the basics with an eye for further (and free!) self-paced learning opportunities you can pursue online.

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

Making Data Analytics Accessible (Gold Sponsor)
Avalon 3

Research offices are understaffed and over-utilized making data automation, data visualization, and on-demand user driven reports a must for IR offices at all levels of higher education, including UC, CSU and CCC. Several colleges have partnered with Precision Campus to assist with this task by providing customizable,

automated, low-maintenance, easy to use, data analytic tools to drive a data driven decision-making culture on their campuses. Precision Campus can either work with flat files or connect to your database to create and generate reports ranging including daily enrollment dashboards, program review dashboards with drill down capacity, tracking cohorts through various milestones, evaluating disproportionate impacts. In addition, Precision Campus can help community colleges with evaluating and assessing their AB705 curricular changes. In this session, Precision Campus will be joined by De Anza College and the San Jose-Evergreen Community College District to share their implementation experience and showcase the reports their campuses have created for their end-users.

Presenter(s)
Eric Spear, *Precision Campus*
Mallory Newell, *De Anza College*
Alice Van Ommeren, *San Jose Evergreen Community College District*

Surviving Sequences, Programs, and Pathways (IR Methodology)
Avalon 2

Completion of transfer level English and math are key milestones for students on their paths to degree, employment, and informed citizenship. Using R, we conducted a survival analysis of students in traditional remedial English and math sequences to identify characteristics associated with persistence. This information can help inform the instructional redesign and support services needed for implementing enhanced multiple measures post-AB705 to maximize transfer level throughput in one year. We also examined programs and pathways including transfer and bachelor's degree completion to describe the rates of completion and key inflection points that could inform student support. Participants will be introduced to R for a survival analysis and approaches to analyzing "censored" data, or data where the outcome may have occurred outside of the time limits of student cohorts.

Presenter(s)
Leila Jamoosian, *Cabrillo College*
Terrence Willett, *Cabrillo College*

Conference Schedule

9:45AM-10:15AM

Refreshment Break and Sponsor Exhibits
Catalina Ballroom Lobby

10:15AM-12:00PM

Survey Says: How to Create High Quality Surveys (IR Methodology)
Catalina C3

On issues ranging from food security, to sexual misconduct to campus climate, surveys are becoming a vital tool institutional researchers use to assist leadership in improving student life. Drawing on best practices from industry (e.g., tech sector), the University of California, and academia (i.e., social psychology and political science), the presenter will teach participants how to, 1) write and evaluate survey questions, 2) construct a survey, 3) create a good sample, and 4) weight survey data. In addition to learning key fundamentals of survey research, participants will be given practice in writing questions, evaluating survey questions for potential bias, along with constructing a high quality questionnaire.

Presenter(s)
Daniel Byrd, *University of California Office of the President*

10:15AM-11:00AM

Measuring Impacts of Cerro Coso College's Prison Education Program (Assessment, Accreditation, Planning and Institutional Effectiveness)
Catalina A2

Cerro Coso Community College's Incarcerated Student Education Program is a conscious effort to produce and support student success and achievement through higher learning, while attempting to create a positive impact on the current mass incarceration crisis in California. Since Fall 2015, the college has seen a sizable growth of the program, as well as notable increases in course enrollments with high rates of course retention and success achieved by incarcerated students. In this session, Cerro Coso faculty and research staff will provide an overview of the program; discuss how the success of the program suggests that social, emotional and ethical learning approaches may particularly be helpful in prison education programs; share research findings and promising practices using mixed-methods studies in prisons; discuss faculty and researcher learning experiences; and give an update on progress made through the California Community College Chancellors Office 2018 Innovation Award.

Presenter(s)
Ryan Khamkongsay, *Cerro Coso Community College*
Peter Fulks, *Cerro Coso Community College*
Nicole Griffin, *Cerro Coso Community College*

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Timing of Success: Impacts of Graduating in a Bad Economy (IR Practice)
Catalina A3

We examine the impact of the timing of graduation on labor market outcomes. Do alumni that graduate in times of recession fare as well as those who graduate in a healthy economy? If there are short-term impacts, do they disappear by mid-career? Are there intra-cohort differences based on academic field, performance, or demographic attributes? This session will review the literature and common theoretical models, then apply these to the breadth of the California State University data. After discussing our results, we will conclude with a discussion of best practices in framing and publishing accountability measures so the nuance of labor market outcomes can be both understood and appreciated. This session is geared towards institutional researchers and administrators that are currently developing or are interested in exploring more about student earnings reports, whether to inform institutional decision-making, improve transparency, and/or meet compliance mandates.

Presenter(s)
Megan Landin, *California State University Office of the Chancellor*
Matthew Case, *California State University Office of the Chancellor*

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Conference Schedule

Measuring Equity: Calipers, Yardsticks, and Judgement (IR Methodology)
Catalina C1

Equity is a key strategic goal for the typical institution of higher learning as well as a moral imperative. The effects of reducing equity impacts can be profound. For example, increasing gatekeeper completion and graduation for historically disadvantaged students feeds into the pipeline for future teachers at our institutions. But how do we know when we have achieved equity? How does one operationally define equity? What metrics and tests do we use to determine if differences in rates are "good enough" or within "acceptable" variance? This session will explore a variety of equity and diversity definitions and metrics from the fields of combinatorics, ecology, econometrics, and information theory with pros and cons of face validity, complexity, sensitivity, and bias.

Presenter(s)
Terrence Willett, *Cabrillo College*

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DREAMers at Cal State LA: Achieving the American Dream (Assessment, Accreditation, Planning and Institutional Effectiveness)
Catalina C2

We highlight the results of analyses on our DREAMers (undocumented AB540 students) at Cal State LA. First, we examined the differences between DREAMer students and non-DREAMers on academic performance such as GPA, retention and timely graduation. Multiple regressions indicate that DREAMers' academic performance was similar to their counterparts. In addition, we analyzed the responses from our home-grown senior survey and found that DREAMers engaged more in volunteering and internship and felt more connected to the university than non-DREAMers. Our DREAMers also worked significantly more hours and sacrificed their leisure time (e.g. watching TV, socializing, exercising). Because of this hard work, they felt more prepared for the job market and yet slightly more said that they would be going to grad school full-time in the fall. Our DREAMers are pursuing and

capturing the American Dream.

Presenter(s)
Yusuke Kuroki, *California State University, Los Angeles*
Sunny Moon, *California State University, Los Angeles*
Mark Pavelchak, *California State University, Los Angeles*

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NSSE Sentiment Analysis: A cluster-based approach of survey respondents (IR Practice)
Avalon 2

In this presentation we do sentiment analysis of the valid responses to NSSE's open-ended question at Cal State, Fullerton. The goal is to explore response sentiments using Tableau dashboards for each cluster of NSSE respondents. This compliments the quantitative analysis by helping us better understand patterns of students' opinions and attitudes towards the University. The session will cover sentiment analysis, clustering (K-means), and text analysis (using RapidMiner), as well as dashboards created to explore common sentiments among clusters (Tableau).

Presenter(s)
Afshin Karimi, *California State University, Fullerton*
Rohit Murarka, *California State University, Fullerton*
Su Swarat, *California State University, Fullerton*

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Beyond Compliance: Turning Your Data into Action (Gold Sponsor)
Avalon 3

What happens when you stop looking at your data in a reactive way and adopt a more proactive approach? When you embrace the logic of emerging standards in higher ed, you can prepare for the future of data use on campus. Join us to learn how an enterprise-wide approach to data management can inspire you to make evidence-informed decisions and drive mission fulfillment for your institution. From accreditation and planning to faculty development and learning outcomes, see how the Campus Labs

Presenter(s)

Conference Schedule

Michael Weisman, *Campus Labs*

11:15AM-12:00PM

Random Forest vs. Logistic Regression in Predictive Analytics Applications (IR Methodology)
Catalina A2

Are there significant differences in prediction accuracy between modern data-mining approaches and classical regression methods? Which approach is easier to explain to enrollment managers when estimating student outcomes of varying levels of complexity? Complexity in the data is typically associated with quality, quantity, and the interaction of predictor variables. To test for such differences, this study compares the classification accuracy of a random forest algorithm with binomial logistic regression for purposes of predicting student admission yield. Findings are translated into operationally meaningful indicators in the context of enhanced institutional research on yield prediction and enrollment forecast analysis. Although the selection of predictor variables is guided by the research on estimating admission yield at a large public university, the presentation focuses on which method promises greater prediction accuracy and how easily each approach can be explained to enrollment managers who also desire interpretable results.

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

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Interactive Dashboards and Reports for Institutional Research (IR Practice)
Catalina A3

Dashboards quickly create and share data visually and are useful for users who are not explicitly data experts. While visualizations are by design, aids to understanding data, they often become IR dashboards' sole or primary focus and fail to convey a comprehensive student success narrative. UC Irvine has developed a BI platform and while it is simple enough for the average user, it accesses a wealth of data,

generates trend reports and displays data with an economical use of space. Sample student tracking metrics include enrollment, retention and graduation rates, and major migration across key student characteristics. Ease of use make the dashboards ideal for leadership and constituents who make decisions on the fly and have confidence in the integrity of the data and consistency across reports.

Presenter(s)
Jason Jensen, *University of California Irvine*
Gina Roque, *University of California Irvine*

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Examining Students' Dropout Behaviors from a Longitudinal Perspective (IR Practice)
Catalina C1

Retention and graduation are paramount concerns for universities across the nation, and declining retention rates often post challenges for improving student graduation. Based on a large scale longitudinal dataset in a 4-year public university, the proposed presentation examines student dropout behaviors by answering three questions: whether, when and why students drop out along their educational pathway. Fifteen fall-semester cohorts of first-time full time freshmen (N=41,457) are included and tracked from entry terms to last enrolled terms up to spring 2018. Dropout students are examined by their characteristics at both entry and exit, as well as their college experience, including course taking patterns, choices on majors and academic performance. The dashboard visually demonstrates how the dynamics of background, pre-college performance, college course taking, major change and academic performance affect dropout behaviors.

Presenter(s)
Xuanning Fu, *California State University, Fresno*
Hongtao Yue, *California State University, Fresno*

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Collecting Sexual Orientation and Gender Identity Data in Education Contexts (IR Methodology)
Catalina C2

Conference Schedule

This session will provide participants with:
1) An introduction to intersectional identities around gender and sexual orientation and the evolving language used to express these identities and expressions
2) A review of best practice documents that have been published around Sexual Orientation and Gender Identity (SOGI) data collection and practices that have been implemented at universities to collect SOGI data
3) An in-depth review of two years of admissions data collected through the University of California's central undergraduate application form, with analysis of how the data collected can be used for continuous improvement of SOGI data collection in an educational context

Presenter(s)
Joseph Van Matre, *University of California, Office of the President*

What can the StudentTracker Premium service do for you? (Gold Sponsor)
Avalon 3

After a brief review of the StudentTracker for Colleges and Universities (STCU) product and functionality, we will provide a demonstration of the new Premium service. This will include a run-through of four institution-specific reports in some detail, highlighting how each of these benefit the IR community. These reports include the Analysis Ready report (based on the detail file but with only one row per student) and three reports published at the national level by the Research Center (Completions, Persistence & Retention and Tracking Transfer). We will also show examples of visualizations available in the Premium service which display information for students in a request file on gender, race/ethnicity, remedial course enrollment, and institutions attended as well as completion rates by gender from the institution-specific Research Center report.

Presenter(s)
Phil Spitz, *National Student Clearinghouse*
Jill Indugula, *National Student Clearinghouse*

Using Technology to Craft an Authentic Meaning of Degree Statement (IR Methodology)
Avalon 2

For institutions offering degrees in disparate disciplines, developing a university meaning of degree statement (as required by WSCUC) that is both authentic and representative of all degree programs is challenging. We will share how California State University, Fullerton used technology to meet this challenge. Successful strategies in utilizing this process will be discussed.
Presenter(s)
Jyenny Babcock, *California State University, Fullerton*
Su Swarat, *California State University, Fullerton*

12:15PM-2:00PM

Keynote Luncheon: In the Room Where it Happens: IR Across Campus, Across Questions
Santa Rosa Ballroom

Institutional research and data exist to inform and improve campus decisions [for the benefit of students]. Accreditation and institutional research both need to be understood as constructive contributors toward a deep understanding of student success. How can IR leaders use what you know and what you've learned at CAIR to enter and inform critical conversations at every level, reframe key questions, collaborate, and galvanize good choices? What works to maximize value and overcome historic and practical constraints.

Presenter(s)
Jamienne S. Studley, *WASC Senior College and University Commission*

2:15PM-3:00PM

Tracking High Impact Practice implementation through data triangulation (IR Practice)
Catalina A1

High Impact Practices (HIPs) have been found to be an effective educational practice for supporting student

success (Kuh, 2008), however; recent research has emphasized the fidelity of HIPs implementation as a possible challenge (Kuh & Kinzie, 2018). HIPs were included in the strategic plan of Cal State Fullerton (CSUF), and a HIPs task force was established to ensure the quality of HIPs implementation. The task force identified key characteristics of HIPs, and put in place an assessment plan that captures immediate student impact data in order to examine the reliability of HIPs implementation. The research team utilized faculty classroom expectation data, student post-survey data, as well as live data collected from a student phone app. This presentation will discuss the collaboration and methodology used to explore HIPs impact, including the multiple sources of data collection that allowed for data triangulation. Best practices that emerged from participating faculty will be highlighted.

Presenter(s)
Robert Dawson, *California State University, Fullerton*
Su Swarat, *California State University, Fullerton*
Pearl Galano, *California State University, Fullerton*
Amir Dabirian, *California State University Fullerton*

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Building Bridges (and Buy-In) for Assessment and Continual Improvement (Assessment, Accreditation, Planning and Institutional Effectiveness)
Catalina A2

Fueled in part by accreditation and accountability movements, assessment has become a contentious topic and undertaking at many institutions, with faculty and staff alike balking at efforts to build and maintain an ongoing, integral culture of assessment on campus. This session will explore how one IE professional worked to build not only capacity for assessment among faculty and student support professionals, but also persisting buy-in that has enabled ongoing programmatic reflection and improvement to support student success. Various tips and strategies for building lasting collaboration, capacity, and buy-in will be shared, and participants will be invited to reflect upon their own processes and strategies for bolstering not only assessment and continual improvement, but also ongoing support of and commitment to assessment on

campus.

Presenter(s)
Joanna Oxendine, *California State University, San Bernardino*

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Understanding Course Interest and Unmet Demand Beyond Waitlists (IR Practice)
Catalina A3

While Pasadena City College enrolls nearly 30,000 students each fall, it loses around 5,000 students throughout the course of the registration cycle. These invisible students are completely unaccounted for by traditional approaches to enrollment management, which rely exclusively on class rosters and waitlists rather than actual registration attempts (i.e., "hits"). This process showcases the power of registration audit tables -- an untapped resource routinely collected behind the scenes -- as a tool for understanding student interest and course demand beyond what eventually becomes part of the college's and the student's official record. Tracking interest and demand in this way empowers instructional deans and enrollment managers to consider the implications of their work in more holistic, responsible ways.

Presenter(s)
Peter Dwight, *Pasadena City College*
Dustin Tamashiro, *Pasadena City College*

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Data-Informed Conversations of Diversity, Equity, and Inclusion (IR Practice)
Catalina C1

This multimedia presentation (e.g., video, photos, and minimal text) will highlight the importance of data-informed conversations of diversity, equity, and inclusion. By exploring the historical context of diversity data collection and original intent we can unlock the mysteries of why institutions collect diversity data in the way that they do and how modern behavioral researchers can use those data to better understand their institution. Participants will leave this session with an enhanced understanding of what it means to be an underrepresented minority, first-generation, and low-

income student.

Presenter(s)
Michael Le, *Humboldt State University*

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Using Geographic Data in Higher Education Advocacy (IR Practice)
Catalina C2

This presentation will explain how geographic attributes of existing data can enhance institutional advocacy efforts. The use of geographic data can enhance understanding of the impact of community-based programming through intuitive data visualizations. The session shares approaches to to mapping the 20,000+ community-based programs of the University of California. Attendees will learn how mapping applications can produce interactive and static advocacy tools for harnessing the attention of stakeholders.

Presenter(s)
Darin Jensen, *Institutional Research and Academic Planning, University of California Office of the President*
Alberto Sandoval, *University of California, Irvine*

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IR 101: How are we doing? Measuring the Effectiveness of an IR Office
Catalina C3

IR offices are often busy producing reports and other deliverables in support of decision-making. But how do we know whether the work we do is on target and making a difference? How do we assess the needs of stakeholders and identify necessary improvements? How do we know whether improvement efforts have helped? In this talk, we share strategies for measuring the effectiveness of an IR office, including the development, implementation, and results of our biennial IR Satisfaction Survey. Like those we support, an IR office should have clear goals, measure attainment of those goals, and identify steps to eliminate deficiencies through thoughtful planning and execution.

Presenter(s)
Juan Ramirez, *Western University of Health Sciences*

En-Hsien Liu, *Western University of Health Sciences*
Delia Padilla Kallemeyn, *Western University of Health Sciences*

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Unlocking 360-Degree Outcome Insights (Gold Sponsor)
Avalon 3

If you're not able to provide your stakeholders with student outcome data that offers a 360-degree view, is real-time, longitudinal, and free from self-reporting falsehoods, consider your methods "old school". Today, higher ed professionals have "new school" options available to more effectively gain holistic insight on student outcomes and better support on-campus demands for data. And, with proposed changes to the College Scorecard potentially requiring institutions to provide greater transparency on degree ROI, demands for data and insight could soon increase significantly. In this presentation by Equifax, attendees will learn how to revolutionize key research areas such as first destination, mid-career income and industry, program/degree ROI, student debt load, and more. Best practices and mini case study examples from current Equifax Graduate Outcome Metrics projects will also be shared during this session.

Presenter(s)
Sean Travers, *Equifax*

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Investigating Hmong Students' Successes and Challenges (Assessment, Accreditation, Planning and Institutional Effectiveness)
Avalon 2

Compared to other ethnic groups, Hmong first-time freshman have one of the lowest 6-year graduation rates (40% vs. 56%) at Fresno State. The Hmong Student Success Project investigates what challenges Hmong students face, and how experiencing challenges might predict institutional outcomes. Utilizing case control matching, the Barriers to Student Success Survey was distributed to a group of upper division Hmong

students (N = 179) and a group of comparison students (N = 137) matched on entry characteristics. Results revealed that Hmong students experience more challenges than other students. The Hmong student success project shows that the challenges underrepresented minority students face are not homogeneous, and how an institution can support groups of students through an understanding of cultural differences. Participants will learn about the Hmong student population, survey development, and utilizing case control matching to investigate differences between disadvantaged groups.

Presenter(s)
Alex Nottbohm, *Fresno State University*
Yoshiko Takahashi, *Fresno State University*

3:00PM-3:45PM

Refreshment Break and Sponsor Exhibits
Catalina Ballroom Lobby

Poster Sessions – New for 2018
Catalina Ballroom Lobby and Catalina B

This year CAIR presenters have the opportunity to share their work through poster presentations. Poster presentations will take place during the afternoon break in Catalina B. Peruse the research of your colleagues with some afternoon sweet treats and/or learn about the latest software and products available from our sponsors. Poster topics are listed below:

Graduating Student Survey Revision: A student effort (IR Methodology)

Homegrown exit surveys tend to expand over time to include everything but the kitchen sink. This session outlines how a small IR office utilized a student research team to condense and improve the Graduating Student Survey (GSS) at BYU-Hawaii. Their charge was to refocus on the university's mission (and contribution to the public good) and make the survey results more meaningful and accessible to campus stakeholders. Results from factor analysis, a review of literature and

existing similar surveys, and information gleaned from faculty and staff members informed the survey revision pilot. Results of the pilot, feedback from data consumers, the new version of the survey, and next steps will be shared. Session participants will be able to discuss the methodology used in this case with presenters, and understand how student researchers can help expand the capacity of a small IR office.

Presenter(s)
Chin Hong Kenneth Lee, *Brigham Young University-Hawaii*
Kathy Pulotu, *Brigham Young University-Hawaii*

Know Your Students: Empowering Educators to Improve Learning Using Data (IR Practice)

We will present Know Your Students, a web application which presents instructors with visualizations of aggregate data about the demographic and academic characteristics of their students for them to consider when building or improving their curriculum. It presents relevant research backed instructional methodologies, and provides ways to find support from peer instructors and campus services. It has several tools which analyze and help collect further information about the learning and attitudes of students in a course so the instructor can measure the effects of their modifications to curriculum and learning. Lastly, instructors can document their efforts to improve their curriculum so they can be recognized in merit and promotion.

Presenter(s)
Matthew Steinwachs, *University of California, Davis - Center for Educational Effectiveness*
Marco Molinaro, *University of California, Davis - Center for Educational Effectiveness*

Modeling the Paths of Transfer Students in Engineering (IR Methodology)

As part of a project to support transfer students from under-represented groups in engineering, we investigated the historical experiences of transfers in the UC Davis College of Engineering using three measures of academic success: the probability of graduating in two

years or less, the probability of having a 3.0 or higher GPA with at least 13 units in their fourth quarter, and GPA at graduation. In this poster describe the use of different analytical tools to focus on different segments of the path to graduation including mixed effects models and descriptive analysis to explore pre-transfer education, random forest models to identify key courses at UC Davis, and multivariate regression to fit those courses into a more general model of academic success. We also show how experiences of under-represented groups were highlighted and compared to those of the general population.

Presenter(s)
Meryl Motika, *University of California, Davis*
Xinyi Hou, *University of California, Davis*

Measuring the impact on equity of a remedial writing program (IR Methodology)

Remedial education is under review at many institutions after some recent studies have found that remedial courses may discourage more students than they help. We investigated the remedial writing program at UC Davis to determine the accuracy of the placement exam, the effects of the writing instruction on later success in writing courses, and the overall effects the system had on equity of opportunity for different groups of students. Particular attention was devoted to the experience of international and English Language Learner students. The poster describes a multi-pronged analytical approach including leveraging differences between courses targeting different student groups, differences in when students registered for remedial versus other writing-intensive courses, and propensity-score matching. Readers will learn how these methods were used to estimate causal effects despite non-random selection into the remedial writing program.

Presenter(s)
Meryl Motika, *University of California, Davis*
Sattik Ghosh, *University of California, Davis*

Measuring Staff Wellness (IR Management)

In 2016, the Chancellor's Advisory Committee on Staff began looking into issues of staff wellness, only to find that current data provided little insight. The committee convened a subgroup to explore the issue further. The subcommittee, which included Institutional Research, the Office of Equal Opportunity and Diversity, and Human Resources, as well as two students hired to work on the project, designed and fielded a survey in order to assess various elements of staff wellness across campus. Staff are an integral part of campus effectiveness, but are too often overlooked. Understanding this population helps the university run more effectively, retain high quality employees, and better serve the community that serves the university. This presentation will focus on partnership of IR with other key stakeholders, the survey development, and some initial results. The findings from this survey can help inform decisions to improve staff wellness.

Presenter(s)
Ryan Hoadwonic, University of California, Irvine

Can Interactive Data Visualization Support Institutional Research and Effectiveness? (IR Methodology)

Presenting data in publicly and easily consumed has become more important for Institutional Research and Effectiveness offices. Data visualization is one of the key issues for institutions to report fast facts, student outcomes, strategic plans and more not only for accreditation, but also for marketing. Moreover, data reported to the public by national organizations and foundations have begun incorporating data visualization for benchmarking and public consumption. Infographics in such reports are now being tagged and sorted automatically, to align with categories within report that users can customize graphically. This session will discuss methodologies of approaching interactive data visualization on websites, and how such efforts help IR and IE offices consisting of collaborations between data analysts, IT staff, and website developers.

Presenter(s)
Kiriko Komura, *Keck Graduate Institute*
Michael Thomas, *The Claremont Colleges*
Joe Fitzsimmons, *SUNY Oswego*

Conference Schedule

Reliability and Validity of Instructor Course Evaluations: Exploring the Myths (Assessment, Accreditation, Planning and Institutional Effectiveness)
Catalina A1

Course evaluations are a widely implemented tool in higher education, but there are numerous criticisms regarding their reliability and validity. With questions about instructional effectiveness and degree completion for a changing undergraduate demographic, it is essential for both instructors and administrators to have reliable feedback about instructional quality. This session examines the reliability and validity of course evaluations and explores some of the myths surrounding student ratings of teaching effectiveness using results from a large sample of course evaluations. The session explores how course evaluations can be used as an estimate of true teaching effectiveness, and examines the influence of demographic characteristics on evaluation responses. Participants learn how to better interpret course evaluation results, understand the influence of bias on ratings of instruction, and will be able to derive actionable feedback from their course evaluations. Course evaluation methodologies and institutional context are also discussed.

Presenter(s)
John Kim, *Vanguard University of Southern California*
Philip Newlin, *Vanguard University of Southern California*
Ludmila Praslova, *Vanguard University of Southern California*

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Invited Session: WSCUC - Navigating the WSCUC Substantive Change Process
Catalina A2

This session is designed to provide participants with an overview of how the WASC Senior College and University Commission's Substantive Change process operates, and the elements needed to develop successful substantive change proposals when they are required.

We will also look at the common reasons why substantive change proposals have not been approved and how to avoid those circumstances.

Presenter(s)
John Hausaman, *WASC Senior College and University Commission*

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Enhancing Sustainable Campus Mobility that Goes Beyond Survey Research (IR Practice)
Catalina A3

Several research surveys try to predict behaviors regarding sustainable transport patterns for the design of university campus parking policies. These surveys often result in great benefit for the studied campus with little replicable results for other campuses. The challenge with this type of work is that it often uses hypothetical scenarios to try to evaluate the potential behavior of students and staff that are specific to that campuses demographics and environment. Further, no review of the actual usage and the rewarding of actions since it would be extremely difficult to account for how often students or staff/faculty are using sustainable services. With the use of Google's transit application programming interface (API) and agreements with local transit authorities, this can change.

Presenter(s)
Ryan Weitzman, *California State University, Long Beach*
Michael Sims, *California State University, Long Beach*

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Campus Diversity: Impact on Student Experience and Outcomes (Assessment, Accreditation, Planning and Institutional Effectiveness)
Catalina C1

University brings together students of various backgrounds and experiences. It is a common place where students encounter racial and ethnic differences. Due to the collaborative nature of building knowledge, it is ideal that students treat each other with equal respect and communicate with each other regardless of individual differences. The purpose of this study is to examine the effects campus diversity had on the

experience and outcomes of UC students. It intends to explore the relationship between campus diversity and the learning experience, social experience, academic and personal growth, as well as educational outcomes of students with various backgrounds.

Presenter(s)
Xiaohui Zheng, *University of California, Office of the President*
Allison Cantwell, *University of California, Riverside*
Aye Htut-Rosales, *University of California, Los Angeles*

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Strategic Institutional Research: Get Ahead of the Competition (IR Management)
Catalina C2

Gathering curated data to help you make strategic decisions is the focus of this session. From benchmarking your institution to conducting global research landscape analysis on your peers, this session will highlight resources to help you distinguish your institution and get ahead of the crowd. We will discuss why raising your research profile is important, and how this impacts your ability to secure funding, recruit faculty and students, conduct research and promote your good works. Find out how Elsevier's Research Intelligence solutions can improve your ability to establish, execute and evaluate research strategy and performance.

Presenter(s)
Linda Galloway, *ELSEVIER*

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The Art of Becoming Better Data Storytellers with Power BI (IR Practice)
Catalina C3

Power BI is a business intelligence tool that IR offices are utilizing to make data more readily accessible within their respective colleges/universities. Moreover, Power BI enables IR professionals to develop non-traditional reports that combine dashboard capabilities and written narrative into one report. This approach will assist researchers in becoming better data storytellers, ultimately resulting in end users better understanding data findings. In this session, attendees will participate in a hands-on workshop that will demonstrate the steps

necessary to build such a report using Power BI. At the completion of this workshop, participants will obtain the knowledge necessary to build reports on their own and develop a better understanding about utilizing Power BI for the purpose of effective data storytelling. Participants of this workshop are required to bring a laptop with Excel 2010 or Excel 2013 and Power BI installed.

Presenter(s)
Jaime Rodriguez, *Moreno Valley College*

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IR 101: Dashboards
Avalon 3

EXCEL pivot tables provide a cost-effective way to present large amounts of data in a user friendly format. This presentation will demonstrate several tools created in EXCEL to help build a culture of evidence and improvement. By applying local college-level definitions of programs and departments, faculty can concentrate their efforts on creating, evaluating, and sustaining effective student success initiatives.

Presenter(s)
Daniel Martinez, College of the Desert

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Qualitative Data Analyses With The Qualitative Survey Reporting Tool (IR Practice)
Avalon 2

CSUMB includes open-ended prompts on homegrown surveys but needed to make effective use of the resulting student comments in a manner consumable by campus leaders. At the same time, the process needed to be streamlined to be consistent and minimize staff workload. After evaluating several products, we built a web app to process, display, and analyze our qualitative data. This session will discuss technical and functionaldesign choices and how the tool is used for decision support at various levels of campus management.

Presenter(s)
Veronica Chukwuemeka, *California State University, Monterey Bay*

Conference Schedule

Sathyan Sundaram, *California State University, Monterey Bay*
Michael Dorsch, *California State University, Monterey Bay*

4:45PM-5:30PM

The College Tuition Crisis: How College Leaders Think About Pricing (Assessment, Accreditation, Planning and Institutional Effectiveness)
Catalina A1

We have a college tuition crisis. What drives tuition, and what do college leaders think of when they set tuition and the ever climbing discount rate? This presentation summarizes the findings from a national study conducted by the presenter and the Chronicle of Higher Education.

Presenter(s)
John Pryor, *Pryor Education Insights*

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Students as Agents: The Self-Assessment of Proficiencies (Assessment, Accreditation, Planning and Institutional Effectiveness)
Catalina A3

Assessment of learning outcomes is of critical concern in higher education. This session demonstrates how Institutional Research can employ retrospective pre/post self-assessments of graduating proficiencies as an innovative, valid and cost-effective addition to conventional assessment. Self-assessments of the five WASC graduating proficiencies, knowledge in a specific field of study, and seven "learning outcomes" specific to the mission of Saint Mary's College were provided by ninety-seven percent of the spring 2018 graduating seniors. Results vary significantly by major and provide a useful student-centered "scorecard" of the distribution of self-assessed proficiencies among the students we are serving. Importantly, both WASC proficiencies (correlated with GPA) and Saint Mary's-specific proficiencies (not correlated with GPA) are associated with ratings of how well Saint Mary's has prepared graduating seniors for a successful career and successful graduate and professional study.

Presenter(s)
Gregg Thomson, *Saint Mary's College of California*

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An Operational System for Career Tracking (IR Practice)
Catalina C1

Career tracking is becoming a must-have for program review and accreditation purposes. Purchasing data from data appending services or government agencies often results in a one-time flat file, while meaningful career tracking has to be systematic and continuing which requires an IT solution that brings the campus administration, IR, IT, and programs into a sustainable effort going forward. This session shares one UC campus's use of REDCap as the operational system for longitudinal career outcome tracking and reporting. Attendees will be presented with the layout of REDCap instances and metadata, examples of the data importing process where IR plays the crucial role, and the workflow, staffing needs, and communication strategies among related units. Lessons learned will also be shared at the session.

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

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What the Pell? Why Students Arent Taking Their Pell Award (Assessment, Accreditation, Planning and Institutional Effectiveness)
Catalina C2

Why are some low income students not receiving Pell awards when data from their FAFSA suggests they should? Did their Pell grants fall through the cracks due to the verification process, or is there is a general misunderstanding of what Pell awards actually cover? Our research delves deeper into the reason why students are not receiving Pell awards at a four year institution. We use a full set of Financial Aid data, including multiple snapshots during the aid year, to distinguish whether the Pell Award was offered, accepted, and paid to the student. The panel data set from 2000 to 2017 also allows us to connect the Financial Aid data to student

retention and graduation outcomes. Finally we give policy suggestions on what can be done to identify and prevent the problem in the future.

Presenter(s)
Brendan Livingston, *University of California, Davis*
Joyce Cleaver, *University of California, Davis*

Powerful Research Made Easier: Showcasing Your Survey, Interview and Focus Group Data
Catalina C3

This overview demonstration will walk through how to better analyze your qualitative data to gain richer insights. Using NVivo, you can easily communicate your findings with powerful visualizations and quickly understand feedback from surveys with automated insights. This hands-on session can walk you through transcription, pattern-based autocoding, cross-tabulated data, SPSS integration (including demographic data), and auto-coding for themes and sentiment. Attendees will walk away with an understanding of how to add depth to assessments using qualitative data that supports their quantitative findings.

Presenter(s)
Ann Rose, *NVivo by QSR International*

Data-Driven Success: Insights on a Year of Collaboration (IR Practice)
Avalon 2

This session highlights an on-going cross-campus collaboration to build a culture of data-informed decision-making. Realizing that data roles and responsibilities for planning and resource management were unclear, Cal State East Bay has endeavored to modernize its data and analytics delivery to bring meaningful and impactful information to a wide range of end users: staff, faculty, and administrators. This endeavor created Pioneer Insights, the University's primary source of institutional data to report how the University is fulfilling its mission. This session will walk through the collaboration of three offices - Data Management and Services, Institutional Research, and

Academic Resources and Planning – to discuss methods of collaboration, strategies for engagement, and shared accountability measures that ensure team ownership and pride in results. Case studies related to academic program review and student success will be presented to better understand how different offices collaborated to bring about improvements, change, & reflection.

Presenter(s)
Fanny Yeung, *California State University, East Bay*
Rafael Hernandez, *California State University, East Bay*
Liliana Chiou, *California State University, East Bay*

Examining Contingent Faculty Employment Trends at the California State University (IR Methodology)
Avalon 3

Whether referred to as lecturers, adjuncts, instructors, non-senate, teaching-track, or more colloquially as part-timers and freeway fliers, it should come as no surprise to anyone that colleges and universities nationwide are increasingly reliant on contingent faculty. What do we know about the situation at the California State University? The answer is … it depends. This presentation will provide an overview of the various methods to establish a "point estimate" for the composition of instructional faculty, including the CSU's concept of tenure density. There is growing concern among stakeholders that the decline of tenure-line faculty is negatively impacting higher education institutions. Session attendees will be better-informed to tackle this issue of public interest by (1) reviewing competing methods of defining contingent faculty, (2) examining the advantages and disadvantages of these different approaches, and (3) exploring visualizations (using Tableau) to effectively display faculty employment and workload data.

Presenter(s)
Allan Taing, *California State University, Office of the Chancellor*

Conference Schedule

5:30PM-7:30PM

Dinner on Your Own

7:30PM-9:30PM

CAIR-aoke!
Catalina B

You're invited to rock on and sing the night away at CAIR-aoke! The fun will begin at 7:30PM.

Hope to see you all there!

Friday November 16th

7:00AM - 5:00PM

Conference Registration
Catalina Ballroom Lobby

Pick up your name badge at the CAIR registration Desk. Located at the end of the sponsor exhibits

7:00AM – 9:00AM

Breakfast
Santa Rosa Ballroom

Sponsor Exhibitions
Catalina Ballroom Lobby

9:00AM – 9:45AM
A Framework for Evaluating the Success of a Dashboard Tool (IR Practice)
Catalina A1

Data dashboards have been proliferating in higher education in recent years. As we create new dashboards to support our institutions, it is important to critically ask ourselves: What are we hoping to accomplish? How will we know if we've accomplished it? What can we do if we fall short of our goals? This presentation will provide an overview of a four-step framework for considering these questions when releasing new dashboards. The framework will be illustrated using examples from the development of the CSU EdQ DataView, a dashboard developed to support improvement in teaching and learning in educator preparation across the CSU system. In addition to providing the CSU educator preparation community first-time access to high priority data, the release and monitoring of the dashboard created an opportunity to understand data use practices in the CSU and promote a culture shift towards data use for continuous improvement.

Presenter(s)
Sarah Kolbe, *CSU Educator Quality Center*
Paul Tuss, *CSU Educator Quality Center*

Leveraging Data Visualization to Enhance Benchmarking Reports (IR Practice)
Catalina A2

In this age of performance assessment and accountability, institutional researchers are increasingly asked to conduct comparative analyses and engage in benchmarking activities. Administrators, accrediting bodies, and state and local governing boards are among those known to ask for benchmark data at a moment's notice. This presentation shows how an institutional research office is addressing the need for a performance assessment tool that offers campus stakeholders transparent, ready-access to institutional comparative data. Combining multiple national datasets (i.e., IPEDS, Student Financial Aid, College Scorecard), the presenters demonstrate a range of highly visual and interactive benchmark reports in the areas of enrollment persistence, graduation rates, post-graduate employment and social mobility, and student loan repayment rates. Results are demonstrated using a cloud-based business intelligence tool.
Presenter(s)
John Stanley, *University of Hawaii - West Oahu*
Christi Palacat, *University of Hawaii - West Oahu*

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Understanding Extracurricular Activities' Impact on Employment Outcomes (Assessment, Accreditation, Planning and Institutional Effectiveness)
Catalina A3

Participation in extracurricular activities is vital to

student success and has been increasingly discussed as ways to complement academic curriculum and enrich students' educational experience. Extracurricular activities include participation in student government, community service, spiritual or religious activities, clubs, physical exercise, recreational sports, and socializing with friends. These activities provide students with opportunities to interact with others and to gain leadership, team work, communication and interpersonal skills, all of which have been identified by employers as Career Readiness Competencies. This study examines relationships between participation in extracurricular activities and post-graduation outcomes of undergraduate students who received a bachelor's degree from University of California. The results will be valuable to institutions of higher education, students and parents. We aim to provide evidence to higher education institutions to support and fund more extracurricular opportunities for students, and to encourage students to participate in extracurricular activities while in college.

Presenter(s)
Tongshan Chang, *University of California, Office of the President*
Anna Sher, *University of California, Santa Cruz*
Lisa O'Connor, *University of California Santa Cruz*
Angela Miu, *University of California Irvine*

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Can "At Risk" Athletes be Accurately Identified Through Predictive Analytics? (IR Methodology)
Catalina C1

Incoming freshman athletes may need additional support and resources to adjust to the university environment. They enter college life away from home, taking college level courses and competing in their sport from day one. University advisors may need a tool to identify those student athletes ``at risk'' to help them prioritize tasks and approach schoolwork more effectively. Taking into account a students' high school academic preparation, background characteristics and other non-cognitive measures, we developed a predictive model to identify "at risk" athletes prior to starting their college career. Accuracy, precision, and recall of various data mining algorithms were examined to determine which had the highest precision and accuracy. According to results, the C5.0 Decision Trees and CHAID algorithms had 50 to 57% precision

respectively and recall between 15 and 31%. In removing GPA constraints, we improved the precision and recall of the model to 67 and 56% respectively.

Presenter(s)
Heidi Carty, *University of California, San Diego*
Galina Belokurova, *University of California, San Diego*

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Institutional Research 101: Managing an Institutional Research Office
Catalina C3

Whether your office has one person or a dozen, there are management concerns and issues that will have to be addressed. This session is for new institutional research directors or for people who may aspire to be. Topics include defining the roles that each member of the IR team fulfills, making informed personnel decisions, and building institutional relationships. An effective IR office must be nimble – come to expand your thoughts on how.

Presenter(s)
Paula Krist, *University of San Diego*
Leeshawn Moore, *University of La Verne*
Jessica Luedtke, *San Diego Community College District*
Kris Krishnan, *California State University Bakersfield*

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Effects of Adjustment, Grading, and Class Size in Academic Equity (IR Methodology)
Avalon 2

There is a widely-studied equity problem in academia: students from different demographic groups have different outcomes in terms of both grades and completion rates. We will present a selection of the work we have done to understand these gaps focusing on the effects of three potentially contributing factors: adjusting to college, normed grading practices, and large class sizes. First, we will present an outline of these demographic differences as they appear at UC Davis with particular attention to interactions between demographic characteristics. Second, we will describe patterns in the three factors noted above and the interactions between them. Finally, we will present our work to separately identify the effects of these factors. We hope that participants in the session will leave with new ideas about how to define, report, and understand,

Conference Schedule

demographic-based gaps in academic achievement.

Presenter(s)
Meryl Motika, *University of California, Davis*
Kavi Tan, *University of California, Davis*
Tiffany Johnson, *University of California, Davis*

9:45AM – 10:15AM

Refreshment Break and Sponsor Exhibits
Catalina Ballroom Lobby

10:15AM – 11:00AM

From Data Dictatorship to Democracy: Data Governance in Higher Education
Catalina A1

Decision support professionals in higher education are expected to make data and analysis available to all stakeholders. This may unnecessarily lead to questioning of institutional trustworthiness and transparency, which are often considered fundamental elements of democratic data governance models. The formal conceptualization of data governance, a well-defined collection of people, policies, and processes that enables an organization to meet its information needs and effectively leverage its data assets, is relatively new to the higher education sector. This session explores some of the following questions: How has data governance been applied in the private sector, and how can this experience inform data professionals in higher education? Why is data governance central to questions of data quality (i.e. accuracy, reliability, timeliness, completeness, and appropriateness)? What are the emerging "promising practices" in the field? The objective of this presentation is to share innovative ideas and first-hand experiences with data governance.

Presenter(s)
Mehmet "Dali" Öztürk, *College of the Sequoias*
Christian Anderson, *College of the Sequoias*

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Creating Opportunities with Transfer Pathway Reform (IR Practice)
Catalina A2

Recent analyses suggest that the supply of workers with at least a bachelor's degree will not meet the projected demand in California's economy. Improving degree outcomes for students who transfer from community colleges to four-year universities in California will play a major role in achieving state goals for improving upward social mobility and economic vitality. In terms of enrollment, the associate degree for transfer (AD-T) or the "degree with a guarantee" approach to transfer continues to gain in popularity. Is the behavior of the early adopters transfer group the best indicator of future patterns? Do these students represent the full ethnic, racial, and geographic diversity of California? Is the STEM transfer pathway expanding?

Presenter(s)
Monica Malhotra, *California State University, Office of the Chancellor*

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Stata's Assert Command: An IR Programmer's Secret Weapon (IR Methodology)
Catalina A3

Standardized analyses sometimes become unexpectedly inaccurate due to subtle changes in a database. Luckily, Stata (and similar languages) provides a way to prevent this: the assert command. The session will include examples of how to use assert to ensure data accuracy in common analytical situations, such as (a) proving a database column contains a known set of values, (b) generating an exception report for census data having values outside their expected ranges, and (c) ensuring assumptions of forecast models are being met. Attendees will learn how assert-based programming efficiently catches problems before they happen. Although the session will be geared toward Stata users, the concepts are also applicable to other statistical programming languages that allow for similar functionality (e.g., Python, R, SAS). The additional programming efficiency and accuracy that this session inspires will contribute to the "public good" by eliminating waste.

Presenter(s)
Ryan Johnson, *University of California, Riverside*

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Conference Schedule

College Access and Success: A View from the Middle (IR Practice)
Catalina C1

Improvements in high school graduation rates and college readiness in California present opportunities to greatly expand college access and increase bachelor's degree attainment. As the "middle" tier in California public higher education, the California State University (CSU) plays important role in supporting these public policy goals. This session will highlight recent trends towards improvement in both access and completion in the CSU, as well as challenges for the system and the state in these areas. This presentation will focus on policy options to maintain and expand equitable access in the CSU system, including estimating the effects of increased access to CSU on the probability of student persistence and degree completion. This session is targeted to those who are involved in or are interested in learning more about state and/or institutional policies related to college access and degree completion.

Presenter(s)
Matthew Case, *California State University Chancellors Office*
Megan Landin, *California State University Chancellors Office*

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Practical Considerations for Sustaining Pay Equity Analyses (IR Methodology)
Catalina C2

Starting in 2015, a joint Administration-Academic Senate committee redesigned our annual campus pay equity study to compare salaries of ladder rank faculty by gender and ethnicity. Multiple linear regression was used to adjust for experience, discipline, and rank. This talk will focus on conceptual and methodological decisions for how the regression models were created, the findings of the analyses, how our campus uses these analyses, and the ways in which the methodology and reports have and have not changed in the years since these analyses were first conducted.
Findings at the campus and school level are posted publicly to allow for community review. Individual residual values, both including and excluding demographics, are shared with school deans to address any equity issues as permitted by budgetary constraints. Attendees will gain a better understanding of pay equity

analyses and the utility beyond reporting requirements.

Presenter(s)
Preston Reed, *University of California, Irvine*

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Rethinking Climate Survey Analysis (IR Practice)
Catalina C3

We describe an exploratory approach to analyzing experience data with an emphasis on understanding intergroup disparities. Using data visualization and automated analysis in a dashboard design, advanced analysts and faculty administrators can better discern how various components of student experience (e.g. time management, classroom experiences, interactions with peers) contribute to overall impressions of campus culture. We emphasize the experience of marginalized groups and focus on identifying 'levers' that can be intentionally manipulated to improve student experience. Using Tableau as our primary tool, we demonstrate the necessary steps to prep and restructure data for analysis, to construct parameters for flexible configuration of target groups, and to auto-generate group difference scores (mean differences and effect sizes) across survey topics. Finally, we present a novel visualization technique that supports rapid review of large data sets to support discovery and to motivate program and policy innovation.

Presenter(s)
Laura Kertz, *University of California, San Diego*
William Armstrong, *University of California, San Diego*
Glynda Davis, *University of California, San Diego*

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Dashboarding: How to Please Some People... Some of the Time (IR Practice)
Avalon 3

This session presents a case study in dashboarding, from inception as an Excel mockup to final product hosted on Tableau Server, with an emphasis on best practices and lessons learned.

Techniques discussed include fundamental principles for design (contrast, repetition, alignment, and proximity), layout (utilizing reading order, edge placement, and white space), balancing features with performance (including preparing data), and

where/when/how/why to hide functionality.The running example for this session is a complex dashboard that began as a request to help identify areas of inequity in California K-12 public schools. The final product ended up including a complete directory of all public schools as both a look-up table (with extensive filtering options) and interactive map, along with school-level longitudinal outcomes for unduplicated SAT/ACT completion rates, A-G completion rates, and UC application, admission, and enrollment rates.

Presenter(s)
Isaiah Lankham, *University of California Office of the President*
Elizabeth Halimah, *University of California Office of the President*

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Reporting Survey Data in Tableau: Preparing data for Tableau integration (IR Practice)
Avalon 2

Interactive dashboards are becoming an essential tool for fostering the culture of data-driven decision-making at many universities. Platforms like Tableau have allowed IR and research offices to increase data accessibility, however preparing survey data for integration with these platforms has posed some issues for organizations working with complicated survey data. In this session, members of the survey team at UCLA's Student Affairs Information and Research Office (SAIRO) will discuss different methods of cleaning and preparing survey data for use in Tableau, with special attention to maintaining data integrity and protecting students' identities. Participants will get access a dummy dataset and practice techniques from the presentation. User-friendly, open, and accessible dashboards undoubtedly contributes to the public good by informing practice and decision-making and this presentation aims to give practitioners the tools to prepare survey data for these applications.

Presenter(s)
Aye Htut-Rosales, *University of California, Los Angeles*
Lauren Ilano, *University of California, Los Angeles*
Michael Ishimoto, *University of California, Los Angeles*

11:15AM – 12:00PM

The AIR National Survey of Institutional Research Offices (IR Management)
Catalina A1

The National Survey of IR Offices documents the characterizations of IR Offices, including scope of work, reporting lines, and staffing. Guiding questions included: How many people work in the IR Office? What tasks are assigned to the IR Office? What investments do institutions make in their IR Offices? Who are the stakeholders of the IR Office? This session provides summary findings and a discussion of the use of these data for benchmarking.

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

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Assessing Retention and Graduation for Nontraditional Students (IR Practice)
Catalina A2

Students are increasingly enrolling in nontraditional programs, resulting in a need for accurate, actionable, and generalizable outcomes assessment that is more inclusive than the IPEDS standard. This session critically examines some proposed alternatives to the IPEDS methodology, including the reliability and validity of indirect assessments such as the WSCUC GRD measure. The session also provides a detailed explanation of how to modify existing ERP systems to be more inclusive of nontraditional students using the example of a private, 4-year religious affiliated university with both traditional and nontraditional undergraduate programs. Participants in this session understand how to assess retention and graduation for nontraditional students, explore the strengths and limitations of existing models, and learn practical techniques for modifying existing ERP solutions to accommodate nontraditional students.

Presenter(s)
Philip Newlin, *Vanguard University*
Kevin Tank, *Vanguard University*
John Kim, *Vanguard University*
Amanda Lebrecht, *Vanguard University*

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Conference Schedule

Paradigm Shift: From Developing Multiple Measures Practice to Informing Mandates (Assessment, Accreditation, Planning and Institutional Effectiveness)
Catalina A3

The Multiple Measures Assessment Project (MMAP) has assisted colleges with a paradigm shift from identifying students who are highly likely to succeed when placed into transfer -level math and English, to identifying placements that maximize student throughput. While the original "MMAP classic" approach focused on helping colleges overcome their reliance on high stakes but poorly predictive testing by leveraging more accurate high school transcript-based models, newly passed legislation, AB 705 (Irwin), require colleges to place students in math and English such that their probability of completing transfer-level coursework is maximized. The MMAP research team adapted prior decision tree rules to provide new, compliant default placement recommendations to maximize completion of transfer coursework. This session discusses the research behind the placement recommendations, how to locally replicate using R, and how well students are performing, including effects on alleviating historically large disproportionate impacts of placement for underrepresented students of color.

Presenter(s)
Mallory Newell, *De Anza College*
Terrence Willett, *Cabrillo College*
John Hetts, *Eductional Results Partnership*
Rachel Baker, *University of California, Irvine*

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Campus Climate, Sense of Belonging, Student Engagement, and Educational Outcomes (IR Methodology)
Catalina C1

In this presentation I will discuss a mixed methods study conducted to assess campus climate, sense of belonging, student engagement, and educational outcomes at a small, liberal arts college. In assessing experiences and outcomes for Students of Color, the role of Community Cultural Wealth was used to examine persistence and success despite systemic barriers faced by this population. This study included qualitative data from student focus groups and a faculty interview, as well as quantitative data from surveys and enrollment/educational outcome trends. Analysis of this data revealed mixed results regarding campus climate, a generally low sense of belonging among students from all backgrounds, and different areas of engagement for students by race/ethnicity. All constructs were closely related and, together, were strong predictors for specific educational outcomes. In this session, attendees will learn about implementing comprehensive data collection from multiple sources to assess student experiences & educational outcomes.

Presenter(s)
Leah Ozeroff, *Mills College*

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The American Talent Initiative: Born to Run in California (Assessment, Accreditation, Planning and Institutional Effectiveness)
Catalina C2

The American Talent Initiative (ATI) is a national alliance of 100+ colleges and universities with high graduation success rates that have committed to a collective goal of enrolling 50,000 additional low- and moderate-income students by 2025. Institutional Research contacts at ATI schools will document progress toward that goal in annual reports and support the development of robust metrics for family income status, first-generation status, and other items of interest. Comparisons keyed to Pell Grant status show that California ATI schools (all UC campuses and several private institutions) are already running well ahead of schools elsewhere when it comes to attracting, enrolling, and graduating lower-income students. The structure of California public higher education is fully consistent with the pursuit of ATI objectives. A system oriented toward prioritizing access for students from families of modest means was born to run in California a long while back.

Presenter(s)
Robert Cox, *CAIR Past-President and ATI Contact for UCLA*

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Gender Bias in Student Evaluation of Teaching:

Conference Schedule

Not So Fast! (IR Methodology)
Catalina C3

Both carefully designed research and more popular avenues have established the proposition that there is dramatic gender bias in the student evaluations of teaching (SET). The presumption led to the recent elimination of all items about instructor performance on course evaluation forms at Saint Mary's College. However, detailed analysis of course evaluations at Saint Mary's College shows that both female and male students actually rate women instructors higher on all behavioral items. I suggest a "meta-theory" of gender bias where the expression of bias varies by institutional environment and whether the evaluation is based on actual observations or projection of attributes. Further, I argue that reliance on academic research for understanding gender bias in SET is inappropriate for Institutional Research. Extensive online data can give us a "real world" understanding of the role of bias. I propose a new approach to measuring such bias.

Presenter(s)
Gregg Thomson, *Saint Mary's College of California*

Unpacking the CTE Outcomes Survey (IR Practice)
Avalon 3

Knowing what jobs students get, including where they work and how much they are paid, is a crucial component for evaluating the effectiveness of the educational enterprise. One way to do this is to ask students directly about life after college and the Career Technical Education Outcomes Survey (CTEOS) accomplishes this task well. However, as its scope, use and importance has grown, a more detailed analysis of the survey is necessary. This presentation will show the results of a deep dive into the CTEOS survey for one community college. Responses between completers and skills-builders will be compared to determine the impact of each group on the outcomes. Furthermore, responses will be compared to labor market data (EMSI) where possible as a means to validate the responses.

Presenter(s)
Daniel Martinez, *College of the Desert*

When do students drop their courses during a term? (IR Methodology)
Avalon 2

How do we help students graduate on time? In this session we discuss our research using graphically analyzed registration activity from the beginning of the registration period through the census date to identify the predictors of a student dropping one or more classes in a term. By identifying peak drop periods for different demographics and courses we are able to give our program directors and advisers data that they can use to inform decisions on who, what, and when they should focus their advising effort and interventions. Golden Gate University primarily serves working adult, military, and international student populations who are vital to increasing social mobility, and promoting a civil and democratic society. Improving on-time graduation rates specifically builds on our institutional mission to provide a high-quality education that embraces professional ethics and diversity, as well as our history of serving the working adult learner

Presenter(s)
Roop Prabhu, *Golden Gate University*
Elizabeth Davies, *Golden Gate University*

12:15AM – 2:00PM

Closing Plenary Luncheon: Difficult dialogues, quick wins and other tales of actionable research
Santa Rosa Ballroom Panel members will describe strategies they have used for gaining traction and buy-in towards putting their office's research into practice. Panel members will outline ways they collaborated across departments, built relationships, and persisted in the presence of obstacles (i.e. recognizing vulnerabilities and competing needs) to use data to improve institutional outcomes.

Presenter(s)
Pamela Brown, *University of California Office of the President*
Allison Cantwell, *University of California, Riverside*
Waddell Herron, *Formerly of CSU Chancellors Office*
Juan Ramirez, *Western University of Health Sciences*
Sunny Moon, *California State University, Los Angeles*
Brianna Hays, *Cuyamaca College*

Local Area Dining & Attractions

Name	Address	Type of Place	Price	Telephone	Distance from Hotel
Joe's Crab Shack	12011 Harbor Blvd Garden Grove, CA 92840	Seafood	$$	714-703-0505	0.1mi
Red Robin	12007 Harbor Blvd Garden Grove, CA 92840	American	$$	714-971-4775	0.1mi
Oggi's Piza	12362 Chapman Ave Garden Grove, CA 92840	Pizza	$$	714-534-3599	0.2mi
Casa Garcia	531 W Chapman Ave Anaheim, CA 92802	Mexican	$$	714-740-1108	0.3mi
Buca di Beppo	11757 Harbor Blvd Garden Grove, CA 92840	Italian	$$	714-740-2822	0.7mi
Roscoe's House of Chicken & Waffles	2110 Harbor Blvd Anaheim, CA 92802	Southern	$$	714-823-4130	0.7mi
Loving Hut	12050 Chapman Ave Garden Grove, CA 92840	Vegan	$	657-233-5780	0.6mi
Lovfish Poke Bowl	12902 Harbor Blvd Garden Grove, CA 92840	Asian-Fusion	$	714-591-5481	1.1mi
Morton's Steakhouse	1895 Harbor Blvd Anaheim, CA 92802	Steakhouse	$$$$	714-621-0101	1.1mi
Sabroso! Mexican Grill	13129 Harbor Blvd Garden Grove, CA 92843	Mexican	$$	714-537-7080	1.3mi
House of Blues	400 Disney Way Suite 337 Anaheim, CA 92802	Music Venue & Southern	$$	714-778-2583	1.7mi
Ralph Brennan's Jazz Kitchen	1590 Disneyland Dr Anaheim, CA 92802	Jazz Venue & Creole	$$	714-776-5200	1.9mi
Catal Restaurant	1580 South Disneyland Dr Anaheim, CA 92802	Mediterranean	$$$	714-774-4442	2.1mi
The Ranch Restaurant	1025 E Ball Rd #101A Anaheim, CA 92805	American	$$$	714-817-4200	3.4mi
Kaiba Japanese Restaurant	820 N Euclid St Anaheim, CA 92801	Japanese	$$	714-635-5678	4.9mi
Karl Strauss Brewing Company	2390 E Orangewood Ave #100 Anaheim, CA 92806	Brewery	$$	714-940-1172	2.6mi
Roy's Restaurant	321 W Katella Ave Anaheim, CA 92802	Hawaiian Fusion	$$$	714-776-7697	2.0mi
Bubba Gump Shrimp Co.	321 W Katella Ave Ste 101 Anaheim, CA 92802	Seafood	$$	714-635-4867	2.1mi
McCormick & Schmicks Grille	321 W Katella Ave Anaheim, CA 92802	Steak & Seafood	$$$	714-535-9000	2.0mi
P.F. Changs	321 W Katella Ave Ste 120 Anaheim, CA 92802	Chinese	$$	714-507-2021	2.0mi
California Pizza Kitchen	321 W Katella Ave Ste 104 Anaheim, CA 92802	Pizza	$$	714-991-0305	2.0mi
Chapman Unversity Musco Center for the Arts	1 University Dr. Orange, CA 92866	Entertainment Venue	-	844-626-8726	4.4mi
City National Grove of Anaheim	2200 E Katella Ave Anaheim, CA 92806	Music Venue	-	714-712-2700	3.1mi
Honda Center	2695 E Katella Ave Anaheim, CA 92806	Entertainment Venue	-	714-704-2400	4.1mi
Anaheim GardenWalk	321 W Katella Ave Anaheim, CA 92802	Shopping	-	714-635-7410	2.1mi
Disneyland & Disney California Adventure	1313 Disneyland Drive Anaheim, CA 92802	Theme Park	-	714-781-4636	2.7mi
Downtown Disney District	1580 Disneyland Dr Anaheim, CA 92802	Shopping & Entertainment	-	714-781-4565	2.3mi

Conference Attendees

First Name	Last Name	Job Title	Company
Noha	Abdou	Associate Director of Institutional Research	Cal State Fullerto
Govind	Acharya	Principal Analyst	UC Davis
Alex	Adams	Director of Institutional Research	Clovis Community College
Kalin	Agrawal	Senior Research Analyst	Cal State Los Angeles
Cathy	Alexander	Institutional Research Officer	California Lutheran University
Samantha	Allen	Research Specialist	California Lutheran University
christian	anderson	Professor	College of the Sequoias
Ruben	Arenas	Acting Vice President, Instruction	East Los Angeles College
Ronad	Armfield	Sr. Account Executive	SAS
William	Armstrong	Director, Student Research and Information	University of California, San Diego
Marisol	Arredondo	Director of Institutional Research	Chapman University
Kathryn	Atwood	Data Analyst	Sonoma State University
Jyenny	Babcock	Assoc Dir, Assessment & Inst Effectiveness	CSU Fullerton
Cheryl	Bach	Institutional Research Analyst	UC Davis
Matthew	Badal	IT Campus Engagement Liaison	California State University, Fullerton
Nicholas	Barbulesco	BI Program Manager	UC Davis
Ryan	Barry-Souza	Research Analyst	College of the Sequoias
B. Pinar	Basim	Director of Research	Stanford University
Nathan	Bauman	Data and Retention Coordinator	Los Angeles Pacific University
Joe	Baumann	Director, Institutional Research	Antelope Valley College
Galina	Belokurova	Senior Analyst	UC San Diego
Michael	Biesiada	Research Analyst	CSUF
Albert	Biscarra	Assistant Director of Institutional Research	UCLA
Kevin	Black	Financial Aid Loan Coordinator and Data Analyst	Concordia University Irvine
Kristi	Blackburn	Dean, IERP	Cerritos College
Ronald	Bonfilio	President	Globe Solutions
Andy	Boyd	Executive Director	University of California, Merced
Pamela	Brown	Vice President	University of California Office of the President
Heather	Brown	Associate Vice President	Cal Poly Pomona
Matthew	Bruce	AVP, Technology & Educational Services	John F. Kennedy University
Mike	Bullis	Analyst/Programmer	CALIFORNIA STATE UNIVERSITY, B
Steven	Butler	Senior Research Analyst	Allan Hancock College
Karen	Buxton	Manager, BI and Data Analytics	Douglas College
Daniel	Byrd	Analyst	University of California Office of the President

Conference Attendees

Christopher	Call	Vice President	Westmont College
Allison	Cantwell	Assistant Vice Chancellor	University of California, Riverside
Tanner	Carollo	Assistant Director for Institutional Research	CSU San Bernardino
Brittney	Carroll	Institutional Researcher	National University
Diane	Carter	Director	Cal Poly Pomona
Jennifer	Carter	Senior Survey Research Analyst	TCS Education System
Heidi	Carty	Research Analyst IV	UC San Diego
Matthew	Case	Asst. Director, Policy Analytics	CSU Office of the Chancellor
Lisa	Castellino	Associate Vice President	Humboldt State University
Jeffrey	Chambers	Programmer/Analyst	California State University, Northridge
STEVEN	Chan	Research Analyst	Peralta Community College District
Tongshan	Chang	Director	University of California Office of the President
Jennifer	Chau	Senior Research Analyst	West Coast University
W. Edward	Chi	PhD Candidate	University of Southern California
Bert	Christensen	Director of Assessment/IR	Kaiser Permanente School of Allied Health Sciences
Veronica	Chukwuemeka	Director	California State University, Monterey Bay
Sara	Cina	Senior Institutional Research Analyst	Stanford University
Catherine	Clifford	Institutional Researcher	Reiss-Davis Graduate Center
Paul	Cody	Assistant Director	University of California-Davis
Corinne	Cowan	Research Analyst	Fresno State
Robert	Cox	Director (Retired)	UCLA
Andrew	Cress	Institutional Effectiveness Coordinator	California Baptist University
Laura	Cruz-Atrian	Research Analyst	East Los Angeles College
Chris	Cullander	Accreditation consultant	CIRCUS
Cinnamon	Danube	Institutional Research Analyst	University of California, Merced
Elizabeth	Davies	Senior Data Analyst	Golden Gate University
Kevin	Davis	Analyst	Cal Poly Pomona
Robert	Dawson	Research Analyst	California State University, Fullerton
Royal	Dawson	Director of Institutional Effectiveness	Keck Graduate Institute
Hazel	De Ausen	Research Analyst	Evergreen Valley College
Jose	de los Reyes	Director of Institutional Research	San Francisco Art Institute
Jessica	Dinh	Sr. Research Analyst	CSU Office of the Chancellor
De	Doan	Research & Education Strategic Decision Analyst	UC Davis College of Engineering
Joshua	Dorman	Research Analyst	Irvine Valley College
Jim	Dragna	Director of Institutional Research	CSU Sacramento
Michele	Dunbar	Associate Director	Cal State LA

Conference Attendees

Oscar	Espinoza-Parra	Dean, Enrollment Services	College of the Desert
Bruce	Feinstein	Data and Planning Analyst	Irvine Valley College
Marie	Fernandez	Administrative Analyst	Fresno State
Ryan	Feyk-Miney	Research Coordinator	Cal State Northridge
Lisa	Fields	Research Analyst	CSU Stanislaus
Tanya	Figueroa	Asst. Director, Program Analytics	CSU Office of the Chancellor
Aaron	Filbrun	Dir. of Staff Development & Institutional Research	The Master's Seminary
John	Filce	Assistant Director	Humboldt State Universit
Xuanning	Fu	Dean of Undergraduate Studies	Fresno State
Ritchie	Fuentes	Institutional Research and Assessment Coordinator	Azusa Pacific University
Chris	Furgiuele	Director	University of California Office of the President
Alexis	Furuichi	Research Analyst	CSU Fullerton
Sarah	Gass	Assistant Research Analyst	ArtCenter College of Design
Sattik	Ghosh	Analyst	University of California-Davis - Davis, CA
Meeta	Goel	Dean, Institutional Research	Antelope Valley College
Jeff	Gold	AVC, Student Success Initiatives	CSU Office of the Chancellor
Eric	Goldman	Marketing Communications Specialist	Evisions
Dan	Gould	Account Executive	SAS
KC	Greaney	Administrative Assistant, Institutional Research	Santa Rosa Junior College
Kristen	Guy	Director of Institutional Research	Palo Alto University
Ben	Hallowell	Research Analyst	Cal State San Marcos
Darcy	Hannibal	Principal Analyst	UC Davis
Nancy	Hardy	Academic Planning Database Coordinator	Sacramento State
Cheryl	Harris	Institutional Research	MiraCosta College
Nouran	Hashimi	Institutional Research Analyst	Palo Alto University
Craig	Hayward	Dean of IE	Bakersfield College
Astrid	Hendricks	Fellow	ICF
Waddell	Herron	(Former) Assoc. Dir., Analytic Studies Division	CSU, Office Of The Chancellor
John	Hetts	Senior Director of Data Science	Educational Results Partnership
Chris	Hilberg	Institutional Data Analyst	Biola University
Barbara	Hlinka	Assoc Dir Institutional Research	CSU Northridge
Lan	Hoang	Research Analyst	Sacramento City College
Joseph	Hoey	Vice Provost of Academic Services	National University
John	Hofmann	Director of Assessment	Saint Mary's College Of California
Jacqueline	Honda	Dean, PRIE	Skyline College

Conference Attendees

Diora	Hong	Research Technician	El Camino College
Shusaku	Horibe	Research Analyst	SJECCD
Chuck	Huber	Senior Statistician	StataCorp LLC
Gay	Hylton	Administrative Analyst	Humboldt State University
Anita	Iannucci	Director Student Affairs Assessment Research Eval	UC Irvine
Lauren	Ilano	Research Analyst (GSR)	UCLA Student Affairs Information & Research Office
Jill	Indugula	Product Manager	National Student Clearinghouse
Michael	Ishimoto	Principal Research Analyst	UCLA
Erika	Jackson	Assistant Director, Institutional Research	UC Davis
Miriam	Jacobson	Senior Technical Specialist	ICF
Mindy	James	Research Analyst	CSULB
Leila	Jamoosian	Research Analyst	Cabrillo College
Darin	Jensen	Analyst	University of California Office of the President
Jason	Jensen	Principal Research and Data Analyst	University of California, Irvine
Latishia	Jett-Dias	research analyst	Delta College
Ryan	Johnson	Principal Research Analyst	University of California, Riverside
Dale	Johnson	Director of Institutional Research	Life Chiropractic College West
Tiffany	Johnson	Analyst	University of California-Davis - Davis, CA
Michelle	Johnson	Institutional Research Coordinator	Clovis Community College
Kristin	Jordan	Research Analyst	CSU Channel Islands
Sandra	Kahn	Data Administrator	San Diego State University
Serhii	Kalynovskyi	IR Director	Pacific Union College
Akira	Kanatsu	Research Technician	CSU San Bernardino
Wei	Kang	Teacher	Xi'An International Studies University
Afshin	Karimi	Sr. Research Associate	CSUF
Kevin	Kawa	Research Analyst	Santa Ana College
Laura	Kertz	Principal Analyst	UC San Diego
John	Kim	Associate Director of Institutional Research	Vanguard University of Southern California
Judy	King	Data Anaylyst	Cal State Univesity Channel Islands
Sarah	Kolbe	Educator Preparation Data Scientist	CSU Chancellor's Office - Educator Quailty Center
Bruce	Kolodziej	Education Analytics Manager	Information Builders
Kiriko	Komura	Administrative Director	Keck Graduate Institute
Kris	Krishnan	AVP	CSU Bakersfield
Paula	Krist	Director, Institutional Research & Planning	University of San Diego
Colleen	Krumwiede	Regional Director	National Student Clearinghouse

Conference Attendees

Mily	Kudo	Research Analyst	Los Angeles Community College District
Stephanie	Kukita	Research Associate II	Scripps College
Elaine	Kuo	College Researcher	Foothill College
Yusuke	Kuroki	Senior Research Associate	Cal State LA
Tracy	Kurzy	Registrar/Business Manager	Irell and Manella Graduate School of Biological Sciences
Elka-Anne	Lacno	Dashboard Data Scientist	CSU, Office of the Chancellor
Lisa	Lambeth	Institutional Research Analyst	Stanford University
Megan	Landin	Sr. Research Analyst	CSU Office of the Chancellor
Isaiah	Lankham	Data Analyst	University of California Office of the President
Marco	Last Name	Asst. Vice Provost	UC Davis
Michael	Le	Research Analyst	Humboldt State University
Cassie	Leal	Research Analyst	Yuba College
Chin Hong Kenneth	Lee	Intern	Brigham Young University - Hawaii
Irene	Lee	Manager of Institutional Research	Los Angeles Pacific University
Deborah	Lee	Director of Institutional Research	Concordia University Irvine
Nicole	Lim	Analyst	UCLA
Richard	Lindstrom	Director, Institutional Research & Effectiveness	Charles R. Drew University of Medicine and Science
Sumathi	Lingappa	Director of Institutional Research	Mount Madonna Institute
En-Hsien	Liu	Senior Research Analyst	Western University of Health Sciences
Anyssa	Llerena	Assistant Director of Institutional Research	California Baptist University
Lourdes	Lopez	Analyst	CSU, Stanislaus
Gary	Lowe	Director	University of California, Merced
James	Lu	Assessment Analyst	University of California, Santa Cruz
Jessica	Luedtke	Dean, PRIE	San Diego Continuing Education
Joyce	Lui	Research Dean	San Jose City College
Yan	Ma	Institutional Research Analyst	University of California, Riverside
Jason	Makabali	Research Analyst	North Orange Continuing Education
Monica	Malhotra	Director, Strategic Analytics	CSU Office of the Chancellor
Jeffrey	Marks	Diector, Institutional Planning and Analysis	CSU San Marcos
Stephanie	Marshall	Senior Coordinator	ArtCenter College of Design
Gabrielle	Martin	Institutional Researcher	National University
Daniel	Martinez	Director, Institutional Research	College of the Desert
Peter	Massar	VP of Business Development	Burning Glass Technologies
Charles	Masten	Executive Director	University of California Office of the President
Melinda	Medlen	Data Analyst	California Lutheran University
Christian	Million	Research Analyst	Columbia College

Conference Attendees

Angela	Miu	Principal Research Analyst	UC Irvine
Taraneh	Mojaverian	Institutional Research Analyst	UC Santa Cruz
Shannon	Monahan	Research Analyst	Stanford University
Mariela	Monge	Research Technician	CSU San Bernardino
Andrew	Montgomery	Research Technician	CSU San Bernardino
Sunny	Moon	Assistant Vice President	California State University, Los Angeles
Leeshawn	Moore	Director of Institutional Research	University of La Verne
Brianna	Moore-Trieu	Analyst	University of California Office of the President
Zachary	Morgan	Associate Director for Institutional Research	California Institute of the Arts
Meryl	Motika	Lead Analyst	University of California-Davis - Davis, CA
Rohit	Murarka	Research Analyst	California State University, Fullerton
Ayako	Nakamura	Deputy general manager	Toda school district
Maria	Narvaez	Director, Institutional Planning & Research	Mount Saint Mary's University
Esmeralda	Nava	Director, Institutional Research	ArtCenter College of Design
W. Kenneth	Nelson	Associate Director, OEE	Loma Linda University
Philip	Newlin	Institutional Research Analyst	Vanguard University of Southern California
Matthew	Ng	Sr IR Analyst	Ohlone College
Alyssa	Nguyen	Interim Director of Research and Evaluation	The RP Group
Alexandra	Nottbohm	Research Analyst	Fresno State
Doreen	O'Donovan	Grants Analyst	Cabrillo College
Janet	Oh	Senior Director of Institutional Research	CSU Northridge
Danyelle	Okamoto	Director of Research	AICCU
Alana	Olschwang	AVP Univ Effectiveness, Planning & Analytics	CSUDH
Joanna	Oxendine	Institutional Effectiveness Associate	CSU San Bernardino
Mehmet 'Dali'	Ozturk	Dean, Research	College of the Sequoias
Mayra	Padilla	Dean	Contra Costa College
Delia	Padilla Kallemeyn	Research Analyst	Western University of Health Sciences
Christi	Palacat	Undergraduate Research Assistant	University of Hawaii - West Oahu
Julienne	Palbusa	Analyst	University of California Office of the President
Kyusang	Park	Research Analyst	Cal State Univ San Marcos, Office of Institutional Planning and Analysis
Gina	Park	Research Associate	El Camino College
Neil	Patel	Senior Assessment Analyst	Western University of Health Sciences
Laura	Patrick	Registrar	Laguna College of Art + Design

Conference Attendees

Kate	Patterson	Associate Dean of Administration	Irell and Manella Graduate School of Biological Sciences
Mark	Pavelchak	Director of Institutional Effectiveness	Cal State LA
Maury	Pearl	Associate Vice Chancellor	Los Angeles Community College District
Priscilla	Pereschica	Research Analyst	College of the Sequoias
Nga	Phan	Exec. Dir, IR and Assessment	University of St. Augustine for Health Sciences
Shivakumar	Pillai	Analyst Programmer	CSU Sacramento
Joel	Pixler	Institutional Data Analyst, Digital Learning	Biola University
Corrie	Potter	Associate Vice Provost	Stanford University
Kathryn	Potts	Senior IR Analyst	Stanford
Roop	Prabhu	Sr. Institutional Research Analyst	Golden Gate University
John	Pryor	Principal Researcher	www.pryoreducationinsights.com
Kathy	Pulotu	Institutional Research Manager	Brigham Young University - Hawaii
Malcolm	Quon	IR analyst	UC Berkeley
Emila	Rahimic	Research Analyst	College of the Desert
Rosalind	Ram	Associate Academic Vice President	Brigham Young University - Hawaii
Juan	Ramirez	Director, Institutional Research and Effectiveness	Western University of Health Sciences
Chloe	Reynolds	Developer/Analyst, Institutional Research	UCLA
Rodney	Reynolds	ALO & Dir of EEIR	California Lutheran University
Mark	Riddle	Director of Educational Effectiveness	West Coast University
Janine	Riopel	Research Analyst	San Joaquin Delta College
Jaime	Rodriguez	Institutional Research Specialist	Moreno Valley College
J. David	Rodriguez	Research Analyst	Las Positas College
Gina	Roque	Director of Data Management and Analysis	University of California, Irvine
Ann	Rose	Account Director	QSR Americas
Leah	Ross	Senior Director for Research and Initiatives	Association for Institutional Research
Lisa	Rotunni	Executive Director	Cal Poly Pomona
Joshua	Saldana	Principal Research Analyst	University of California, Irvine
Rajinder	Samra	Director of Research, Planning, & Effectiveness	Las Positas College
Susana	Santos	Director of Instl Res and Assessment	Whittier College
Lisa	Schattman	Assessment Coordinator	Design Institute of San Diego
James	Schirmer	Senior Research Associate	University of La Verne
Joel	Schwartz	Senior Research Analyst	CSU Sacramento
Adrian	Shadaram	Research Analyst	East Los Angeles College

Conference Attendees

Anna	Sher	Director for Assessment and Survey Research	University of California Santa Cruz
David	Shynn	Sr Director, New Ventures & University Planning	Biola University
Satoko	Siegel	Assessment Coordinator	Western University of Health Sciences
Josephine	Sirineo	Sr. Research Analyst	CSU Office of the Chancellor
Jamie	Smith	Academic Researcher	Biola University
Jeremy	Smotherman	Research Associate	El Camino College
Maria-Pia	Sotomayor	Research Analyst	Mount Saint Mary's University
Eric	Spear	President	Precision Campus
Philip	Spitz	Regional Director-California	National Student Clearinghouse
Laura	Springer	Senior Research Analyst	Biola University
John	Stanley	Director of Institutional Research	University of Hawaii - West Oahu
Matthew	Steinwachs	Lead Programmer	UC Davis, Center for Educational Effectiveness
Ronda	Stemach	Data Administrator	Humboldt State University
Jason	Stewart	Assistant Director	UC Davis
Jason	Straub	Data & reporting Analyst	University of California Office of the President
Roy	Stripling	Director, Student Success Initiatives	CSU, Office of the Chancellor
Jeanne	Stronach	Director	San Diego State University
Jamienne	Studley	President	WASC Sr College & University Commission
Adam	Sugano	Executive Director of Institutional Research	UCLA
Edward	Sullivan	AVC Institutional Research & Analyses	CSU Office of the Chancellor
Diana	Sunday	Director, Research & Planning	Columbia College
Allan	Taing	Manager, Data Analysis and Reporting	CSU Office of the Chancellor
Bhavisha M.	Talsania	Research Analyst	CSUSM
Kavi	Tan	Analyst	University of California-Davis - Davis, CA
Carl	Temple	Regional Account Executive	Information Builders
Claudia	Tenty	Senior Information Reporter	Solano Community College
Angela	Teshima	Principal Research Analyst	University of California, Irvine
Gregg	Thomson	Director	Saint Mary's College of California
Ravneet	Tiwana	Senior Research Associate	San Jose State University
Corinne	Townsend	Institutional Research Analyst	University of California, Merced
Shirley	Truong	Sr. Institutional Research Analyst	University of California, Santa Cruz
Paul	Tuss	Director	CSU Chancellor's Office - Educator Quailty Center
Harpreet	Uppal	Interim Senior Research Analyst	North Orange Continuing Education
Pete Van Hammersveld	Van Hammersveld	Senior Analyst	CSUDH

Conference Attendees

Joey	Van Matre	Budget Analyst	University of California Office of the President
Alice	Van Ommeren	Executive Director	SJECCD
Pei-Lin	Van't Hul	Principal Research and Data Analyst	Solano Community College
Bryan	Ventura	Associate Dean	East Los Angeles College
Kelly	Wahl	Director	UCLA - Division of Undergraduate Education
Chuck	Walz	Director of Institutional Research	Notre Dame de Namur University
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Talithia	Williams	Math Professor	Harvey Mudd College
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Richard	Winn	President	ACCJC
Carole	Wolf	Assistant Director	Saint Mary's College of California
Kim	Wolfe	Chair, Institutional Research Committee	Design Institute of San Diego
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Kristina	Yawn	Research Analyst	Mount Saint Mary's University
Fanny	Yeung	Interim Director	California State University, East Bay
Alan	Yu	Research Tech	CSULA
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Jazmin	Zane	Director of Institutional Research	Pepperdine University
Xi	Zhang	Assistant Director of Data Science and IR	UCLA
Zidan	Zhang	Institutional Research Analyst	Unitek College
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Ji	Zhou	Associate Director, Institutional Research	USC Marshall School of Business
Matthew	Zivot	Associate Director	Fresno State
Michael	Zuniga	Assistant Registrar	Laguna College of Art + Design