California Association for Institutional Research

CAIR 2011

The 36th Annual Conference

Terroir: Assessing the Landscape of Higher Education in California

Doubletree Hotel Rohnert Park
November 9-11, 2011

CAIR 2011 Sponsors

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The **Cooperative Institutional Research Program (CIRP)** is the nation's largest and most comprehensive study of higher education, involving longitudinal data on 1,900 institutions and 15 million students. Administered by UCLA's **Higher Education Research Institute (HERI),** CIRP consists of the Freshman Survey, Your First College Year Survey, the College Senior Survey and the new Diverse Learning Environments Survey.

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Welcome to the Sonoma Wine Country and CAIR 2011!

Dear Colleagues -

Greetings and welcome to the California Association for Institutional Research 36th Annual meeting. The theme for the 2011 CAIR Conference is “Terroir: Assessing the Landscape of Higher Education in California”. Terroir is a French ‘loan word’ that refers to the soil, exposure, weather conditions, grapes, and wine-making knowledge that all contribute to the character of the wine grown in a particular region.

The ongoing economic downturn and resultant budget concerns, calls for increased transparency and accountability on the part of state and federal government, and the major revision of the WASC handbook are some of the components of the terroir of institutional research in California today, and these will be the subjects or the plenary speakers and panels at this meeting. Our keynote speakers include:

- **Christina (Tina) Leimer.** Christina Leimer is Associate Vice President for Institutional Effectiveness at California State University, Fresno where she reshaped the IR office, moving it from a department whose primary responsibilities were reporting and ad hoc requests to one that integrates institutional research, assessment/evaluation, and planning. She is the editor of the Fall 2009 volume of New Directions for Institutional Research, “Imagining the Future of Institutional Research”, and has published articles about IR and IE in Research in Higher Education and the AIR Professional File.

- **Teri Cannon.** Teri Cannon is the Executive Vice President of the Western Association for Schools and Colleges, the regional accreditor for four-year and graduate institutions in California, Hawai’i and the Pacific Basin. Teri joined WASC in 2006 after serving as Dean or Associate Dean at several law schools. She has extensive experience in accreditation through her involvement with the American Bar Association, where she conducted over 60 visits, served as an ABA Commissioner, and authored the First and Second Editions of ABA Approval: A Reference Manual for Paralegal Educators.

- **Jill Ferguson.** Jill L Ferguson is the Director of Organizational Change at WASC. Previously she worked at the San Francisco Conservatory of Music and Notre Dame de Namur University. She is an award-winning writer who has authored three books and hundreds of published articles, essays, and poems.

- **Robert Pacheco.** Robert Pacheco is the Dean of Research, Development and Planning and the Accreditation Liaison Officer at Barstow College. He is the Assessment Chair of the Executive Board of the Research and Planning Group of California, moderates the national Learning Assessment Listserv and edits the Assessment Corner in the monthly journal, Perspectives. At his college, he is chair of the Institutional Effectiveness Committee and a member of the SLO Assessment and Matriculation Committees as well as the President’s cabinet.

- **Paul Gaston**. Paul L. Gaston, III, serves Kent State University (Ohio), an eight-campus doctoral/research-extensive institution, as its sole Trustees Professor. He has spoken on a variety of topics, including health care legislation, the Bologna Process, and U.S. higher education legislation. He is the author of five books and of more than 50 scholarly articles on subjects ranging from the fiction of Walker Percy to academic strategic planning, the Higher Education Act, and the assessment of educational outcomes, and is one of four co-authors of the Lumina Degree Qualifications Profile (DQP).

- **Michal Kurlaender**. Michal Kurlaender is Associate Professor of Education Policy at the University of California, Davis. Her work focuses broadly on education policy and evaluation, in particular the causes and consequences of inequality at various stages of the educational attainment process. She is currently investigating policies and practices aimed at improving college access, persistence, and degree completion at public four year universities and at community colleges. Kurlaender’s work has been published in a variety of academic and policy venues.

- **Tondi Bolkan**. Tondi Bolkan began her winemaking career producing Cabernet Sauvignon at Pine Ridge Winery in Napa Valley. In 2001, she joined Niebaum-Coppola, now Rubicon Estate. At Rubicon, she developed seven vintages for the winery’s portfolio and demonstrated a talent for balancing the technical side of the laboratory with the creative and artistic processes of winegrowing and winemaking. In January 2008, Tondi moved to the Francis Ford Coppola Winery in Geyserville. As winemaker there, she attends to the Sofia brand, special projects, and custom winemaking clients. Tondi has a B.S. from UC Davis in Neurobiology, Physiology and Behavior, and her knowledge of and enthusiasm for art, agriculture, organic chemistry, and biology inform her winemaking expertise

Institutional Research provides insight into where the numbers reported come from, documentation for best practices, the evaluation of strategic planning, and assessment at all levels of the educational enterprise. The 2011 Conference features 26 presentations and seven posters, on topics including campus climate, program review, retention and graduation, affordability, accountability and other topics of current import to institutional researchers.

Shared Interest Groups (SIGs) are a new feature at CAIR 2011, with the StudentTracker SIG meeting Wednesday afternoon, followed by the NSSE SIG/User Group, the HERI SIG/User Group, and the For-profit SIG on Thursday morning. After a kickoff session of concurrent presentations, Tina Leimer will speak about the challenges that institutional research and institutional effectiveness now face.

The President's Reception on Wednesday evening will include a wine-tasting featuring four vintages from the Francis Ford Coppola Winery with the wine poured by FFC Winemakers Tondi Bolkan and Evan Schiff. Tondi will also be our speaker for the Friday Awards Luncheon; I asked her to talk about how data drives the production of wine, and the title she chose is "Real Time Winemaking".

Changes in accreditation policies and practices will be the focus of many of Thursday's plenaries, with parallel morning talks by Bob Pacheco on IR and community colleges accreditation, and by Teri Cannon and Jill Ferguson on WASC's accreditation redesign. Paul Gaston, one of the authors of Lumina's Degree Qualifications Profile (DQP) is our lunchtime plenary speaker, and free copies of the DQP will be available courtesy of the Lumina Foundation. A keynote panel, with members of the WASC/CAIR Working Groups and Teri Cannon, will consider the future of WASC accreditation at the same time that Michal Kurlaender talks about the multiple missions of California Community Colleges. Concurrent presentations on a variety of topics are scheduled throughout the day.

Thursday's programming will conclude with a Sponsor Showcase and concurrent Poster Session in the Ballroom Foyer, followed by the Gala Reception. Several of our sponsors have contributed prizes for a raffle at Friday's luncheon, with winners chosen from the contacts that each sponsor has made at the meeting. The posters will be in the Foyer from Wednesday afternoon through Thursday evening, and poster authors will be available for discussion of their work from 4:30-5:30 pm on Thursday afternoon.

The annual Business meeting will take place Friday morning in Salon IV at the same time as breakfast. Friday's opening session is a panel on the future of the CPEC data featuring IR leaders from the three public educational segments in California as well as a representative from the California Department of Education who are working to maintain access to this important resource. Please note that the final series of concurrent presentations will include an extended break to enable attendees to check out of the hotel well before the noon deadline.

This year, the last day of the CAIR conference falls on Veterans Day, and for the Friday Luncheon, we will be having ravioli, the traditional meal for this holiday. As noted above, Tondi Bolkan of Francis Ford Coppola Winery will be our plenary speaker, and in addition to awards and recognitions, there will a raffle of prizes donated by our sponsors. The conference will conclude with the now traditional Inter-segmental Tennis Tournament.

Finally, there will be an all-day IPEDS Workshop on Saturday, co-sponsored by AIR and CAIR.

This conference would not have taken place without the help of an outstanding CAIR Board and the assistance of two past CAIR Presidents, all of whom gave generously of their time and advice to help pull the program together. Mike Tamada continued to lend a hand after he left for a new position in Portland. My sincere thanks to you all.

Welcome to CAIR 2011!

Chris Cullander

2010-2011 CAIR President and Conference Coordinator

CAIR Best Presentation Award

The purpose of the CAIR Best Presentation Award is to recognize the most outstanding example of a significant contribution to the practice and understanding of institutional research. The CAIR 2010 Best Presentation was presented to:

Title: Higher Education Enrollments & Student Success in Times of Budget Scarcity
Author: Matthew Wetstein, Brianna Hays & Alyssa Nguyen
Office of Planning, Research & Institutional Effectiveness
San Joaquin Delta College

For more information about the CAIR Best Presentation Award, visit
http://www.cair.org/conferences/Presentation_Award.aspx

Schedule at a Glance for Wednesday, November 9, 2011

9:45-10:45	Morning Coffee and Tea	Ballroom Foyer
9:00-10:15	UC IR Director's Meeting	Salon II
10:30-12,1-3:30	UC Segment Meeting	Salon II
8:00-2:00	CSU Segment Meeting	Sonoma/Santa Rosa Rooms
10:00-12:00	Independent Segment Meeting	Salon 1
11:00-1:00	CCC Segment Meeting	Bodega Room
2:00-3:30	SIG meeting	Bodega Room
4:00-4:50	Concurrent presentations	Cotati, Bodega, Sonoma, Santa Rosa
5:00-6:00	Keynote: Christina Leimer	Salon IV
6:00-7:30	President's Reception & Wine Tasting	Ballroom Foyer

Wednesday, November 9, 2011

8:00-3:30 Segment Meetings Various rooms – see above

9:45-10:45 Coffee & tea Ballroom Foyer

2:00-3:30 EDD meeting Cotati

An invited group will be discussing the access and use of Employment Development Department data.

2:00-3:30 StudentTracker SIG Bodega
(Co-facilitators: Bob Cox (UCLA) and Sam Agronow (St. Mary's College))

As experienced users of the National Student Clearinghouse StudentTracker data system, we are pleased to invite other users and interested parties to come together for discussion of research plans, needs, uses, accomplishments and challenges in working with this system. If you have reports or analyses to share, please bring them along. A representative from the Clearinghouse will be on hand to hear our thoughts and concerns and to talk about important new data elements coming to the StudentTracker Detail Report later this year.

4:00-4:50 **A Time of Adjustment: Race-adjusted Rates in a State Accountability Report** **Cotati**

Phuong Nguyen and Willard Hom,
California Community Colleges Chancellor's Office
(Facilitator: Mark Robinson, CSULA (Retired))

Since 2007 California has used the Accountability Reporting for the Community Colleges (ARCC) system to fulfill the legislature's requirements for accountability for institution-level performance. The ARCC system produced a fairly comprehensive online report along with two supplemental reports on special topics (Basic Skill Accountability and Career Development and College Preparation). However, these three reports have focused upon performance indicators without factoring in the possible effects of the racial/ethnic composition of the enrollments at each community college. This session will present one new approach to reporting ARCC indicators, the use of standardized rates, which does adjust the ARCC rates for the race/ethnic composition at each community college. Although this may not eliminate the need for so-called race-specific rates, the standardized rate approach is a potentially useful way to increase the fairness in the presentation of performance rates in the annual ARCC report. This session not only shares new data tables with the audience, but it also discusses policy considerations that different report formats entail.

4:00-4:50 **The Importance of Understanding Campus Climate and Diversity** **Bodega**

Laura Palucki Blake, CIRP/HERI, UCLA
Janel Henriksen Hastings, Harvey Mudd College
Kristen McKinney, UCLA
(Facilitator: Bob Cox, UCLA)

As colleges and universities continue their move toward evidence-based practice and take greater responsibility for monitoring student outcomes, they must also assess the impact the campus environment has on shaping student learning. Assessment of what students do must be coupled with identifying areas for improvement of student learning and development. Integrating assessments of student learning outcomes related to the climate for diversity and campus practices—and responding proactively to assessment results—may be the best strategy to ensure that we support all students, especially those who are traditionally underrepresented, and advance their capacities for success. This presentation will first provide a brief overview of the conceptual framework of the Diverse Learning Environments Survey (DLE), which was launched in 2010. The DLE is part of a comprehensive and longitudinal research program designed to understand the impact of college. It is designed to help campuses move from a reactive to a proactive stance on diversity, to understand the experiences of target populations on campus, and to help institutions take action to improve programs and services to meet student needs. The DLE instrument links Climate with Practices and student learning outcomes. This allows campuses to link climate with actual programs and practices, and student participation in educational activity associated with diversity. Harvey Mudd College and UCLA both administered the DLE in 2011, and representatives will discuss their experiences administering the survey and how the results have been used to inform a variety of assessment, faculty development, and accreditation activities all designed to improve the campus learning environment.

4:00-4:50 **Practical Best Practices for Academic Program Review** **Sonoma**

Joseph Hoey, Kristina M. Cragg, & Amanda Fluharty
Bridgepoint Education
Michael Reilly, Ashford University
(Facilitator: Van Novack, CSU Long Beach)

With an increasing demand to do more with fewer resources, many institutions are searching for proven assessment methods rather than participating in trial and error. While literature on assessment best practices has become prevalent, a growing emphasis is being placed on academic program review and its connection to student learning. To increase the efficiency and effectiveness of institutions entering into and engaged in continuous improvement of institution-wide assessment for all academic programs, the presenters will discuss considerations for developing academic program review practices that are "best" for your institution. Presenters provide helpful suggestions and considerations from multiple perspectives including academic dean, assessment and accreditation, and institutional research. Lacking a way to determine the effectiveness of any one best practice over another, a trial and error method may be used and often results in wasted time and effort. After attending this session, attendees will: Become acquainted with a variety of best practice methods for academic program review; view an institutional case study that implemented academic program review best practices from conception to implementation to evaluation; and be able to identify best practices that are most likely to be effective at their institution. The presentation consists of interactive discussion. Participants will be encouraged to ask questions and make suggestions throughout the presentation. Handouts will be provided to accompany the session, which can be used to facilitate further discussion with groups at their home institution.

4:00-4:50 **Why Some Leave, Why Some Stay, Why Some Finish: Understanding Retention and Graduation Rates through Multiple Measures and Multiple Analytic Methods** **Santa Rosa**

Samuel J. Agronow & Carole Wolf, Saint Mary's College of California
(Facilitator: Ed Sullivan, CSU Fullerton)

Emphasis on disaggregation of undergraduate retention and graduation rate statistics is both a "good practice" for institutions seeking to help students succeed, and has become a requirement of accreditors like WASC. In this presentation, institutional researchers employ multiple measures and use multiple analytic techniques to answer questions from the institution's Task Force on Student Success as to why some students leave, why some stay, and, ultimately, why some graduate. Multiple measures employed include the usual pre-admission academic and demographics, including high school GPA, SAT/ACT scores, ethnic group, gender, first generation college, special admission status, and Pell grant eligibility. The student's choice of major (if applicable), GPA in college, and success in courses taken while in college are examined. Also included are measures from the CIRP Freshman Survey, CIRP Your First College Year Survey, the College Board's Admitted Student Questionnaire, and institution specific surveys assessing reasons students leave. Data from the National Student Clearinghouse is used to determine whether students who leave transfer to another institution and whether they receive a degree. Multiple analytic methods, including logistic regression, recursive partitioning, and simple breakdowns of data are used to answer questions like: 1) What are the differences between students who leave at year 1, year 2, year 3, or year 4 or later?, 2) Which academic, demographic, and survey measures predict degree completion?, 3) Are there certain courses or academic programs that set up barriers to degree completion?, 4) Are there students who, based on match between institution, academic ability, and/or interests, should not have enrolled in the first place?

5:00-6:00 **Keynote talk: Christina Leimer** **Salon IV**
Associate Vice President for Institutional Effectiveness, CSU Fresno
"IR and IE: What's Needed to Meet Today's Challenges?"
(Moderator: Van Novack, CSU Long Beach)

All regional accrediting bodies require colleges and universities to develop and sustain a culture of evidence-based decision making and improvement. IR, or IE, should play a lead role in creating and sustaining such a culture. Why? What would that role look like? Is this already happening? What is needed for IR, or IE, to take such a leadership position?

6:00-7:30 **President's Reception & Wine Tasting** **Ballroom Foyer**

Wines from the Francis Ford Coppola Winery, Geyserville
FFC Winemakers Tondi Bolkan and Evan Schiff

Schedule at a Glance for Thursday, November 10, 2011

7:00 – 8:15	Continental Breakfast	Ballroom Foyer
7:00 – 8:00	SIG/User Group meetings	Cotati, Bodega & Sonoma
8:15 – 9:15	Keynote talk (in parallel) Teri Cannon & Jill Ferguson – WASC Senior accreditation redesign || Keynote talk (in parallel) Bob Pacheco – IR's role in community college accreditation	Salon IV Sonoma
9:25 – 10:15	Concurrent Sessions	Cotati, Bodega, Sonoma & Santa Rosa
10:15 – 10:45	Morning Break	Ballroom Foyer
10:45 – 11:15	Concurrent Sessions	Cotati, Bodega, Sonoma & Santa Rosa
11:25 – 12:15	Concurrent Sessions	Cotati, Bodega, Sonoma & Santa Rosa
12:30 – 1:50	Lunch and Keynote Paul Gaston – Academically adroit	Salons III & IV
2:00 – 2:50	Concurrent Sessions	Cotati, Bodega, Sonoma & Santa Rosa
3:00 – 4:00	Keynote panel (in parallel) WASC/CAIR Working Groups and Teri Cannon – Future of WASC Senior accreditation || Keynote talk (in parallel) Michal Kurlaender – Multiple missions of California community colleges	Salon IV Sonoma
4:00 – 4:40	Afternoon Break	Ballroom Foyer
4:00 – 6:10	Sponsor Showcase	Ballroom Foyer
4:30 – 5:30	Poster Session	Ballroom Foyer
5:30 – 7:00	Gala Reception	Ballroom Foyer

Thursday, November 10, 2011

7:00-8:15 **Continental Breakfast** **Ballroom Foyer**

7:00-8:00 **NSSE SIG/User Group** **Cotati**
(Convener: Jillian Kinzie, NSSE)

Please join us to exchange ideas with colleagues and learn more about new developments at the National Survey of Student Engagement (NSSE) and its affiliate surveys, FSSE and BCSSE. Building on a decade of student engagement research, NSSE is excited to announce that an updated survey will launch in 2013. This SIG meeting provides an opportunity to discuss the new survey, pilot process and timeline, and implications of these changes for institutions. Come learn more about this update and provide input on its development.

7:00-8:00 **HERI SIG/User Group** **Bodega**
(Convener: Laura Palucki Blake, HERI)

Please join us to learn more about new developments at the Cooperative Institutional Research Program (CIRP) and its affiliate surveys, TFS, YFCY, DLE, and CSS. This user meeting will focus on recent updates to the surveys and the institutional reporting. Come learn more about the surveys, their timing and implication, and how they can be used to bring about change in planning, assessment, and accreditation activities.

7:00-8:00 **For-Profit Shared Interest Group** **Sonoma**
(Convener: Kristina Cragg, Bridgepoint Education)

This session will serve as the meeting of professionals who work at, or are interested in For-Profit institutions. A networking opportunity with time for open discussion is planned.

8:15-9:15 **Two Keynote Talks in parallel:**

Teri Cannon & Jill Ferguson **Salon IV**
WASC Accrediting Commission for Senior Colleges and Universities
"WASC Senior Accreditation Redesign: A Report From the Front Lines"
(Moderator: Heather Brown, Mount St. Mary's College)

The keynote speakers will discuss the major revision of the WASC accreditation, including changes in focus and process designed to address calls for greater transparency and accountability and to streamline the review process. Emphasis on retention and graduation, achievement of core graduation proficiencies, and benchmarking of student learning outcomes will be covered. The use of existing data and off-site reviews to expedite and make the process of reaccreditation more efficient will also be discussed.

Robert Pacheco **Sonoma**
Dean of Research, Development and Planning, Barstow College
"IR's Emerging and Expanding Role in Addressing the New Issues in Community Colleges Accreditation"
(Moderator: Alice van Ommeren, California Community Colleges Chancellor's Office)

Over the past twenty-five years, there has been an increased call for community colleges to better demonstrate their effectiveness. Measuring academic quality has taken a decidedly quantitative tack and research offices are being called upon to play an even greater role in collecting data, disseminating results and facilitating conversations about student learning outcomes and achievement data. In this session, learn some of the particulars emerging now and on the horizon about the role that IR will play in community college reaccreditation efforts in the coming decade.

9:25-10:15 **Implementing R in a Small IR Office** **Cotati**
Gary Moser, Heald College
(Facilitator: Van Novack, CSU Long Beach)

The purpose of this presentation is to share my experiences implementing the open-source statistical software R (http://www.r-project.org/) over the last year at Heald College. Heald College is a private, for-profit career-college system comprising 12 campuses throughout the states of California, Hawaii, and Portland. I am prepared to review my motivation for adding R to my current tools (which include SPSS, Excel, and SQL), my observations regarding its usefulness for IR purposes, and several actual examples (3 to 5) of projects I've completed using R. I will note instructional books and support resources for getting started with R and getting plugged-into the substantial user community. This powerful open-source (free) tool will appeal to well-funded offices by virtue of its flexibility and sophisticated spectrum of packages and functions. It will appeal even more to under-funded offices that may be using out-dated, under-powered, or inappropriate software for their analytic projects.

9:25-10:15 **Grounding Our Understanding of College Remediation in Reality - Implications for Further Research** **Bodega**
George Prather, Los Angeles Community College District
Holly Kosiewicz & Tatiana Melguizo, University of Southern California
(Facilitator: Willard Hom, California Community Colleges Chancellor's Office)

The effectiveness of remedial education for improving student success has attracted the increased attention of researchers and policymakers. In California, it has been estimated that if the standards employed by California State Universities were to be applied to California's community colleges, roughly eight out of 10 entering students would need to enroll in remediation. Despite the flurry of new research resulting from heightened attention to college remedial education, current scholarship on this topic has failed to impart contextual and practical understandings of remediation policy, coursework, and approaches that are used across higher education institutions. This study grounds the abstract conception of what college remediation is and how it is implemented by describing a practical application of math remediation policy in the Los Angeles Community College District. Using quantitative and qualitative research methods, the authors analyze data from student transcripts, institutional documents, interviews conducted with Matriculation Coordinators, Directors of Institutional Research, and math faculty. This analysis suggests that remediation is not a monolithic treatment as some research implies. The authors find significant variation in the way courses in the math sequence are offered to students despite the uniformity in the courses that comprise the math sequence. Further, there is no clear demarcation on what constitutes remedial and college-level math. The authors also find that students placed into "remedial" math concurrently take other college-level coursework, which suggests that "remedial" math is not primarily viewed as preparation for most other college work but rather as the base for further math study.

9:25-10:15 Institutional Research at Private For-Profit Institutions: Similarities and Differences **Sonoma**

Alice van Ommeren, California Community Colleges Chancellor's Office
Carol Crosson, San Joaquin Valley College
Megan Lawrence, Heald College
Jason Levin, Kaplan Higher Education
Sheila Lewis, United States University
(Facilitator: Bob Cox, UCLA)

Private for-profit institutions are the fastest growing sector in higher education. For-profit institutions actually have always been part of higher education, beginning as business colleges, followed by a vocational and trade focus and for four decades now offering baccalaureate degrees. Many for-profit institutions are regionally accredited and receive federal financial aid for their students, and therefore largely abide by the same collecting and reporting requirement as public and non-profit institutions. The difference is that for-profit institutions are structured and managed to meet expectations of shareholders and stockholders instead of public stakeholders and boards. This business environment and culture has a strong focus on efficiency and growth with a curriculum tailored and flexible to meet the needs of and changes in the labor market. Similar to traditional institutions, for-profit institutions have staff that fulfill the institutional research function, a role that includes collecting and reporting quantitative data about the institutions to various government related entities, such as IPEDS. Institutional research is also the source of much of the information provided to regional and national accreditation bodies to document the standards of accreditation. There are also some unique differences. For example, for-profit institutions have taken full advantage of digital innovations in technology to reach a larger and broader audience, therefore the importance of collecting data in online environments is critical. This panel presentation of regionally accredited for-profit institutions also discusses the role of institutional research as related to decision-making and planning compared to public and non-profit institutions.

9:25-10:15 Institutional Researchers and Graduation Rates: Assessing the Landscape **Santa Rosa**

Gregg Thomson, Center for Studies in Higher Education, UC Berkeley
(Facilitator: Michael Roona, University of California Merced)

Over the last four decades, in an increasingly stratified system of higher education, college-going rates have increased but college completion rates have declined and time-to-degree has increased--except at selective colleges and universities where the reverse is true. Institutions now face considerable pressure to assess and improve their graduation rates. In this paper I identify four different IR approaches to assessing graduation rates. The first is the focus on graduation rates as accountability, with external comparisons by benchmarking (peer comparisons) or actual versus predicted (regression-adjusted) graduation rates. The second is examining internal differences in graduation rates, that is, identifying "at-risk" populations. Third, there is multivariate statistical research that uses, for example, logistic regression to ascertain the effects of various factors, net of other factors, on the likelihood of graduation. Fourth, I introduce what I call the landscape of attrition method or LOAM. Rather than subgroup graduation rates or statistical effects, LOAM uses the actual numbers, timing of leaving, and group membership to convey a picture of an institution's non-graduates. These four approaches, which correspond to the four types of institutional research, are compared in terms of contribution to an institution's understanding of its graduation rate. I then provide a detailed example of how LOAM provides a way for an institution to view the lay of the land associated with its graduation rate in ways not provided by the other approaches.

10:15-10:45 Morning Break **Ballroom Foyer**

10:45-11:15 Complexity in Practice of Campus Climate Surveys: Implementation, Analysis, and Reporting **Cotati**
Anna Sher, UC Santa Cruz
(Facilitator: Jing Wang, CSU Sacramento)

The presentation will focus on stages and important issues of campus climate assessment, including designing a campus-wide study, conducting census surveys of undergraduates and of graduate students, and multivariate data analyses and reporting. The presentation is based on my first-hand experience with two student surveys that were part of the campus-wide study at UCSC in Spring 2011. For example, the two student surveys were designed to contain common and unique features, addressing the specifics of academic and social engagement of each student population. This comprehensive approach affected the survey administration and the resultant response rates. The complexity of issues involved in campus climate assessment becomes even more pronounced in data analysis and reporting. The recent literature on campus climate recommends some methods (e.g., factor analysis) to reduce the complexity of the data without reducing the scope of theoretically relevant aspects. Using the new data on undergraduate and graduate students attending the same university, I will estimate the relative effect size of personal background, academic and social engagement, experiences of harassment and discrimination and institutional factors on student perceptions of campus climate. In conclusion, I will discuss the issues involved in reporting the results in ways that inform decision making and actions.

10:45-11:15 What Happens to Survey Results and the Composition of Participants Going From Zero to Sixty-Six Percent? **Bodega**
Steve Chatman, Center for Studies in Higher Education, UCB
(Facilitator: Michael Roona, University of California Merced)

When a large university manages to reach a sixty-six percent response rate for a census survey of the undergraduate population (well over 20,000 responses), there are many opportunities to track cumulative values and assess whether or not the survey practices that IR office assume to be acceptable are empirically supported. Likewise, it is possible to track changes in the demographic composition of responders and associated changes in survey results. The findings are mixed and range from being of no consequence to being somewhat alarming and calling into question common standards of professional practice. The results will be discussed in the context of nonresponse bias for the 2011 administration of the Student Experience in the Research University (SERU) Project that included nine large research universities. One of the institutions was able to achieve a two-thirds response rate through the use of campus-based incentives and a variety of reminders over a four month period. The combination of an extended collection period, high response rate, and large student population makes possible a reasonably thorough examination of the occurrence and consequence of differences in responses over time in absolute terms and in association with a wide range of typical and less common demographic variables. Cutting to the chase, there are changes in cumulative statistics even after 1,000, 3,000, 5,000, and even 10,000 responses.

10:45-11:15 The Effectiveness of Supplemental Instruction Closing the Gap Between URM & Non-URM Students in STEM Courses **Sonoma**
Sunny Moon, CSU Fullerton
James Hershey, CSU Fullerton
Ed Sullivan, CSU Fullerton
(Facilitator: Mark Pavelchak, CSU Los Angeles)

Researchers at all levels of higher education institutions have been investigating factors related to college student retention and timely graduation. Increasing college graduates from 40% to 60% in the next 10 years has become a national priority. Students initially enrolling in STEM (Science, Technology, Engineering, and Mathematics) disciplines are much less likely to graduate compared to those in other disciplines. The achievement gaps in STEM majors are wider between URM (Under-Represented Minority) and Non-URM students. Early success in STEM courses is pre-requisite to student retention and eventual graduation. Tinto emphasized that the higher education institution is eventually responsible for student retention. At California State University, Fullerton, campus constituencies have been engaged in the shared goal for advancing students toward graduation. We analyze the use of Supplemental Instruction (SI) in lower division Math and Biology courses to improve student progression toward retention and graduation. Supplemental Instruction is a peer-facilitated review session delivering comfortable environment where students can openly discuss lecture materials with SI leader and other peers in collaborative learning setting. Outcomes of Cal state Fullerton natives and transfers, including freshmen or continuing students, were compared.

Course grades and success rates of both transfers and of native students who participated in SI sessions were found to be significantly higher, regardless of student race/ethnicity, than their counterparts who did not participate. In addition, there was evidence to suggest that URM students experienced even greater benefits from SI participation that did non-URM students.

11:25-12:15 The Debut of the California Community Colleges Chancellor's Office Data Mart 2.0 Cotati

Alice van Ommeren, California Community Colleges Chancellor's Office
(Facilitator: Patrick Perry, California Community Colleges Chancellor's Office)

It has been a decade since the last major revision to the California Community Colleges Chancellor's Office Datamart, a popular platform used by researchers, administrators, educators, parents and students for retrieving information related to the largest postsecondary higher education system in the world. For the past two years, the Chancellor's Office has been working on a new tool that greatly expands the type of information available on students, courses, services and outcomes across the colleges in the system. This innovative tool has been in test environment since August (with changes being done along the way) and will be in production, and available to the public, at the time of the CAIR Conference in November. This presentation will provide information on the design of Datamart 2.0, demonstrate some of the available query tools but most importantly discuss its applicability for institutional researchers working in higher education. Besides providing general information on students, courses and services, this Data Mart includes some interesting new information such as grade distributions, basic skills sections and faculty demographics. A demonstration of the tool will reveal its easy-to-use interface and query explanations, the choice of output options and the ability to "drill down" into the details. The session concludes with examples and discussion of the Datamart's use for institutional researchers at not only community colleges, but also its applicability for other two-year colleges and the four-year sector.

11:25-12:15 Foreign Students Charting Their Course to Graduation: Course-Taking Patterns And Other Factors That May Enhance Foreign Student Baccalaureate Success Bodega

Glyn Davies, Robert Cox, Harry Yang, Kelly Wahl, Ruan Hoe, & Francine Alexander, UCLA
(Facilitator: Ed Sullivan, CSU Fullerton)

At large, selective public institutions, international undergraduate students (those defined as "foreign" for the purpose of IPEDS graduation rate calculations) enjoy impressive four- and six-year graduation rates. Are there any noteworthy differences in course-taking behavior or in curriculum consumption that characterize this group in comparison to all others? Does their degree completion success hinge on their choice of major, their course-taking patterns (e.g., do they front load with pre-requisites early in their studies, or do they advance through the curriculum without them?), their unit load carried during regular session, or their summer session coursework? Do the data collected from foreign students on surveys such as UCUES suggest other factors that may be at play? This analysis will utilize the most recent course enrollment data for students completing selected major degree programs, specifically those programs of ample size (i.e., a higher number of bachelor's degrees awarded) in which a disproportionate number of foreign students enroll/complete. The strategy avoids disparate sets of required courses to be considered comparable for the purpose of the analysis, and it aims to support planning in specific academic departments that must address the needs of this growing population in the future. The outcomes considered include both the time-to-degree of recent completions and graduation rates by entry cohort.

11:25-12:15 Strategies for Effective In-House Surveys: Planning, Development & Implementation Sonoma

Tressa Schultze, Kristina M. Cragg, & Meredith Czerwinski, Bridgepoint Education
(Facilitator: Gina Johnson, University of California Merced)

As many busy University administrators look to survey data to inform decision-making, the ability to develop and implement effective survey plans is increasingly important for institutional research practitioners. Presenters will share survey development strategies to meet increasing demand for meaningful survey data, provide helpful tips for improving survey project design and effective solutions for addressing some common survey project pitfalls. This presentation is designed for those institutional research practitioners interested in creating effective surveys with useful results that lead to informed decision making for senior level administrators. Practical steps and considerations for each stage in the survey process, from the initial consultation and needs assessment to how to effectively report survey results are included. In the needs assessment stage, emphasis is placed on the importance of identifying the survey purpose, audience, stakeholders and timeline. Scientifically based sampling and question development, the value of an effective communication plan and use of technology in the survey design and administration plan are also presented. Following a summary of the components of effective survey data analysis and reporting, the session concludes with our lessons learned to increase survey response rates and how to best illustrate the results to senior level administrators. Attendees will receive handouts providing step by step examples that can be utilized by institutions of all types and sizes. The handouts focus on best practices for designing in-house surveys along with tips to increase online survey response rates and effectively present survey results for data driven decision making.

11:25-12:15 Backward Mapping the Professional Pathway Transfer Experience: Hear About the Journey from the Students' Perspective **Santa Rosa**

Terrence Willett, Nathan Pellegrin, Cal-PASS/IEBC
Eva Schiorring, RP Group
(Facilitator: Willard Hom, California Community Colleges Chancellor's Office)

The Research and Planning Group for California Community Colleges (RP Group) in partnership with the California Partnership for Achieving Student Success (Cal-PASS) and the Institute for Evidence Based Change (IEBC) are engaged in a multi-year study of transfer practices in five professional disciplines: engineering, nursing, teacher education, accounting, and administration of justice. Our research approach combines quantitative and qualitative methods with multiple feedback loops that enable practitioners and students to identify research questions and analyze, discuss and respond to research findings. Qualitative approaches include surveys, interviews and focus groups with students entering the transfer pipeline and transfer students in baccalaureate programs to document the student experience and help guide the quantitative analysis. The quantitative component consists of a backward mapping of the path to degree using the Cal-PASS data system to link community college and university data. Variables examined include unit accumulation in the major before and after transfer, time to transfer and degree, influence of English and math remediation, and participation in student support services. This session will explain our research design and methods, dissemination strategies, and our findings with implications for students, counselors, discipline faculty, administrators, policy makers, and researchers.

12:30-1:50 Lunch Keynote: Paul Gaston **Salons III & IV**

Trustees Professor, Kent State University and a co-author of Lumina's Degree Qualifications Profile (DQP)
"Academically Adroit: Improved Student Learning Through Greater Intentionality"
(Moderator: Michael Roona, University of California Merced)

A discussion of ways in which a greater commitment to intentionality at all levels of the university will enhance both student learning and institutional performance, with particular attention to ways in which the Lumina Foundation's Degree Qualifications Profile can support and enhance this effort.

2:00-2:50 Building Self-updating Excel Workbooks **Cotati**

Ward Headstrom & John Filce, Humboldt State University
(Facilitator: Mark Robinson, CSULA (Retired))

It is possible to leverage Excel's ability to incorporate data from the web to build spreadsheets that update themselves whenever the web data changes. We will demonstrate how we have used this technique to generate dashboards and enrollment projections, (including the CSU Opening Term Workbook), which update themselves.

2:00-2:50 Trickle-Across Theory: Student Flow Into and Away from Community College Districts **Bodega**

Mei Cooc & Willard Hom, California Community Colleges Chancellor's Office
(Facilitator: Van Novack, CSU Long Beach)

In 2007 Terrence Willett and Willard Hom published a paper on student flow between Gavilan College and its neighboring colleges. Since that time, the California Community Colleges Chancellor's Office (CCCCO) has only conducted special ad hoc queries for a limited number of districts as resources permitted. However, the demand for information about student flow has persisted among the institutions that received the first wave of ad hoc query result but other institutions have expressed a need for similar data for their own administrators and policy making, especially in terms of strategic planning and curriculum development. This session discusses the results of a continuing effort at the CCCCO to provide each of the 72 community college districts in the state with student flow data to support local policy making. This is the first effort of this kind and scale in the state. The session will also include (a) an exploration of aggregate results for flow; (b) a plan for customizing the data for local applications; and (c) a review of methodological and data issues that may influence policy-making.

2:00-2:50 UC as an Engine of Social Mobility: Success, Challenges and Concerns Sonoma
Anne Machung & Tongshan Chang, UC Office of the President
(Facilitator: Mallory Newell, De Anza College)

California has become a state in which no single racial/ethnic group constitutes a majority. According to the 2010 census, almost 60 percent of the state is "minority" – 38 percent Hispanic, 13 percent Asian, and 6 percent African American. As California becomes more diverse, so too do the state's public higher education systems need to admit, and graduate, a more diverse group of students. One of the major goals of the University of California, in fact, is to ensure that all qualified and academically well-prepared high school graduates, regardless of race, ethnicity, or social class, are afforded the opportunity to earn a baccalaureate degree. This presentation evaluates the extent to which undergraduates at UC are drawn from disadvantaged backgrounds and the extent to which they succeed during their university careers. It looks not only at access but also at success, and shows how differences in academic preparation levels of incoming students – advantaged and disadvantaged alike – affect their graduation rates as they exit. Disadvantaged students are defined as those from low-income families, those whose parents have not earned a college degree, and those who come from underrepresented minorities (African American and Chicano/Latino). These are the students who historically have had less access to higher education and less likelihood of graduating from college once admitted. The presentation lastly discusses some of the fiscal challenges currently facing the University, especially proposed cuts to student financial aid that could reduce the University's ability to admit and graduate large numbers of disadvantaged students.

2:00-2:50 Four-year University Considerations on Building Transfer Student Retention and Graduation Rate Reports Santa Rosa
Bryce Mason and Ryan Johnson, Loyola Marymount University
(Facilitator: Cel Johnson, University of San Diego)

Although the emphasis in higher education has always been on entering freshmen retention and graduation, many donors, granting authorities, and administrators are becoming more interested in how transfer students fare in their educational outcomes. On first glance it might seem trivial to make an analogous retention and graduation report for transfer students, but this is not the case because transfer students are much less homogeneous than entering freshmen. Our IR office built a predictive model of retention and graduation for transfer students, taking into account 2/4 year, public/private control, credits transferred, and other factors in order to design meaningful reports. Attendees will receive a short paper describing the models, results, and a copy of the final report.

3:00-4:00 Two Keynotes in parallel:

Sam Agronow (Independents), Ed Sullivan (CSUs), Julian Fernald (UCs), Nancy Hedlund (PacAIR/Independents) & Teri Cannon (WASC Senior) Salon IV
"The Current State and Future of WASC Senior Accreditation – How Best to Make It Work?"
(Moderator: Chris Cullander, University of California San Francisco)

Institutional researchers from Hawai'i and California who served on the WASC-CAIR Working Groups (Graduation and Retention, DQP) join Teri Cannon of the WASC Senior Commission to discuss where the WASC Senior accreditation redesign stands at this point and possible future directions in the short and long term.

Michal Kurlaender Sonoma
Associate Professor of Education Policy, UC Davis
"The Multiple Missions of California Community Colleges: Evaluating Policies to Improve Educational Attainment and Labor Market Outcomes"
(Moderator: Willard Hom, California Community Colleges Chancellor's Office)

Recent efforts to improve evaluation of policies and practices employ quasi-experimental methods utilizing detailed administrative data. This talk will present examples of such efforts, in particular a project to evaluate the effort of California's community colleges to meet two specific goals: (1) to increase BA completion by smoothing the path from community colleges to four-year universities, and (2) to increase workforce development through vocational and technical courses and programs.

4:00–4:40 Afternoon Break Ballroom Foyer

4:00-6:10 Sponsor Showcase Ballroom Foyer

Please drop by the sponsor tables and thank them for supporting CAIR 2011!

4:30-5:30 Concurrent Poster Session – presenters at posters Ballroom Foyer

Reinvigorating the Campus Administrative System User Group
Cathy Alexander, California Lutheran University

Assessment of Academic Success Course
Hongtao Yue & Jon Bolas, CSU Fresno

Using CMS to Create Meaningful Reports for Campus Community
Nancy Hardy, CSU Sacramento

Student Leadership and Academic Performance
Jing Wang & Jonathan P. Shiveley, CSU Sacramento

An Exploration of Academic and Students Services Milestones on the Path to Community College Completion
Mallory Angeli Newell, De Anza College

Assessing and Documenting Achievement of Student Learning Outcomes at the Student, Course, Class, Program, and Institutional Levels
Karen McClendon & John Martin, Northstate College of Pharmacy

Internationalization and International Enrollment: What Do the Faculty Think and Do?
Yingxia Cao & Bai Kang, University of La Verne

5:30-7:00 Gala Reception Ballroom Foyer

Schedule at a Glance for Friday, November 11, 2011

7:00 – 8:15	Continental Breakfast	Ballroom Foyer
7:00 – 8:15	Annual Business Meeting	Salon IV
8:15 – 9:15	Keynote Panel: A new K-20 student data warehouse for California IR Leaders from the CA public segments & the CA Department of Education	Salon IV
9:25 – 10:20	Concurrent Sessions	Cotati, Bodega, Sonoma & Santa Rosa
10:20 – 10:50	Morning Break & hotel checkout	Ballroom Foyer
10:50 – 12:20	Concurrent Sessions	Cotati, Bodega, Sonoma & Santa Rosa
12:30 – 1:50	Keynote talk, Awards Luncheon & Sponsor Raffle Tondi Bolkan – Real time winemaking	Salons III & IV
2:00 – 3:30	Inter-segmental Tennis Tournament	Tennis Court

Friday, November 11, 2011

7:00-8:15 Continental Breakfast — Ballroom Foyer

7:00-8:00 Annual Business Meeting — Salon IV

8:15-9:15 Keynote Panel: — Salon IV
Patrick Perry, California Community Colleges Chancellor's Office
Phil Garcia, California State University Office of the Chancellor
Kathleen Dettman, University of California Office of the President
Keric Ashley, California Department of Education
"The Shape of Things to Come:
A New K-20 Student Data Warehouse for California"
(Moderator: Cel Johnson, University of San Diego)

At the end of June this year, Governor Brown eliminated funding for the California Postsecondary Education Commission (CPEC), an important source of aggregated student data. This panel will provide an update on progress towards the collaborative creation of a K-20 data warehouse that will provide a home for this data.

9:25-10:20 Who Won What, & When? A Cloud-based Honors & Awards Database — Cotati
Chris Cullander, University of California San Francisco
(Facilitator: Van Novack, CSU Long Beach)

To address our need for a readily-accessible, accurate and searchable source of information about faculty honors and awards, we created a cloud-based honors and awards database using the Salesforce platform. This database includes faculty names, awarding organizations, award opportunities organized by classes, and information about who has submitted an application for an award or honor. Pre-built reports allow rapid output of standard queries, and users may also construct their own customized reports. A variety of dashboard formats can be used to display information graphically.

9:25-10:20 **Excess Units for Pursuit of the Bachelor's Degree** **Sonoma**
Jing Wang & Jonathan P. Shiveley, CSU Sacramento
(Facilitator: Ed Sullivan, CSU Fullerton)

This study intends to explore an area that relatively few studies have examined previously: How many graduates exceed the required units for their major? What impact do these excess units have on enrollment, time-to-degree, and cost to the university? Bachelor's degree recipients who were native freshmen and graduated in summer 2009, fall 2009 and May 2010 were selected for the sample. To demonstrate the scope of excess, all excess units taken at Sacramento State were converted into student FTE, course sections, and cost of supporting those course sections. All analyses are broken down by the college in which the degree was attained. Results show that 72% of the graduates exceeded the required units based on their official degree units and 67% of them exceeded the required units based on the number of units taken at Sacramento State. This study also examines factors that contribute to excess units, such as repeating courses, changing majors, and adding second majors and/or minors. Accordingly, three comparative analyses were conducted: graduates who took repeat units and those who did not, graduates who took second majors/minors and those who did not, and graduates who changed majors at least once and those who did not. Three measurements were adopted for comparison analyses, including average Sac State units, percentage of graduates who exceeded required units, and time-to-degree. T-Tests were utilized to insure that any differences between the two groups of the three categories did not occur by chance. A logistic regression model was also created to demonstrate the prediction power of the three contributors.

9:25-10:20 **The Management of Undergraduate Course Offerings and The Rise of 'Future Course'** **Santa Rosa**
Bob Cox, UCLA
(Facilitator: Mark Pavelchak, CSU Los Angeles)

There is something new under the sun: A simple survey mechanism built into each student's campus webpage gathers information on course-taking preferences two or three terms in advance. This presentation covers the development and performance characteristics of a system that encourages students to plan ahead, helps academic departments adjust section and seat offerings to emergent patterns of demand, sets up a new kind of interactive partnership between the students and the school, and provides the institutional research office with exciting new material to be mastered.

10:20-10:50 **Morning Break & hotel checkout** **Ballroom Foyer**

10:50-11:20 **An Assessment Success Story: Unexpected Benefits of Implementing an Assessment Management System** **Cotati**
Laura Hecht, CSU Bakersfield
(Facilitator: Mark Pavelchak, CSU Los Angeles)

We were facing our EER with insufficient data, a low level of faculty commitment to assessment of student learning outcomes, and too little data in general being used routinely across the university. The office of Institutional Research, Planning & Assessment was charged with 'fostering a culture of evidence', and worked with the Faculty Assessment Coordinator to do so. What made this possible were the combination of adopting an assessment management system (TaskStream) and the visible commitment of upper management and executives. We now not only have good assessment taking place in every academic program (and reported!), but multiple actions informed by those data. We are currently constructing a template in the AMS to house and communicate all of our tracking data for the campus strategic plan. This data will be collected and reported in a decentralized way, but will be accessible by all from one central location.

10:50-11:20 **Show Us the Money: Wage Levels of Leavers by Community College** **Bodega**
Phuong Nguyen & Willard Hom,
California Community Colleges Chancellor's Office
(Facilitator: Van Novack, CSU Long Beach)

Since 2007 California has used the Accountability Reporting for the Community Colleges (ARCC) system to fulfill the legislature's requirements for accountability for institution-level performance. Recent requirements for evidence about gainful employment and community-level workforce development drive a heightened demand for "drilling down" into the current ARCC tables on leaver wages. That is, stakeholders throughout the state want college-level data on how the enrollees at each college have fared in the labor market following their course completion histories. This session discusses new tabulations of leaver wages by community college attended. These new data tabulations should help to meet the aforesaid demand for labor market data. However, this session goes further than a simple sharing of the new tables. The session will also include (a) an exploration of statistical relationships between leaver wages and local factors and (b) a review of methodological issues that policy-makers can consider along with the new data tables.

10:50-11:20 Leading Indicators of Academic Success and Non Success Success **Sonoma**
Jacqueline Nagatsuka, Humboldt State University
(Facilitator: Jing Wang, CSU Sacramento)

The California State University System has had a Graduation Rate Improvement Initiative since 2009. Humboldt State University has spent the last year identifying students who are at risk for retention, probation and graduation. This research stems from a "Leading Indicators" report by the Educational Trust Fund. One year later, HSU is ready to implement several initiatives that will greatly improve the above outcomes, including a first time freshmen seminar, a class for probationary students, undergraduate research opportunities, and peer mentors working with first time freshmen. The Institutional Research and Planning office will measure these initiatives to see if they increase our chances of meeting our campus goal of graduating 12% more students by 2015 and closing the achievement gap so that 15% more URM students also graduate by 2015. The office published a leading indicators report that tracks all first time freshmen over ten years, identifying both pre-collegiate and college level indicators of at risk students and uses this data to guide the university in creating initiatives to strengthen the academic careers of students at risk of educational leave.

10:50-11:20 How does a Change in Financial Aid Status Affect Retention? **Santa Rosa**
Nelle Moffett and Dai Li, CSU Channel Islands
(Facilitator: Heather Brown, Mount St. Mary's College)

Literature shows that financial aid has positive effects on retention and graduation, especially for needy students. However, many students cannot keep their financial aid throughout their college years. Previous studies have not adequately documented the effects of losing or changed financial aid (with regard of both type and amount) on student performance, retention, and graduation. How those effects are associated with student characteristics, academic levels, attendance pattern, and preparation is also unclear. This study uses financial aid information of students who enrolled in AY 2008-09 and AY 2009-10 at the California State University Channel Islands to answer these research questions. Financial aid recipients in AY 2008-09 are followed for one year. The change in their financial aid, their performance, and fall-to-fall retention are recorded. Student characteristics and previous academic performance are also considered in the study. The research results will assist financial aid officers to better understanding and predict student response to changes in financial aid. The effects of the changed financial aid, performance, and characteristics that contribute to fall-to-fall retention are quantified respectively. One of preliminary results shows that senior students are the most sensitive group to the change of financial aid in term of retention among four academic level groups. Detailed results will be reported in the presentation.

11:30-12:20 An Automated Solution to the Financial Aid Section of the Common Data Set **Cotati**
Ryan Johnson and Bryce Mason, Loyola Marymount University
(Facilitator: Cel Johnson, University of San Diego)

Section H of the Common Data Set can be difficult and time consuming to complete. This presentation will outline our fully automated approach to Section H using Stata to process tables pulled from a Banner database. We will describe how all sections of our Stata code function, focusing on the critical algorithm that calculates need-based and non-need-based aid after classifying which aid was used to meet need for each student. All attendees will receive a copy of the Stata script we outline in the presentation. Although the code will be specific to Stata and Banner, the demonstration will emphasize the concepts behind the code to allow users of other platforms to create their own script and automate their Section H reporting.

11:30-12:20 Student-Centered Approaches to College Affordability: Net Price Calculators, Award Letters, and Private Student Loans **Bodega**
Matt Reed & Diane Cheng, The Institute for College Access & Success
(Facilitator: Mallory Newell, De Anza College)

Colleges have many opportunities to help students and families understand the costs of going to school and the options available for covering those costs. Making the most of these opportunities requires a student-centered approach - presenting information in a timely and accessible way and tracking outcomes to inform future policy decisions. This session will focus on three such opportunities: net price calculators, award letters, and private student loan counseling. Net price calculators, which will soon appear on all college websites, can give students an early estimate of how much it will cost them to attend a particular school, taking into account financial aid. In our review of actual calculators, we found mixed results for how easy they are to find, use, and understand and identified ways that colleges can make their calculators more helpful to students. Financial aid award letters represent a crucial point in the long and often confusing financial aid process. These letters should be clear, comparable, and consumer-friendly, but our research indicates this is often not the case. Our recommendations identify key principles and elements for award letters, such as highlighting the net price. In light of data showing that many students fail to maximize their use of federal aid before turning to private loans, we recently examined private loan counseling at a variety of colleges, uncovering both promising and problematic practices. Our recommendations focus on practical steps colleges can take to inform students at key decision points and track the outcomes of their policies.

11:30-12:20 Increasing University-Wide Accountability for Student Success Sonoma

Rodney Reynolds & Cathy Alexander, California Lutheran University
(Facilitator: Heather Brown, Mount St. Mary's College)

Holding higher education accountable for the success of students is not something that institutions can take lightly. This presentation will show how under the direction of the Associate Provost, the Institutional Research Officer and Director of Retention collaborate to comprehensively report on the state of student success at the institution for all CLU's student populations. The annual report uses data and analysis to dispel some of the misconceptions around student retention and success. The analysis serves as a catalyst to spur data informed action. The report has been analyzed across campus in multiple forums and communicated using a variety of methods for groups such as the strategic planning committee, the retention committees and at professional development day and departmental retreats. A primary purpose of the retention program is to inculcate responsibility for student success in all members of the campus community.

11:30-12:20 From Tracking to Analyzing to Action: Santa Rosa
Using Data to Improve Retention and Graduation

Julian Fernald, UC Santa Cruz
(Facilitator: Michael Roona, University of California Merced)

Like most institutions, each year UC Santa Cruz calculates and posts the latest retention and graduation statistics, including historical data and traditional breakouts by race/ethnicity, gender, residency status, college, test scores and high school GPA. Usually the release is accompanied by a summary of trends, as well as comparative data. Periodically campus leaders, including academic and student affairs administrators or various faculty constituents become interested in/or concerned about the campus' performance, and seek additional information to better understand the issues. This presentation will describe a series of analyses undertaken by the Office of Institutional Research in recent years, both to contextualize our overall rates, as well as to better understand retention and graduation rates of sub-populations of students. Specifically the construction of predicted rates using national data will be discussed, as well as how counterintuitive findings about the relationship between high academic preparation and higher than predicted attrition led to more in-depth logistic regression analyses to predict retention at various critical time points. Incorporation of UCUES survey data into the models allowed a more complete picture of the relationship between very high and very low performance at UCSC, sense of belonging, engagement, career orientation, and academic preparation, and the decision to stay or leave and when. The presentation will conclude with a discussion of how these analyses have contributed to the development of a specific action plan to improve retention at UCSC.

12:30-1:50 Awards Luncheon and Keynote Talk Salons III & IV

Commemoration of Veterans Day – Willard Hom

Tondi Bolkan, Associate Winemaker, Francis Ford Coppola Winery
"Real time winemaking"
(Moderator: Chris Cullander, University of California San Francisco)

Awards and Presentations – Chris Cullander
Sponsor Raffle – Sponsor representatives

2:00-3:30	**Inter-segmental Tennis Tournament**	**Tennis Court**

Saturday, November 12, 2011

All day	**AIR/CAIR IPEDS Workshop (pre-registration required)**	**Salons 1 & II**

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Immediate Past President:	Willard Hom, California Community Colleges Systems Office
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California State University:	Van Novack & Sutee Sujitparapitaya, CSU Long Beach & SJSU
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Berkeley Miller, formerly at SFSU

Heather Brown, Mount St. Mary's College

Mark Robinson, CSU Los Angeles (retired)

Michael Roona, University of California Merced

Flora Yen, Los Rios Community College District

Doubletree Sonoma Wine Country – First Floor