CAIR 2012

The 37th Annual Conference

With California funding for higher education in sharp decline, where does IR fit in?

Doubletree Anaheim/
Orange County
November 7-9, 2012

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NSSE national survey of student engagement

The **National Survey of Student Engagement** (NSSE) is administered annually to first-year and senior students at participating colleges and universities. Results offer a snapshot of how students use their time, how engaged they are in learning activities, and the extent to which they perceive their institutions support their academic and personal development. Institutions receive diagnostic information about teaching and learning, with customizable comparison groups, and resources to assist in interpreting and using results. An updated NSSE launches in spring 2013. Visit our exhibit to learn more about NSSE, and its companion surveys, the Faculty Survey of Student Engagement (FSSE) and the Beginning College Survey of Student Engagement (BCSSE).

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Welcome to Anaheim/Orange Country and CAIR 2012!

Dear Colleagues -

Greetings and welcome to the California Association for Institutional Research 37th Annual meeting. The theme for the 2012 CAIR Conference is "With California funding for higher education in sharp decline, where does IR fit in?"

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 revisions of accreditation procedures and policies are some of the challenges that institutional research faces in California today. These will be the subjects of some of the plenary speakers and panels at this meeting. Our keynote speakers include:

- **Carlos E. Cortés.** Dr. Carlos E. Cortés is Professor Emeritus of History at the University of California, Riverside. His most recent book is his autobiography, Rose Hill: An Intermarriage Before Its Time (Berkeley, CA: Heyday, 2012). Other books include The Making -- and Remaking -- of a Multiculturalist, published by Teachers College Press. Cortés is Creative/Cultural Advisor for Nickelodeon's Peabody-award-winning children's television series, "Dora the Explorer," and its sequel, "Go, Diego, Go!," for which he received the 2009 NAACP Image Award. A consultant to many government agencies, school systems, universities, mass media, private businesses, and other organizations, Cortés has lectured widely throughout the United States, Latin America, Europe, Asia, and Australia on the implications of diversity for education, government, private business, and the mass media.

- **Barbara Beno.** Dr. Barbara A. Beno is the President of the Accrediting Commission for Community and Junior Colleges (ACCJC). She joined the Commission as President in August 2001. Prior to her appointment, she served as Commissioner for both the ACCJC and the Accrediting Commission for Senior Colleges and Universities, Western Association of Schools and Colleges. Dr. Beno served as President of Berkeley City College (formerly Vista Community College) for twelve years, Assistant Chancellor of the San Mateo Community College District, Research and Planning Director for the Peralta Community College District, and a university faculty member in Sociology. Dr. Beno was Chair of the Council of Regional Accrediting Commissions from 2006 to 2009.

- **Jill Ferguson.** Jill L Ferguson is the Chief of Staff for the Western Association of Schools and Colleges (WASC). She joined the organization in 2011, has worked in a variety of capacities since then, and currently leads the retention and graduation project and works with institutions in the pilot use of the Lumina Degree Qualifications Profile. Jill has held faculty positions at the San Francisco Conservatory of Music and Notre Dame de Namur University, and is an award-winning writer who has authored three books and hundreds of published articles, essays, and poems.

- **Randy Swing.** Dr. Randy L. Swing is Executive Director of the Association for Institutional Research. AIR provides professional development and support for 4,000 members from 1,500 colleges and universities in using data for planning, managing and operating postsecondary institutions. He is a frequent speaker at national and international conferences, workshop leader, and author of books and articles on assessment, institutional research, and student success. Prior to joining AIR he was Senior Scholar and Co-Director at the Policy Center on the First Year of College and held leadership positions at Appalachian State University. He holds a Ph.D. from the University of Georgia.

- **K-20 Data Warehouse Panel**: **Patrick Perry**, Vice Chancellor of Technology, Research and Information Systems, California Community Colleges Chancellor's Office; **Philip Garcia**, Senior Director, Analytic Studies, The California State University Office of the Chancellor; **Chris Furgiuele**, Content Manager, Institutional Research, University of California Office of the President; and **Keric Ashley**, Director, Educational Data Management Division, District, School and Innovation Branch, California Department of Education.

- **Charles Kennedy**. Charles Kennedy is senior vice president, Research, for the ABC Television Network/Disney Media. Mr. Kennedy leads all of ABC's research activities, including ratings analysis and forecasts, brand and program primary research, and support for sales, marketing, syndication and affiliate strategies. He also has responsibility for cross-platform consumer behavior research and additional digital, advertising and marketing initiatives which utilize Disney¹s Advertising & Media Lab, a state-of-the art research facility studying the emotional drivers of audience behavior. A graduate of Mary Washington College, Mr. Kennedy is based at ABC Television Network offices in Burbank.

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 2012 CAIR Conference features 40 presentations, 10 workshops, and four posters, on subjects such as campus climate, program review, retention and graduation, affordability, accountability and other topics of current importance to institutional researchers.

This year, CAIR takes place immediately after an election that may have profound consequences for higher education in the United States and for public higher education in particular. The conference theme, "With California funding for higher education in sharp decline, where does IR fit in?" is thus particularly appropriate.

One response to this question might be another - 'what is the key data and analysis needed for decision-making, and how might this data and analysis be presented so that it stands out and is easily understood?' – this is a thread present in all the plenaries, presentations, workshops and posters at CAIR 2012.

As always, the conference begins with the Segment meetings, which will be followed by two Sponsor Sessions provided by Information Builders and Xitracs during the hour set aside for lunch on your own. The first set of sessions beings at 1:00 pm, followed by the first plenary, which will be delivered by Carlos E. Cortés, a familiar face to long-time CAIR conference attendees. Following the afternoon break, there are a series of workshops, a new feature this year. Wednesday ends with the President's Reception.

Thursday morning, NSSE is offering a Shared Interest Group open to all attendees during breakfast, and posters will go up in the Grand Ballroom Foyer. There are two parallel morning plenaries, both on the same topic but for different audiences – Barbara Beno of ACCJC will address the accreditation redesign taking place for community colleges, and Jill Ferguson will speak about the accreditation redesign in process with WASC Senior.

The morning plenaries are followed by three sets of concurrent sessions with a morning break after the first set. The Thursday Lunch Plenary will be delivered by Randy Swing of AIR. There will then be one set of concurrent sessions followed by the afternoon break. A second set of workshops (some one hour long, others that are two hours) takes place before the poster session begins, and Thursday ends with the Gala Reception.

There will be a short CAIR business meeting Friday morning during breakfast. Friday's keynote panel is an update on the California K-20 data warehouse with representatives from all CA public segments and the California Department of Education. Three sets of concurrent sessions then take place, and finally there is the Awards Luncheon, the Sponsor Raffle, and a plenary by Charles Kennedy of ABC/Disney. The conference ends with the Intersegmental Tennis Tournament.

This conference would not have taken place without the help of an outstanding CAIR Board, all of whom gave generously of their time and advice to help pull the program together. My sincere thanks to you all.

Welcome to CAIR 2012!

Chris Cullander

2011-2012 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 2011 Best Presentation was presented to:

Title: Foreign Students Charting Their Course to Graduation: Course-Taking Patterns and Other Factors That May Enhance Foreign Student Baccalaureate Success

Authors: Glyn Davies, Robert Cox, Harry Yang, Kelly Wahl, Ruan Hoe & Francine Alexander
Office of Analysis and Information Management
UCLA

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 7, 2012

9:45-10:45	Morning Coffee and Tea	Grand Ballroom Foyer
8:30-12:00	UC Segment Meeting	Redondo
8:00-12:30	CSU Segment Meeting	Malibu
9:00-11:00	Independent Segment Meeting	Hermosa-Huntington-Manhattan
10:00-12:00	CCC Segment Meeting	Laguna
12:00-12:50	Sponsor Sessions	Laguna & Sunset
1:00-1:50	Concurrent Sessions	Malibu, Laguna, Newport, Sunset & Redondo
2:00-2:50	Keynote: Carlos E. Cortés	Hermosa-Huntington-Manhattan
3:00-3:30	Afternoon Break	Grand Ballroom Foyer
3:30-5:45	Workshops	Malibu, Laguna, Sunset & Redondo
6:00-7:30	President's Reception	Grand Ballroom Foyer

Wednesday, November 7, 2012

8:00-12:30 Segment Meetings **Various rooms – see above**

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

12:00-12:50 Lunch on your own & Sponsor Sessions

Institutional Intelligence that Supports Your Core Mission - Information Builders **Laguna**

This session will be especially for IR professionals who want to see examples of how colleges and universities are using institutional intelligence in visual ways, such as academic dashboards and colorful, interactive fact books. Information Builders will be hosting, and will also show a pre-built, application template called "RETA" that will help institutions have a starting point toward Retention/Enrollment Tracking & Analysis.

Assess as You Are – You Are Almost There – Xitracs **Sunset**

The reports you need without the pain of starting over. Why not assess as you are? Learn how the faculty-friendly Xitracs™ system can embrace your existing assessments, methodologies and other reporting systems. With solutions for Agency Self-study, Planning, Program Review, Credentials Management and Course Outcomes assessment, Xitracs™ provides an easy-to-use and budget-friendly answer to your ongoing accreditation needs.

1:00-1:50 How to Improve Student Survey Response Rates: Contributing Factors and Marketing Strategies **Malibu**

Tongshan Chang, Xiaohui Zheng, Yang Yang – University of California Office of the President
Sereeta Alexander, UC Berkeley
Anna Sher, UC Santa Cruz
Gina Johnson, UC Merced
William Armstrong, UC San Diego

Surveys are widely used to solicit student opinions and thoughts on aspects of their college experience. The University of California (UC) administers a system-wide web-based survey (UCUES) about students' academic and co-curricular experience on its nine undergraduate campuses. As an important supplement to university administrative data, the survey provides valuable information to UC and serves for various purposes in institutional research and educational assessment. Response rate, however, is often a major concern because if the rate is too low, respondents might not be representative of the study population. UCUES administrators made tremendous efforts to achieve a high response rate for the 2012 administration, which is 39% overall with those of some campuses even exceeding 45%. The panel first provides a brief overview of UCUES and various efforts made during the administration. Then it presents findings of a study on contributing factors to the high response rate. Factors examined in this study include log-in security features, web-based interface design, data collection period, advertising, invitations, incentives, and interactions between administrators and students. Campus administrators then focus on strategies they used to promote student responses and share their successful experience in survey marketing, such as how they advertised the survey, what incentives they provided, how they distributed prizes, how they involved various campus constituents in the administration, and so on. Based on the discussion, the panel provides practical suggestions on how to increase response rates.

1:00-1:50 New Indices, Predictors and Peer Groups for the California Community Colleges **Laguna**

Ryan Fuller & Alice van Ommeren, California Community College Chancellor's Office

A continued focus on accountability for community colleges, and higher education in general, have led researchers and policymakers to find better ways to group and classify institutions in order to make effective comparisons among them. Previous research shows that the economic, educational and social environments of the students served by a community college are significant predictors of institutional performance. In the past characteristics of the counties were often used as a proxy for environmental factors however the sometimes large geographic area of a county often masks more localized level environmental factors. For this reason researchers have begun to explore using micro level census educational and economic data that represent the service area of the college. Building upon the original "Service Area Indices" work of van Ommeren, Liddicoat and Hom (2008), we will present an 1) updated college Service Area Indices from more micro level census data 2) additional indicators, including an API index, to the original service area index measures developed and 3) an updated cluster analysis of community colleges using the revised Student Progress and Achievement Rate (SPAR) from ARCC 2.0 to construct a new set of community college peer groups.

1:00-1:50 Integrating "State-side" and "Self-support" Data **Newport**

Nelle Moffett, CSU Channel Islands

What is the "official" headcount and FTE of our institutions? Typically, and for good reasons, we consider the state-side headcount and FTE to be the official numbers. However, many institutions also offer degree programs and regular credit-bearing courses through a self-support sector of the institution. These students and courses may not be included in reports of student enrollment. This common practice under-represents the number of students that are served by the institution. This presentation will discuss the basis for this practice as well as reasons for considering an alternative approach. The presentation will address potential issues in creating combined headcounts for state-side and self-support sectors such as (1) criteria for which self-support programs to include, (2) audience, (3) data validity, and (4) the challenge of reporting multiple numbers without creating confusion and loss of credibility. Key stakeholders in the outcome of this discussion are the president of the institution, newsmedia, programs which have students and courses in both sectors, and accreditation. The presenter will share her experience at her institution and will invite participants to share their perspectives and experience as well.

1:00-1:50 Using Predictive Analytics to Improve the Bottom Line **Sunset**

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

The importance of enhancing tuition revenues is difficult to overestimate at a time of dwindling state support for higher education. At the same time, mounting accountability pressures to improve student success mandate that institutions demonstrate how they assist students at risk of academic failure to minimize the chance of student dropout. While research on student retention abounds, little empirical evidence exists that shows how institutional research (IR) put in place mechanisms that had a significant impact on student success and revenue enhancement. Thus, this presentation shows how institutional research at a medium-size university moved the needle on student success (and thus revenue enhancement) with the development of a student-at-risk identification model that allowed student counseling and academic support services to target those at-risk students with the greatest prospect for re-enrollment. Specifically, the presentation illustrates step-by-step how statistical findings derived from a multivariate model were converted into operationally meaningful data, how that data was disseminated to student support personnel, and how IR assessed the impact on student revenues associated with improved retention. In addition, the presentation examines the value of outside vendor data on student dropout risk, how such data may be used in conjunction with predictive analytics developed in-house, and the return-on-investment associated with fee-based vendor data. Lastly, the discussion covers experiences at other institutions that implemented the at-risk identification model presented here. The statistical analysis relied on 10 years of freshmen data to develop a model that was tested on several new cohorts to ensure consistency in outcome. The data used cover student demographic attributes, pre-college academic preparation, financial aid profile, and start-of-semester student engagement (credits enrolled, housing status, use of university facilities).

1:00-1:50 **What Will College Cost? Net Price Calculators, Pledges, and Award Letters**
Redondo
Matthew Reed & Diane Cheng, The Institute for College Access & Success

Misperceptions about costs can lead students to rule out colleges that might be within their reach or pay more than expected for what seemed like an affordable choice. Net price calculators, colleges' no-loan or reduced-loan pledges, and financial aid award letters can help students identify affordable colleges to apply to and attend. These tools, available at different parts of the college decision process, help students look past "sticker price" to understand "net price" (full cost of attendance minus grants and scholarships) – the amount they will have to earn, save, or borrow to attend a particular school. This session will present our up-to-date research on these net price calculators and pledges and will include discussion of the latest developments with award letters, including colleges' plans for using the federal Financial Aid Shopping Sheet. We will also engage participants in discussion on such questions as: How are colleges using these tools and others (such as the federal Financial Aid Shopping Sheet) to help students make informed decisions about college? How well these tools are serving students? What is the role of institutional researchers in making these tools effective?

2:00-2:50 **Keynote talk: Carlos E. Cortés** **Hermosa-Huntington-Manhattan**
UC Riverside (Emeritus)
"Qualitative Diversity Assessment: Musings of a Metacognitive Multiculturalist"
(Moderator: Robert Daly, UC Riverside (Retired))

In his lecture, Cortés will address the theme of using qualitative assessment to address campus diversity initiatives, issues, and dilemmas. Drawing on his forty years of research and consulting in the area of diversity, Cortés will base his presentation on three matrices that he has developed for analyzing diversity in varied institutions and organizations.

3:00-3:30 **Afternoon Break** **Grand Ballroom Foyer**

3:30-5:45 **Two-hour Workshop: Assessing Transcript-Based Placement** **Malibu**
The RP Group

This summer, 20 California community colleges started work on a study that is exploring the efficacy of transcript analysis for assessing college-readiness, based on research done by Long Beach City College (LBCC). LBCC found that local high school grades were unrelated to placement, but were the strongest predictors of course performance, whereas 11th grade California Standards Test scores were the best predicator of placement but only weakly related to college success. Representatives from Long Beach City College will describe how the results of their earlier study were translated into a large pilot project that is exploring methods of augmenting and enhancing the college's existing assessment process. The RP Group will share some of the preliminary results of the statewide study, including variables that appeared to influence the usefulness of transcript analysis.

3:30-5:45 **Two-hour Workshop: The WASC Undergraduate Templates & an Update on the Graduate Templates** **Laguna**
Sam Agronow, Saint Mary's College of California
Cel Johnson, University of San Diego
Heather Brown, Mount St. Mary's College

This Workshop will review the requirements for submission of the WASC undergraduate and graduate retention, graduation rates, and time-to-degree templates and narrative. Topics covered will include the purpose of the WASC Graduation/ Retention review, terminology/definitions, identifying appropriate comparison campuses, template data entry, the proper use of the supplemental appendix, and, most importantly, responses to the questions posed in narrative. The scoring rubric used by WASC reviewers will be provided, and there will be a discussion of "DOs" and "DON'Ts", based on the experience with campus submissions to date.

3:30-5:45 Two-hour Workshop: IPEDS Data as the Public Face of an Institution Sunset
Kristina Cragg, Ashford University

Kristina M. Cragg, Ph.D., is the Associate Vice President of Institutional Research at Ashford University and is an IPEDS Workshop leader for AIR. She will present a condensed version of the IPEDS Workshop on "IPEDS Data as the Public Face of an Institution" from 3:30-5:45 (with a break from 4:30-4:45 pm) on Wednesday, November 7th. *Please note that this is a single two-hour workshop, not two sequential workshops!* This workshop raises the level of awareness among higher education professionals about the importance of accuracy and consistency in data reported to IPEDS. There is no cost for the workshop, but attendance is limited to 40 participants. You do not need to bring a laptop.

This workshop will provide you with an understanding of how IPEDS data are used by governmental and non-governmental entities. To participate in this workshop, you must be registered for the conference.
Topics include:
* Data sources (within IPEDS)
* IPEDS lifecycle
* Public and institutional use of IPEDS data
* Data nuances and context for interpreting the data

3:30-5:45 Two-hour Workshop: Strategies for Searching US Census Data Redondo
Jerry Wong, U.S. Census Bureau

Jerry Wong, an Information Services Specialist for the U.S. Census Bureau, will present a workshop on "Strategies for Searching US Census data". This workshop will introduce participants to the new Census web interface and data tools. This workshop will take place from 3:30-5:45 (with a break from 4:30-4:45 pm) on Wednesday, November 7th. *Please note that this is a single two-hour workshop, not two sequential workshops!* Participants will learn how to access the Census 2010 and the annual American Community Survey to obtain demographic, social, economic and housing data from the national level down to the census tract level. This workshop includes an overview of Census 2010 and the American Community Survey followed by a walk-through of the American FactFinder within the official Census Bureau homepage. There are also a series of hands-on exercises on data access. The goal is to provide enough practical experience for data users to be comfortable doing their own research with this data.

There is no cost for this workshop, but you must provide your own laptop and attendance is limited to the first 24 participants who sign up. You must:
• Be registered for CAIR 2012
• Bring a laptop with
  * adequate battery power or an AC adapter
  * a wireless card in the laptop (ability to connect to wireless internet)
  * an up to date web browser

6:00-7:30 President's Reception Grand Ballroom Foyer

Schedule at a Glance for Thursday, November 8, 2012

7:00 – 8:00	Continental Breakfast	Grand Ballroom Foyer
7:00 – 8:00	NSSE SIG/User Group meeting	Newport
8:00 – 9:00	Keynote talk (in parallel) Jill Ferguson – WASC Senior's accreditation redesign || Keynote talk (in parallel) Barbara Beno – ACCJC's accreditation redesign	Hermosa-Huntington-Manhattan Newport
9:10 – 10:00	Concurrent Sessions	Malibu, Laguna, Newport, Sunset & Redondo
10:00 – 10:30	Morning Break	Grand Ballroom Foyer
10:30 – 11:20	Concurrent Sessions	Malibu, Laguna, Newport, Sunset & Redondo
11:30 – 12:20	Concurrent Sessions	Malibu, Laguna, Newport, Sunset & Redondo
12:30 – 1:50	Lunch and Keynote Randy Swing - Defining IR	Hermosa-Huntington-Manhattan
2:00 – 2:50	Concurrent Sessions	Malibu, Laguna, Newport, Sunset & Redondo
2:50 – 3:20	Afternoon Break	Grand Ballroom Foyer
3:20 – 5:30	Workshops	Malibu, Laguna, Sunset & Redondo
5:30 – 6:30	Poster Session	Grand Ballroom Foyer
6:00 – 7:30	Gala Reception	Grand Ballroom Foyer

Thursday, November 8, 2012

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

7:00-8:00 Posters go up for display — Grand Ballroom Foyer

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

The National Survey of Student Engagement (NSSE), and affiliate surveys, FSSE and BCSSE, help institutions explore student engagement in empirically proven educational activities. Results provide useful diagnostics about the undergraduate experience. NSSE users and friends are invited to this SIG to learn more about the updated survey launching in spring 2013, exchange ideas about new reports, customization and comparison options, and to discuss effective uses of NSSE results in assessment and institutional improvement efforts, program review, accreditation self-studies and share lessons for practice.

8:00-9:00 Two Keynote Talks in parallel:

Jill Ferguson **Hermosa-Huntington-Manhattan**
Chief of Staff, Western Association of Schools and Colleges (WASC),
Accrediting Commission for Senior Colleges and Universities
"WASC Senior Accreditation Redesign: Where Things Stand Now and Where They're Going"
(Moderator: Heather Brown, Mount St. Mary's College)

WASC has spent the last two years redesigning the reaffirmation of accreditation process, including new initiatives on transparency, financial reviews, and undergraduate and graduate retention and graduation reviews. The draft 2013 Handbook of Accreditation is now available for comment. Learn about the changes and what they mean for your institution and for your IR workload.

Barbara Beno **Newport**
President, Accrediting Commission for Community and Junior Colleges
Robert Pacheco
Dean, Institutional Planning, Research and Grants, MiraCosta College
"ACCJC Accreditation Redesign – Where Things Stand Now and Where They're Going"
(Moderator: Alice van Ommeren, California Community Colleges Chancellor's Office)

Barbara Beno and Bob Pacheco will present information about the Accrediting Commission for Community and Junior Colleges' (ACCJC) requirements for data and analyses in support of institutional achievement of mission and application for reaffirmation of accreditation contained in the 2012 Manual for Institutional Self Evaluation. Dr. Beno will describe the input the ACCJC has received to date on potential changes to the Accreditation Standards and Practices with regard to the examination of data on student outcomes. She will also discuss the key ideas that have been reiterated in national discussions of institutional effectiveness and where those discussions may lead in the future. Dr. Pacheco will discuss the ways in which institutions can provide analyses that disaggregate student outcomes data and help identify achievement gaps, a key requirement of the 2012 requirements of institutional self-evaluation.

9:10-10:00 IR's Role in Developing Recommendations for Improvement Based on Survey and/or Institutional Data **Malibu**
Anna Sher, UC Santa Cruz

IR analysts are often asked not only to articulate implications of their analysis but also to provide more specific, actionable recommendations. Having spent a lot of time on working with the data and having made a lot of analytical choices in their analysis and writing, IR analysts become uniquely knowledgeable about their empirical findings. It is not surprising then that other members of the campus community (the administration, faculty, and student leaders) turn to the IR analysts to provide a bridge between their analytical assessments and possible solutions and actions. How can institutional researchers participate in a process of developing a comprehensive set of recommendations for institutional improvement based on survey data and/or institutional data? In my presentation I will talk about my participation as an institutional researcher in a campus climate assessment process, focusing on using the graduate student survey data to develop specific, actionable recommendations. I will provide some examples of the findings, describe how IR analyst can work with members of the campus community to improve their understanding of the findings and their implications, and explain why it is beneficial for IR to become involved in developing recommendations for improvement.

9:10-10:00 Learning Community as an Educational Intervention to Close the Gap in Retention Rates and GPA between First-Time Full-Time URM & Non-URM Students **Laguna**
Sunny Moon, James Hershey, Afshin Karimi & Ed Sullivan
California State University, Fullerton

Thirty-four percent of CSU Fullerton undergraduates are Hispanic. We are 4th in the nation and 1st in California in bachelor's degrees earned by Hispanics (Hispanic Outlook in Higher Education, 2012). However, underrepresented minorities (URM) including Hispanic, Black, and American-Indian students continue to lag the graduation rates of traditional majority students (Moon, Hershey, & Sullivan, 2010). We analyzed 1-year and 2-year retention rates and college GPA of CSU Fullerton First-Time Full-Time Freshmen (Fall 2003 through 2011 cohorts). Logistic Regression and ANCOVA controlling high school GPA as pre-collegiate variable were employed to identify the impacts of Freshmen Programs on student retention. The freshman year is a critical time for successfully advancement towards timely graduation. Freshmen

Programs at CSU Fullerton, provides freshmen with augmented advising, computer labs, and study space to provide a foundation to develop a learning community, and assists freshmen to become part of campus. The program provides opportunities for freshmen to become socially and academically integrated in the campus community. The learning community structure facilitates collaborative learning. The culturally-responsive educational setting appears to positively affect students that are more collectivistic and collaboratively oriented than their counterparts. Furthermore, according to Tinto's finding, collaborative learning has been found to be effective in promoting retention regardless of gender, race, or ethnicity. Retention rates and college GPA of First-Time Full-Time Freshmen Program students were significantly higher, regardless of student race and gender, than their counterparts. Significant interaction between URM status and Learning Community participation indicated that URM students benefit more than Non-URM.

9:10-10:00 Modeling Educational Achievement Newport
Steven Spurling, City College of San Francisco

Calls to improve the educational attainment of community college students are increasing. At the same time, the remediation offered to correct educational deficiencies is being questioned. While efforts are underway to improve the situation, it is not clear what effect they will have. The problem may be in the conceptualization of educational achievement. Educational achievement can be modeled with an exponential equation. Both remedial sequence completion and completion of the units necessary to graduate or transfer are different manifestations of educational achievement. In both these cases, it is not classroom success that is the center of achievement but persistence. Without changes to persistence, the time frame for educational achievement shrinks so dramatically that little real progress can occur. Complicating this picture is the effect of increasing persistence on classroom resources. Persistence at levels needed to produce large changes in achievement would cause educational systems to be overwhelmed.

9:10-10:00 The Role and Characteristics of Institutional Research in China Sunset
Junchao Zhang & Min Chen
Huazhong University of Science & Technology

With the massification of higher education in China, both undergraduate and graduate enrollment has been expanded tremendously, so there are more and more huge universities. To improve administrative effectiveness, the Chinese central government has released part of their authority to universities, and thus universities have been gradually gaining some autonomy from the administrative and academic planning point of view. As a result, IR began to make important roles in decision making. However, given the fact that Chinese higher education system is different from that in the United States, IR in China has adopted a very different development path from that in the United States and many other countries. Fortunately enough, we have seen the benefits colleges and universities have obtained from IR although it only has a very short history. This presentation will first give a brief overview of the development of IR and the roles IR plays in higher education in China. We will then discuss some special functions and characteristics of IR that meet needs for Chinese colleges and universities to deal with challenges they face now in this transformation period. We will also discuss challenges facing to IR practitioners for a better service to their clients and potential collaborations that we would like to have with IR colleagues in the United States.

9:10-10:00 Preparing the new WASC Graduation and Retention Rate Templates & Essays: Lessons Learned from a Pilot Institution Redondo
Marisol Arredondo, Robert Pankey, Mike Pelly & Joseph M. Slowensky
Chapman University

In 2012, the WASC Institutional Review Process was redesigned in a significant way. Chapman University is one of the 9 institutions who are piloting the new WASC institutional review process. This session will focus on the new graduation and retention rate reporting requirements for undergraduate and graduate students. During the session we will provide some practical information for institutions, particularly IR professionals, who will be preparing the templates and essays. Topics will include challenges, concerns, lessons learned and tips for completing the templates.

10:00-10:30 Morning Break Grand Ballroom Foyer

10:30-11:20 From Data Warehouse to Data Dashboards: Creating Diversity Data Dashboards at UC Berkeley Malibu
Andrew Eppig & Liz Halimah, UC Berkeley

We will discuss the process of creating an electronic data warehouse (EDW) and then using it to create a diversity data dashboard that spans all campus populations. We discuss the difficulty in consolidating institutional data and the utility in centralization in creating institutional dashboards. We also discuss the creation of metrics and the use of logic models in tracking progress.

10:30-11:20 Actual versus Predicted Institutional Graduation Rates at California's Four-Year Institutions Laguna

Dmitry Suspitsyn, CSU Los Angeles

Institutional graduation rates are the primary metric by which institutional effectiveness of colleges and universities are measured by higher education researchers, educators, and policy makers. Both federal and state governments pay close attention to graduation rates in their financial aid policies and other funding decisions. In particular, increasing degree completion at American colleges and universities took the center stage of the higher education policy discourse after the Obama Administration's formulation of the college completion agenda in 2010. At the state level, the National Governors Association launched the Compete to Complete initiative to develop the common college completion metrics to be able to compare states on common indicators of effectiveness. This study used the IPEDS data for California's four-year institutions to examine the relationship between graduation rates and various characteristics (e.g., sector, selectivity, student demographics, financial aid profile, and others). The study identified institutions that have significantly different actual graduation rates versus predicated graduation rates given their characteristics. The study also addressed the questions of how graduation rates vary by characteristics of postsecondary institutions and what institutional and student characteristics are most strongly associated with graduation rates. With the help of several regression models, a predicated institutional graduation rate for each institution was calculated. Then institutions were ranked by the difference between their actual and predicted graduation rates. Several findings (i.e., on for-profits) were intriguing.

10:30-11:20 Meeting WASC's Requirements for Non Traditional Undergraduate Retention & Degree Completion Newport

Wendy McEwen & Ed Wingenbach, University of Redlands

The University of Redlands is participating in the pilot program under the revised WASC accreditation standards. As part of this participation, the University has been working with WASC and other schools to capture, track, and report on success patterns for non-traditional undergraduates. This presentation will detail the thought process for using the templates as well as include the data organization, tracking, and template completions steps involved to meet WASC's requirements. We'll also detail the feedback we've received from WASC as well as from the other schools participating in the pilot. We'll include best practice-sharing as well as our challenges and lessons learned through this pilot participation.

10:30-11:20 Classification of Peer Groups from Cluster Analysis Using IPEDS Data Sunset

John Stanley, University of Hawai'i at Mānoa

Identifying institutional peers is a common practice for universities. This presentation describes recent initiatives at a public research university to evaluate current peers and identify new, more relevant peer institutions using IPEDS data. With a variety of methods available to institutional researchers, the presenter will demonstrate the use of cluster analysis as a flexible and straightforward approach for identifying peers, benchmarks, and other comparison groups. Use of this method is discussed and compared to complementary methodologies such as factor and discriminant analyses. The presenter will also discuss experiences in engaging campus stakeholders including faculty, senior administrators, and students, and how to integrate their feedback to strategically select IPEDS variables. In doing so, the presenter reflects on an iterative process involving a combination of subjective judgment, politics, and statistics.

10:30-11:20 Using Data to Drive Planning and Resource Allocation: An Outcomes-based Framework for Program Review Redondo

Edward Pai, Phillip Briggs, John Freitas & Dan Walden
Los Angeles City College

This session will present a data and analysis framework that will be used in Los Angeles City College's new Comprehensive Program Review process. This year, the process was redesigned to focus on using systematic data analysis to evaluate college outcomes at the program level. This new framework uses the goals of City's Strategic Master Plan (Access, Success, Accountability and Partnership) to identify key measures for evaluation. Data for each measure is identified, analyzed and evaluated at the program level, providing a rubric that will be used by programs to identify "opportunities for improvement." The presenters will discuss how the measures were identified, the data analysis framework and future plans to use of this framework for planning and resource allocation.

11:30-12:20 Assessing Undergraduate Campus Climate Trends at UC Berkeley Malibu

Andrew Eppig & Sereeta Alexander, UC Berkeley

An engaging and healthy campus climate is one of the three top-level strategies of UC Berkeley's Strategic Plan for Equity, Inclusion, and Diversity. We use the University of California Undergraduate Experience Survey (UCUES) to assess undergraduate campus climate trends at UC Berkeley. This assessment covers three areas: feelings of respect; exposure to stereotypical or negative language; and perceived importance of diversity to the campus. Each area is examined across multiple affinity groups: race/ethnicity, sexual orientation, and religious affiliation.

11:30-12:20 What's Completion Got to Do with It? Laguna
Terrence Willett & Kathy Booth, The RP Group

California's community college system encompasses a broad-ranging vision for higher education. Yet, as resources dwindle, the conversation about what constitutes success has focused on those outcomes that can be counted easily. Completion—defined as the attainment of degrees and certificates or transfer to a four-year institution—is increasingly becoming the yardstick for effectiveness. But does completion capture the full impact of community colleges? And if community colleges desire to demonstrate their effect on students more broadly, what should they be measuring? This session looks at the question of completion through the lens of course-taking behavior, based on a study by Peter Riley Bahr of the University of Michigan for the California Community Colleges Chancellor's Office. Bahr identified several types of pathways that California community college students tend to take, where these pathways are more likely to lead, characteristics of students who were more likely to be in each group, and wage outcomes for non-completers. You will also learn about a simplified methodology for replicating Bahr's study.

11:30-12:20 Factors that Influence College Students' Time to Graduation Newport
Yang Zhang, University of Hawai'i at Mānoa

With the increasing college tuition and decreasing federal and state funding in higher education, institutions now face great pressure to demonstrate and increase graduation rates within certain time length. However, studies that examine factors that affect college students' completion rates are very limited. Available studies mainly use quantitative methodology, which has the limitation of overlooking possible factors by pre-defining variables used in the model. To address this limitation, this study conducts a mixed method approach by directly asking students whether they are satisfied with their time to graduation length and factors that they believe helped or prevented them graduate on time. Data were collected in spring 2012 in a small mid-west liberal arts college. An online survey was distributed to all senior students who expected to graduate in spring or summer of 2012. Among 263 students invited, 162 students provided valid responses, with a response rate of 62%. It is found that a majority of students (83%) were satisfied with the amount of time they took to graduate. Using the ground theory method, eight factors that influence students' time to graduation were generated from their narrative responses: Curriculum Length, Academic Planning, Academic Choice, Student Accountability, Personal Experience and Preference, Finance, Facilitators, and Procedures and Scheduling. Results of this research will help faculty members and administrators gain a better understanding on how to help students decrease their time to degree completion while ensure they also have an enriched and meaningful undergraduate experience.

11:30-12:20 The Effects of Student Housing on Student Success Sunset
Cathy Alexander, Angela Naginey, Nathan Fall & Rodney A. Reynolds
California Lutheran University

California Lutheran University's approach to a comprehensive and extensive look into retention data led us to disaggregate student's retention based on campus residency status. In examining all first time freshman, the data initially suggested that on campus residents retained and graduated at a lower rate than their commuting counterparts. This led the Residence Life staff and others to question commonly held assumptions about the benefits of on campus housing. With the collaboration of the Retention, Institutional Research and Student Life Offices we reexamined the data looking for longer term trends. This slice at the data revealed some surprising trends about retention and graduation rates for the students that lived on campus for more than two years. We now conclude that stable housing is a key predictor of student success (particularly on-time graduation). We now have novel ways to display the student success data that help administrators and faculty. The study holds promise for future efforts to collect and analyze data about the benefits and effects of student housing on student success.

11:30-12:20 Generating Collections of Data on the Web with Built-in Navigation Redondo
Ward Headstrom & John Filce, Humboldt State University

Last year, we demonstrated how to build self-updating Excel presentations that dynamically refreshed themselves with data from the web. This year, we'd like to present a technique for building a set of web reports that can be easily navigated and referenced by Excel presentations. (e.g.: www.humboldt.edu/anstud/reports/?apptypeTFA) Our approach involves creating a small set of database tables where report specifications are stored. A database process examines these tables and creates web pages with both data and built-in navigation. Our student data and report definition tables are stored in Oracle. We manipulate the report definition tables with MS Access. The web page generation process is written in PL/SQL. However, we believe our basic technique could be adapted to other database environments. We will keep the presentation as simple as possible, but will be looking at some HTML and SQL.

12:30-1:50 **Lunch Keynote: Randy Swing** **Hermosa-Huntington-Manhattan**
Executive Director, AIR
"Defining IR: Strategies for Bringing Data to the Decision-Making Process"
(Moderator: Tongshan Chang, University of California Office of the President)

Nobody believes that the field of Institutional Research is a static enterprise. New tools and techniques have greatly shaped IR as we know it today and the prospects for additional tools and access to "Big Data" forecast that more change is coming. Recent research about the role of IR in decision making will be presented to show the current state of IR and to highlight different opinions about IR roles beyond "just presenting the numbers."

2:00-2:50 **Going Mobile! The Effects of Mobile Devices on Online Course Evaluations** **Malibu**
Melinda Wright & Karissa Oien, California Lutheran University

California Lutheran University introduced CoursEval's new mobile feature and studied how it affects student comments and ratings on online course evaluations. This interactive presentation will discuss challenges and solutions associated with completing online course evaluations via a mobile device. They include, the inability to complete online course evaluations in class, using mobile devices will lead to fewer comments and text speak, only traditional undergraduate or tech-savvy students will complete evaluations, and overall mean scores for evaluations completed on a mobile device will be lower. Findings and concerns will be discussed and best practices recommended.

2:00-2:50 **Quarterly Wage Data in the Hands of Higher Ed - Blessing or Curse?** **Laguna**
Chris Furgiuele, University of California Office of the President,
Gillian Butler, UC Davis

Since July 2010 California's higher education segments have had access to state quarterly wage data for individuals that attended their respective institutions. Since then the University of California has acquired quarterly wage data for all individuals receiving any type of UC degree since 1999, capturing their wages earned in California between 2000 and 2011. We will discuss the process of acquiring, preparing, and analyzing this data and share systemwide findings on post-graduate earnings and employment in California. In addition, we will discuss how this data can be an asset to campuses in their student research and academic planning activities, as well as the challenges it may pose when compared to results stemming from traditional methods of assessing post-graduate earnings outcomes.

2:00-2:50 **The New Accountability Reporting for the California Community Colleges (ARCC)** **Newport**
Patrick Perry, Alice van Ommeren & Ryan Fuller,
California Community College Chancellor's Office

One of the most widely supported recommendations from the Chancellor's Office Student Success Task Force (SSTF) is the implementation of a new accountability framework, where its purpose is to provide stakeholders with clear and concise information on key success metrics in order to improve student performance. The recommendation emphasized that a scorecard be built on the existing reporting system, the Accountability Reporting for the Community Colleges (ARCC). The ARCC Advisory Workgroup, which guided the development of the initial framework in 2005, was reconvened to provide input. This presentation provides an overview of the workgroup's recommendations, the resulting framework, differences to the existing reporting system and the new delivery mode. The new framework incorporates many of the recommendations from the SSTF into the new scorecard, such as providing metrics pertaining to momentum points, the disaggregation of metrics by racial and ethnic groups and outcomes of more students. The advisory group recommended a four-tiered accountability framework with the first level providing an overview of the state of the system. The scorecard itself is the second level and measures progress and completion at each college for various groups of students, including those with different levels of college preparation. The third level is the ability to drill down further into the scorecard metrics through the existing online query tool, Datamart 2.0. The fourth, or most detailed level, is the ability for colleges to download the datasets pertaining to each metric. This new scorecard will be released in March 2013.

2:00-2:50 **Peak Time and Class Level of Withdrawals – A New Perspective for Attrition Study** **Sunset**
Jing Wang, Sacramento State University

Numerous studies have been done on retention and attrition. However, most of them have focused on exploring factors relating to student drop-outs after the first college year. This study intends to broaden the time horizon by revealing the peak time and class level for dropping out during a 6-year period (for native freshmen) and a 4-year period (for transfers). Through the use of special coding, stop-outs have been filtered out of the withdrawals in order to calculate the attrition rate for each semester during the tracking period and then to reveal which semester is the peak time. In addition, this study is able to identify the class levels of withdrawals by tracking unit accumulation during the 6-year and 4-year periods. This study revealed that13% of withdrawals actually left the university as seniors, which is particularly alarming since these students were so close to completion prior to withdrawing. Furthermore, this study zeroes in on those students at highest risk during the peak time and at senior level. Several regression models were developed to predict peak time withdrawals and senior withdrawals for both native freshmen and transfers. After a Stepwise selection process, factors which showed little prediction power on peak time or senior attrition were excluded from the models (although some of these factors were identified as being contributors when examined individually). During times of budget shortfall, it might be good strategy to focus additional effort on reducing peak time and senior attrition in order to improve retention and graduation rates.

2:00-2:50 Low Success Rate Course Analysis - A.K.A. Killer Course Redondo
Yang Zhang & John Stanley, University of Hawai'i at Mānoa

Courses that have low success rate (or high failure rates) often cause concern to faculty members and administrators. The higher chance to fail such courses risks students time and limited funding, which has already been made less available by the increasing budget cut on higher education. To help faculty members and administrators gain better understanding on low success rate courses, institutional researchers conducted analysis to examine six semesters of course data. Researchers calculated major data elements such as average fail rate, average fail size, average class size, and grouped courses by fail rate and fail size. Using the criteria of courses with higher than 15% of fail rate and 25 students of fail size, researchers identified 54 high impact courses among thousands of courses. To present how these courses are distributed in different departments, researchers also produced a report to group high impact courses by departments. These concise and well-designed reports quickly brought attention from the Deans and initiated discussions on how to conduct in-depth research to examine factors that may cause students to fail and brainstorm solutions to help students succeed. Presenters will focus on three learning outcomes: 1) help the audience be familiar with the low success rate course issue and importance of studying such courses; 2) present replicable procedures on data compiling and report building; and 3) demonstrate data sharing and implementation strategies. It is hoped that this presentation can showcase how simple but well-designed analysis can bring attention from decision makers and initiate major improvements.

2:50–3:20 Afternoon Break Grand Ballroom Foyer

3:20-5:30 Two-hour Workshop: Design Principles for Data Presentation: Translating Data Analysis into Data Visualization Malibu
Andrew Eppig, UC Berkeley

Good visualization presents data clearly and concisely -- allowing for effective communication of the underlying message. This workshop will dive into design principles and tools for data visualization with an eye towards institutional data. Participants will discuss examples and learn techniques for using Excel to create charts.

3:20-4:20 One-hour Workshop: Quality assurance: The Emerging Role of Research in the ACCJC Standards Laguna
Robert Pacheco, MiraCosta College

Colleges are being asked to better demonstrate institutional effectiveness and increased student learning and achievement. These tasks are falling squarely on the plate of IR offices who already perform a collage of duties. Disaggregated student success data, student learning outcomes reporting, and institutional standards to benchmark improvement are just a few of the expanding expectations for meeting our pledge of quality assurance. What are the emerging ways colleges are capturing and documenting efforts to measure and improve student success? How can we use existing data resources at our disposal to collect and report our successes? In this session, specific strategies will be shared for tackling these new reporting requirements and for making them more meaningful.

3:20-4:20 One-hour Workshop: An Introduction to the National Data Institute Sunset
Dai Li, CSU Channel Islands

This workshop will introduce the National Data Institute (NDI). I will briefly describe the most frequently used data sets, their sampling methods, and questions that the data sets are used to answer. The workshop will include discussion of how to use this national data to strengthen institutional research. The application process for the NDI workshop, examples of using their web-based data analysis systems to answer research questions, and applications of restricted-use micro-data will also be demonstrated. The National Data Institute is operated by the Association for Institutional Research with support from the National Center for Education Statistics (NCES) and the National Science Foundation (NSF). The goal of the NDI is to stimulate interest in the use of national data to address postsecondary research questions, especially in STEM fields. The NCES data sets can be used to address research questions related to high school graduates, student retention and enrollment, financial aid, and faculty. The most frequently used longitudinal data sets are Beginning Postsecondary Students Longitudinal Study (BPS), Baccalaureate and Beyond (B&B), and Education Longitudinal Study of 2002 (ELS: 2002). The survey data collected by the NSF focuses on graduates in STEM fields with advanced degrees as well as expenditures in research and development on the institutional and national level.

3:20-5:30 Two-hour Workshop: Stata **Redondo**
Bryce Mason & Ryan Johnson, Loyola Marymount University

Stata (http://www.stata.com/) is a powerful but inexpensive cross-platform, general-purpose data management and statistical package used by many academics and businesses, but rarely among institutional researchers. IR professionals are missing out on many Stata features, including a powerful scripting language, a wide array of data-wrangling commands, and a publication-quality graphics package--not to mention a vast number of statistical routines. You will walk away with:
* A 30-day license of Stata 12 MP (multiprocessor)
* Practical examples of how to use the graphics engine
* An introduction to our favorite time-saving commands (e.g., reshape, foreach, collapse)
* Some basics of the scripting language (e.g., loops, variables, conditionals).
Please note that this is a single two-hour workshop, not two sequential workshops! There will be a break from 4:20-4:30 pm. The workshop is free, but limited to the first 24 qualified participants who sign up. You must:
* Register for the conference
* Be familiar with basic programming concepts (e.g., loops, variables)
* Bring a laptop with
- a DVD drive
- Adequate battery power or an AC adapter
- Administrative privileges to install the software
* *Pick up the Stata license from the conference registration desk, install it, and run it once (to patch it with any available internet updates) prior to the start of the workshop.*

4:30-5:30 One-hour Workshop: The Student Learning Progress Model (SLPM), a New Metric for Student Success **Laguna**
Veronica Chukwuemeka & Sathyan Sundaram, CSU Monterey Bay

Have you found IPEDS' GRS inadequate for demonstrating your institution's student success, either because it omits some students or does not show how they succeed? This workshop will enable participants to assess the value of the Student Learning Progress Model (SLPM) as well as strategies for adopting it. The SLPM was developed by Dr. Gary Rice of the University of Alaska, Anchorage (http://www.uaa.alaska.edu/ir/reports/success/index.cfm), and CSUMB implemented it in academic year 2010-2011 as part of a nationwide beta test. Through a series of exercises and discussion, reflecting upon CSUMB's experience, we will explore how to plan for the application of the SLPM to your institution, the prerequisites and challenges, the implementation decisions, and the potential benefits of the model. There is also a poster (5:30-6:30 pm) that provides more information about implementation of the SLPM at CSUMB.

4:30-5:30 One-hour Workshop: Regional Accreditation for the 21st Century: Changes and Challenges **Sunset**
Teri Cannon, Higher Education Consultant

This workshop will address the challenges facing regional accreditation, including demands for greater accountability and transparency, charges that accreditation is ineffective and insular, and calls for other forms of accreditation. Disruptions in higher education, including competency-based programs, the vast array of new online offerings, and the growth of for-profits will be discussed in the context of how they are being considered and addressed by accrediting agencies. Finally, maintaining and improving accreditation standards, processes, teams and team reports while controlling costs will be addressed.

5:30-6:30 Concurrent Poster Session – presenters at posters **Grand Ballroom Foyer**

Using Attendance Patterns to Predict Student Outcomes
Scott Heil & Jon Bolas, Heald College

Using detailed records of first-term attendance, we analyze the most common patterns of attendance for first-time full-time students entering associate degree programs and relate them to graduation and retention outcomes. We test a series of clustering techniques to find the solution which best fits the data and provides a reasonable-sized set of options for understanding differences in student outcomes. The goal of the research is to find possible interventions for students who fall into the clusters with the lowest retention and graduation at 150% of normal time. In addition to daily attendance or absence, tardy arrivals and early departures were recorded for each student. With this data set we are able to consider how attendance patterns play out over the course of an academic term and develop a rich set of indicators for classifying students. At the clustering stage, we employ an iterative, multi-method clustering procedure in order to identify candidate solutions and select the most parsimonious well-fitting classification. The results suggest that, as expected, attendance is critically linked with persistence to degree. In addition we suggest ways in which such a typology of attendance patterns might be used to develop more targeted retention efforts.

Implementation of The Student Learning Progress Model (SLPM) at CSU Monterey Bay

Veronica Chukwuemeka & Sathyan Sundaram, CSU Monterey Bay

This poster is a follow-up to the workshop on the Student Learning Progress Model (SLPM) given earlier this day. Dr. Gary Rice at the University of Alaska, Anchorage, developed the SLPM, which is designed to address the shortcomings of the traditional Student Success Metric currently used by IPEDS. In academic year 2010-2011, 18 higher education institutions (including CSU Monterey Bay) across the United States beta tested the SLPM. This poster explains why CSUMB participated in the model implementation, what we expected to get out of it, how we implemented the model, the challenges faced, what we learned from the process, how the model can be applied, and how CSUMB will proceed with the model going forward.

Tracking and Reporting on Postdoctoral Scholar Data: Overview of Stanford University Practices Following the NIH Biomedical Workforce Working Group Recommendations of 2012

Rania Sanford & Shannon Monahan, Stanford University

On June 14, 2012, the National Institutes of Health issued a report of its working group on the biomedical workforce in the United States (http://acd.od.nih.gov/bmw_report.pdf) where lack of reliable data on postdoctoral scholars was noted as a major issue that hampered the group's effort and one that represents a challenge for educational institutions as well as industry in order to well understand, and plan, strategically, for well-prepared and diverse scientific workforce in the United States. NSF national trend data show growth in postdoctoral training as a next step of PhD graduates. Data from the Department of State point to a corresponding rise in the number of foreign research scholars (a category that includes postdocs). This growth has been markedly across the discipline, ushering "postdoctoral training" to become an established post-completion trajectory for PhD recipients in their initial years that is not limited to biomedical or science fields. Yet, accurate and longitudinal tracking of postdocs and postdoc data remain as complex tasks. This poster presentation will outline the various points in a postdoctoral researcher's life cycle where data is gathered at an institutional level. The presentation will highlight the 'what', 'when', 'who' and 'how' behind postdoc data gathering, including the technical infrastructure that facilitate gathering, the business practices and needs for utilization, and the implications in policy and programmatic direction. Furthermore, the discussion will aim to understand practices at multiple institutions and evaluate the potential for standardization in order to address some of the national issues.

Superheroes: Super Humans or Super Models?

Andrew Eppig, UC Berkeley

This infographic illustrates the design principles for data presentation that were presented in the workshop earlier in the day. Body weight and heights for male and female super heroes, 2008 Olympic athletes and models were obtained from the web to calculate average and distributed heights, weights, and BMIs for each group.

6:00-7:30 Gala Reception **Grand Ballroom Foyer**

[posters come down]

Schedule at a Glance for Friday, November 9, 2012

7:00 – 8:00	Continental Breakfast	Grand Ballroom Foyer
7:00 – 8:00	Annual Business Meeting	Hermosa-Huntington-Manhattan
8:00 – 9:00	Keynote Panel: CPEC Redux IR Leaders from the CA public segments & the CA Department of Education	Hermosa-Huntington-Manhattan
9:10 – 10:00	Concurrent Sessions	Malibu, Laguna, Newport, Sunset & Redondo
10:00 – 10:30	Morning Break & hotel checkout	Grand Ballroom Foyer
10:30 – 11:20	Concurrent Sessions	Malibu, Laguna, Newport, Sunset & Redondo
11:30 – 12:20	Concurrent Sessions	Malibu, Laguna, Newport, Sunset & Redondo
12:30 – 1:50	Keynote talk, Awards Luncheon & Sponsor Raffle Charles Kennedy – Sticky & Sneezy: The Two Most Important Dwarfs…	Hermosa-Huntington-Manhattan

Friday, November 9, 2012

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

7:00-8:00 Annual Business Meeting — Hermosa-Huntington-Manhattan

8:00-9:00 Keynote Panel: — Hermosa-Huntington-Manhattan

Patrick Perry, California Community Colleges Chancellor's Office
Phil Garcia, California State University Office of the Chancellor
Chris Furgiuele, University of California Office of the President
Keric Ashley, California Department of Education
"CPEC Redux - an Update on the California K-20 data warehouse"
(Moderator: Mallory Newell, De Anza College)

This panel will discuss the ongoing intersegmental process underway in creating a K-20/Workforce data warehouse managed by the segments. We will update the political landscape of the effort and provide details on the progress that occurred in 2012.

9:10-10:00 HEOA Disclosure: How One Institution is Reporting Graduate and Professional Education and Job Placement Rates — Malibu

Gary Lowe & Gina Johnson, UC Merced

A July 2012 article in The Chronicle of Higher Education compared the reported job placement rates of five institutions and found placement rates fluctuated depending on the methodology used to collect data. Student surveys were the most common method of tracking the data with some institutions polling students at the time of graduation and others polling alumni. Response rates for the surveys varied from 22 to 92 percent of the class. With such differences, what are the best methods for reporting this data? The Higher Education Opportunity Act of 2008 requires universities to collect and publish job placement and graduate school attendance rates. As a result, colleges and universities should be reviewing their data collection of information on their baccalaureate degree graduates and considering different reporting options. The Office of Institutional Planning and Analysis (IPA) at UC Merced has undertaken the task of reviewing options for reporting these information for the purposes of HEOA compliance. We have reviewed the current methods of our sister UC campuses, evaluated the data gathering options available to us, and have begun to develop a process for calculating and reporting the most reliable information. With collaboration among multiple campus units, including strong support from Alumni Affairs, IPA has developed a plan for reporting going forward. In this presentation we plan to share our process and plan, highlighting the strengths and weaknesses of the various options considered. We also plan to lead a discussion of best and emerging practices from other institutions in attendance.

9:10-10:00 Tracking the Progress of Students on Probation Laguna
Jonathan P. Shiveley & Nancy Hardy, CSU Sacramento

According to current academic policies, "students whose cumulative Sacramento State grade point average or overall grade point average falls below 2.00 will be placed on academic probation. Students on probation will be placed on Continued Probation if they earn a 2.00 in the current semester, but have a Sacramento State GPA or overall GPA below 2.00. Students placed on Continued Probation will be limited to a maximum course load of 14 units per semester until they return to academic good standing" (University Catalog, 2010-2012). This report intends to track the progress of students who were placed on academic probation at the end of their first semester at this university. The performance between students on probation and their peers who maintained Good Standing status at the end of their first semester will also be compared. Furthermore, with respect to the policy of placing a 14-unit cap on students on probation, this study explores the relationship between the academic performance and unit load of students on academic probation during the second and third semesters. The data presented in this study revealed that students who were placed on probation by the end of their first semester were at high risk of dropping-out. However, students who were placed on probation at the end of their first semester but returned and persisted for at least two additional semesters made remarkable progress in terms of academic performance. The results of this study could be used to support a review process of current academic probation policies.

9:10-10:00 Students vs. Respondents: How do Course-taking Patterns Influence Survey Response Rates for Key Campus Subpopulations? Newport
Kelly Wahl, UCLA

Student survey response rates can vary widely among undergraduate subpopulations. This presentation focuses on academic behavioral factors that influence student participation in such research endeavors. A statistical model accounts for variance in the proclivity of individual students within targeted student populations (e.g., foreign students or URM students) to complete an online survey instrument, given their granular course-taking behavior proximal to a survey's administration. Of particular interest are course load, major or graduation requirements met by courses attempted, discipline affinity of course-taking given student major, level/activity-type of courses taken, and performance in the prior term's attempted courses, among other factors. To account for survey response rates, the analysis presses beyond demographic characteristics to assess students' academic behavior at the time of the survey's data collection to provide insight into how targeted survey participant recruitment strategies could yield a better sample of student groups that warrant detailed study.

9:10-10:00 Campus Quality Survey (formerly known as SNAPS) Sunset
Gay Hylton, Humboldt State University

This presentation will provide an overview of the experience of Humboldt State University as we developed, with the assistance of other CSU campus' IR offices, a redesigned Student Needs and Perceptions Survey (SNAPS). The new survey, the Campus Quality Survey (CQS), provided additional campus climate questions needed by the campus. Humboldt State University's methods, results and campus use of the survey results will be provided.

9:10-10:00 Benchmarking in Community Colleges: An Essential Tool for Assessment, Improvement, and Accountability Redondo
Patrick Rossol-Allison & Jeffrey A. Seybert, Johnson County Community College

Community colleges are coping with enrollment growth while governmental funds are declining. At the same time, they are facing increased internal needs and external demands to demonstrate and document their effectiveness as collegiate-level educational institutions and their commitment to continuous improvement at all levels. In this environment, it is critical to have accessible, comparative data for making campus decisions about staffing and programming and for accreditation documentation. The Planning, Assessment, and Institutional Research offices at community colleges are typically very small and needed data are often difficult to locate and extract. The inability to easily access appropriate community college data to use for identifying campus strengths and weaknesses, for comparing personnel costs and faculty staffing adequacy by discipline, for providing comparative measures, or for supporting program reviews is frustrating for institutional researchers, faculty, and administrative decision-makers. This presentation highlights three national tools which have emerged to help community colleges address these concerns. The National Community College Cost and Productivity Project (NCCCPP) collects and reports faculty load and instructional cost data at the discipline level. The National Community College Benchmark Project (NCCBP) collects and reports more than 150 benchmarks on institutional characteristics, student learning outcomes, workforce development and community outreach, and faculty/staff data at the institutional level. Finally, a new reporting effort targeting community college workforce training and non-credit programs is under development as a joint effort of the National Higher Education Benchmarking Institute (NHEBI) at Johnson County Community College and the National Council for Continuing Education and Training (NCCET).

10:00-10:30 Morning Break & hotel checkout Grand Ballroom Foyer

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10:30-11:20 Triangulation of Data in Student Retention Research Malibu

Ludmila Praslova, John Kim & Amanda Lebrecht
Vanguard University of Southern California

Triangulation of data, or the use of multiple measures and corroborating evidence, is a methodology often used in assessment of student learning which is also highly relevant to institutional research, especially as institutions tackle complex problems such as student retention (Holmes, n.d.; Suskie, 2009; Tinto, 2006). We present examples of the use of database data, peer data from The Integrated Postsecondary Education Data System (IPEDS), quantitative survey data from the National Survey of Student Engagement (NSSE), the Cooperative Institutional Research Program (CIRP) Freshman Survey, and Student Satisfaction Inventory (SSI), as well as qualitative data from student comments and exit interviews, to inform institutional retention efforts. We will describe how the database challenges were addressed through the use of additional data sources and present specific examples of how triangulation helped understand patterns of retention of all students and specific subgroups, such as freshmen males vs. females, and students of different levels of prior academic achievement. For example, qualitative evidence from student surveys and interviews suggested that personal value fit is strongly related to retention. Using CIRP freshmen survey data in conjunction with institutional data we determined with sufficient confidence that that there is a strong correlation between student prior behaviors, such as dinking (gamma correlation -.45), and personal value fit with the institution (.42) and retention. These variables also help explain gender differences in retention. This work also illustrates benefits of collaboration between activities often separately classified as “institutional research” and “assessment”, and effective use of limited resources.

10:30-11:20 Third-Year Student Characteristics Associated with Being At-Risk for Degree Completion Laguna

Dmitri Rogulkin & Xuanning Fu, CSU Fresno

Many public universities nowadays serve large student populations that are of first generation college attendees, children of recent immigrants or underrepresented minorities, especially institutions that are identified as minority-serving. A sizeable proportion of these students face challenges in their college life, and have a higher probability than others to be academically at risk. This study examines characteristics of 3rd-year college students who entered as first-time freshmen and describes three clusters of factors that are associated with their at-risk status to graduation: background, performance, and behavior. Background includes students’ racial/ethnic origins, gender, in or out of state status, Pell Grant eligibility (an indirect measure of family socioeconomic status), first-generation college students and whether one has disability. Performance contains two sub-clusters: academic performance before college and in college, including high school GPA and SAT, and semester and cumulative GPA during the first three years in college. Behavior is a term used in this study to describe decisions made by students, such as frequency of changing majors, # of units taken each semester, timing of class registration before a semester starts, and persistence (if students skip semesters since entry as freshmen). This research offers an in-depth understanding of the characteristics associated with being at risk for degree completion.

10:30-11:20 Getting to Know Your Students Through National Benchmarking Resources Newport

Kristina Cragg & Rebecca Wood, Ashford University

"How do our students compare to other institutions?" This is a common question that administrators ask of institutional researchers so that key stakeholders can better understand their students as well as prioritize which items the institution might focus on for improvement. This session will share national resources that institutional researchers can utilize to compare their institutional data to better understand their students. Institutional researchers with responsibility for reporting on student characteristics from the student information system and/or conducting student surveys will find this session of value as we will share national data resources that you can utilize for benchmarking. Presenters will demonstrate sample comparisons of national comparisons against institutional data. Additionally, this session focuses on methods for presenting comparisons to senior level administrators. A senior level administrator's perspective will also be shared. Participants will be given an handout of the national benchmarking resources and tips for displaying benchmarking data. Audience participation is welcome (but not required).

10:30-11:20 Managing Survey Data for Institutional Improvement: Accessible, Manageable, Meaningful **Sunset**
John H. Pryor, HERI

Survey data play a vital role in helping institutions understand and demonstrate the effects of college. However, the increasing number of requests for transparency and accountability in higher education, as well as students' related survey fatigue, can make collecting, communicating, and translating this data into action a more difficult endeavor than ever. The demands for data are unlikely to decrease. It has been suggested that "we will have to earn most of [our resources] by demonstrating more transparently and compellingly what higher education does and can do for all the people and for society, the environment, and the economy, and proving that we do it reasonably efficiently and affordably" (Zumeta, 2011). Given higher education's continuing demand for data, strategies for effectively fulfilling all of the requests for survey data without overwhelming students, faculty, and staff are necessary. This presentation will identify strategies for analyzing, summarizing, and presenting survey data in a manner that is manageable by IR staff and also encourages members of the institutional community to understand and use the data. Participants will learn a variety of methods for summarizing and communicating survey results to different stakeholders and will consider tactics for encouraging stakeholders to use the results. Those attending this session will have several opportunities to engage with the presenters by providing insights in to how they have used survey results at their institution, how they display data on their campus, and to discuss issues of "transparency" regarding aggregate student data.

10:50-11:20 Title V grant: Strategies and Assessment **Redondo**
Xi Zhang, Jesse Garber, Bonnie Peters & Salvador Flor, San Diego City College

San Diego City College has received Title V grant since 2010. The SDCC First Year Student Success Initiative join efforts of the First year Experience Services, Outreach, Facilities, the Transfer/Career Center, Counseling Office, First Year Students Peer Mentors, all counselors, and participating instructional faculty and implement the Title V grant's comprehensive strategies to help first-time students off to a successful start at the college. The strategies have been articulated and implemented well through various carefully designed and specifically planned student services, activities, and interactions by the San Diego City College First Year Student Success Initiative. Various student performance measures and baseline data have been collected from over hundreds of First Year students based on various assessment plans. The present study unfolded the strategies that have been implemented at San Diego City College and examined the impact of the First Year Student Success initiative on performance of First Year students. Multinominal logistic regression analyses was conducted to test significance of the impact. Implications of the results on institutionalize the initiative will be discussed. In addition, the study will also discuss data management and reporting strategies for Title V grant.

11:30-12:20 Student Success In Graduate School: Examining Institutional Effectiveness Practices **Malibu**
Amanda Saw & Alana Olschwang, Claremont Graduate University

Institutions of higher education are experiencing increasing pressure to advance, assess, and account for student success, especially with a rise in non-traditional student enrollment. To better understand the students at a private graduate institution, different measures of success were examined. However, the straightforward notion of predicting success became more challenging given the way that students enroll in courses today. With a large adult population who transfer in credits, take leaves, and cross register in different academic programs, tracking students can become overly complex. These non-traditional enrollment realities are even harsher in a more expensive, private institution.
Multiple regression methods were applied to determine who more quickly completes a master's or doctoral degree. With national doctoral degree completion rates hovering consistently around the fifty percent mark, universities must do more to enable successful completion. Different support structures are required for adult, working, minority, and part-time students. Program progressions are further complicated with transdisciplinary studies, changes in program plans, and tracking progress through master's and doctoral phases. This presentation will discuss differences found across ethnic and demographic characteristics, along with different disciplines and enrollment status. The analysis and data use strategy will be reviewed along with the other sources of data to clarify results and suggest future avenues of research. The project was adopted from an institutional effectiveness perspective, incorporating the expertise of institutional research, with a focus on data use and application to inform recruitment, admissions, student support services, and program departments alike.

11:30-12:20 An Exploratory Analysis of Community College SB 70 Students **Laguna**
Willard Hom, WestEd

Senate Bill 70 (SB 70) funded in 2005, among other things, new and/or enhanced courses in California's community colleges as part of the state's effort to promote workforce development. The presentation covers the results of a pre-liminary analysis of students who participated in the community college segment of SB70. The analysis covers the demographics of the student participants and the outcomes of these students (in terms of certificates, degrees, and/ or transfer). Some ongoing work that will expand the evaluation of this part of the SB70 funding will also be discussed.

11:30-12:20 Profiles, Projections and Stress Tests: Pathways to Institutional Effectiveness **Newport**
Robert Cox, UCLA

Effective institutional action in support of high-quality instructional programs calls for integrated academic planning across administrative levels from the central executive and academic deans to the particular academic units where resources are committed, faculty members and students are engaged, and courses of study are established and managed. With the catastrophic collapse and transformation of received business models in California higher education, the implementation of "stress tests" to measure the capacity of particular academic units to adapt to challenges specified by alternative models of future conditions are emerging as a critical component of IR support for integrated academic planning. Stress tests combine methods and skills that IR offices use to prepare two different types of standard reports – retrospective profiles of academic unit operations and structured projections of future populations and distributions of instructional workload under specified conditions and alternative policy options.
This presentation examines the context in which a battery of stress tests has been developed and applied to departments and other academic units at one institution. Issues addressed in conducting these tests include, but are not limited to, the potential impacts and consequences of: (1) Changes in the availability and flow of permanent and temporary resources that support general academic unit operations and designated types of teaching activities; (2) Changes in demand for or access to graduate and undergraduate degree programs; (3) Changes in academic unit capacity to offer courses supporting graduate and undergraduate programs.

11:30-12:20 Use PowerStats to Investigate Persistence Beyond the First Year **Sunset**
Dai Li, CSU Channel Islands

This presentation is an example of using online data analysis software PowerStats to investigate the research question of student persistence beyond the first year on national level. PowerStats is a web-based statistical software package developed by the National Center for Education Statistics, which allows public users to access the selected national representative data sets without knowing the micro-level data units. The presentation has two purposes. First, it provides a demonstration of the use of PowerStats and the Beginning Postsecondary Students Longitudinal Study (BPS) to investigate a research question. Second, it presents preliminary research results of the second-to-third year persistence on national level. At CSUCI, the average first-year retention rate of new freshmen is 78% over the past 5 years, which is around the median point of the CSU system. But the second-year retention rate of the same cohorts drops by 13 percentage points to 65%. In a national benchmark research study conducted by Noel-Levitz in 2010, 20% out of 8,600 sophomores failed to persist to their third year. Although the 64 campuses selected by Noel-Levitz may not be nationally representative, the fact that the second-to-third year persistence is a critical issue in student success has been adequately shown. The proposed study uses the most recent cohort of the BPS 2004/09. The sampled students were surveyed at the end of their first, third, and sixth academic years of postsecondary education. Student transcripts are also available through PowerStats, thus the BPS is a proper data set to conduct the proposed study.

11:30-12:20 Institutional Research from a For-Profit Perspective **Redondo**
Eric Lin & Shelia Lewis, United States University

We are looking into institutional review from a for-profit perspective. While the funding for higher education in California is in decline, how does IR for the for-profit institutions fit into this environment. Furthermore, the presentation considers many questions of the issues related to for-profits. At the for profit side for higher education, many questions have broadened from different agents (DOE, WASC, and more), and the agenda has become complicated. IR continues to carry important themes of policy and management.

12:30-1:50 Awards Luncheon, Raffle and Keynote Talk **Hermosa-Huntington-Manhattan**

Charles Kennedy, ABC/Walt Disney Co.
"Sticky & Sneezy: The Two Most Important Dwarfs for Spreading Ideas"
(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**

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Mallory Newell, De Anza College