

CAIR 2013

November 20-22, 2013



**Increasing Accountability and
Transparency in Higher Education**

**Napa
California**

Welcome to CAIR 2013 in Napa

Dear Colleagues -

On behalf of the CAIR Board of Directors, I welcome you to Napa for the 38th Annual California Association for Institutional Research Conference. The theme for the 2013 CAIR Conference is "Increasing Accountability and Transparency in Higher Education."

Although it appears the economy has turned around and budget concerns have decreased, calls for increased transparency and accountability on the part of state and federal government remain. This year's keynotes and many of the sessions address elements of this continuing trend in higher education, specifically how it impacts the research and planning we do at our institutions.

The 2013 CAIR Conference features over 50 presentations on subjects such as program review, retention and graduation, affordability, accountability and other topics of current importance to institutional researchers. This conference is unique because it includes the public and the private sectors, the 2-year and the 4-year system, and the non-profit and for profit entities, allowing us to learn from each other.

The conference begins on Wednesday with the segment meetings, which will be followed by lunch on your own or with your group. The first set of sessions begins at 1:00pm and is followed by our first plenary delivered by Elise Miller from Gates, who will speak to the role of institutional research as higher education continues to change. The afternoon break is followed by a series of sessions and ends with the President's Reception.

On Thursday, there are two parallel morning plenaries related to accreditation. Barbara Beno of ACCJC will address the role of data in accreditation for community colleges and Richard Winn from WASC Senior will speak about the use and abuse of metrics in accreditation.







These morning plenaries are followed by three sets of concurrent sessions with a morning break after the first set. The Thursday lunch keynote will be delivered by Hans Johnson from Public Policy Institute of California who will focus on performance measures in higher education. The afternoon has four sets of sessions including a break. No events are scheduled for Thursday evening, allowing you to join your colleagues or others for an evening in Napa.

A reminder, the CAIR business meeting is Friday morning during breakfast. Friday's keynote panel is on the use of wages to measure salary outcomes in California high education with representatives from public segments. Three sets of concurrent sessions follow the panel. The conference closes with an Awards Luncheon, the Sponsor Raffle and an interesting plenary by Clay Gregory of Visit Napa Valley.

Our appreciation goes out to the CAIR Board, all of whom contributed their time and advice to create this program for the conference. Most importantly, we are grateful for each of the presenters at the conference, this would not be possible without your contribution. Our most sincere gratitude goes to the sponsors this year. Their support over the last few years has greatly contributed to the conferences.

Alice van Ommeren,
2012-13 CAIR President &
Conference Coordinator

2013 CAIR Keynotes

| | | | |
|--|---|---|---|
| <p>Elise Miller is currently a senior program officer for postsecondary data at the Bill & Melinda Gates Foundation. Her work on postsecondary education has included tenureship at the National Center for Educational Statistics where she was the program director of Postsecondary Educational Studies, and her position at the National Association of Independent Colleges and Universities as the Director of Research and Policy Analysis.</p> |  | | |
| <p>Richard Winn is currently serving as the executive director of WASC. He previously served as WASC's Vice President where he was the staff liaison for institutional reviews. He was instrumental in helping shape the creation of WASC's accreditation redesign, and had helped Ralph Wolf manage WASC's relationship with the U.S. Department of Education. Before joining WASC, Dr. Winn was the assistant dean for curriculum at Western University's College of Osteopathic Medicine, and previously served more than 15 years as a faculty member at several colleges.</p> |  | | |
| <p>Barbara A. Beno is the President of the Accrediting Commission for Community and Junior Colleges (ACCJC). Prior to her appointment in 2001, she served as Commissioner for the ACCJC and the Accrediting Commission for Senior Colleges and Universities, Western Association of Schools and Colleges. She also served as President of Berkeley City College for twelve years, also Assistant Chancellor of the San Mateo Community College District, Research & Planning Director for the Peralta Community College District, and a university faculty member in Sociology.</p> |  | | |
| <p>Hans Johnson is the Senior Policy Fellow and Bren Fellow at the Public Policy Institute of California. His research examines the interaction between population change and public policies, and its effects on immigration and migration, population growth, higher education, and housing. Prior to joining PPIC, Dr. Johnson was Senior Demographer at the California Research Bureau and a demographer at the California Department of Finance.</p> |  | | |
| <p>Public Higher Education Panel on Using Wage Data: 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 Furguele, Content Manager, Institutional Research, University of California Office of the President.</p> |  |  |  |
| <p>Clay Gregory is the President and CEO of Visit Napa Valley, the official marketing organization for Napa Valley. He joined Visit Napa Valley in 2009, bringing more than 25 years of marketing and management experience. Gregory has had numerous key wine industry roles serving in executive positions for the Napa Valley Wine Auction Boards, the Robert Mondavi Corporation, the Jackson Family Wines, and the Oakville Winegrowers. He also is a board member for several organizations in Napa Valley.</p> |  | | |

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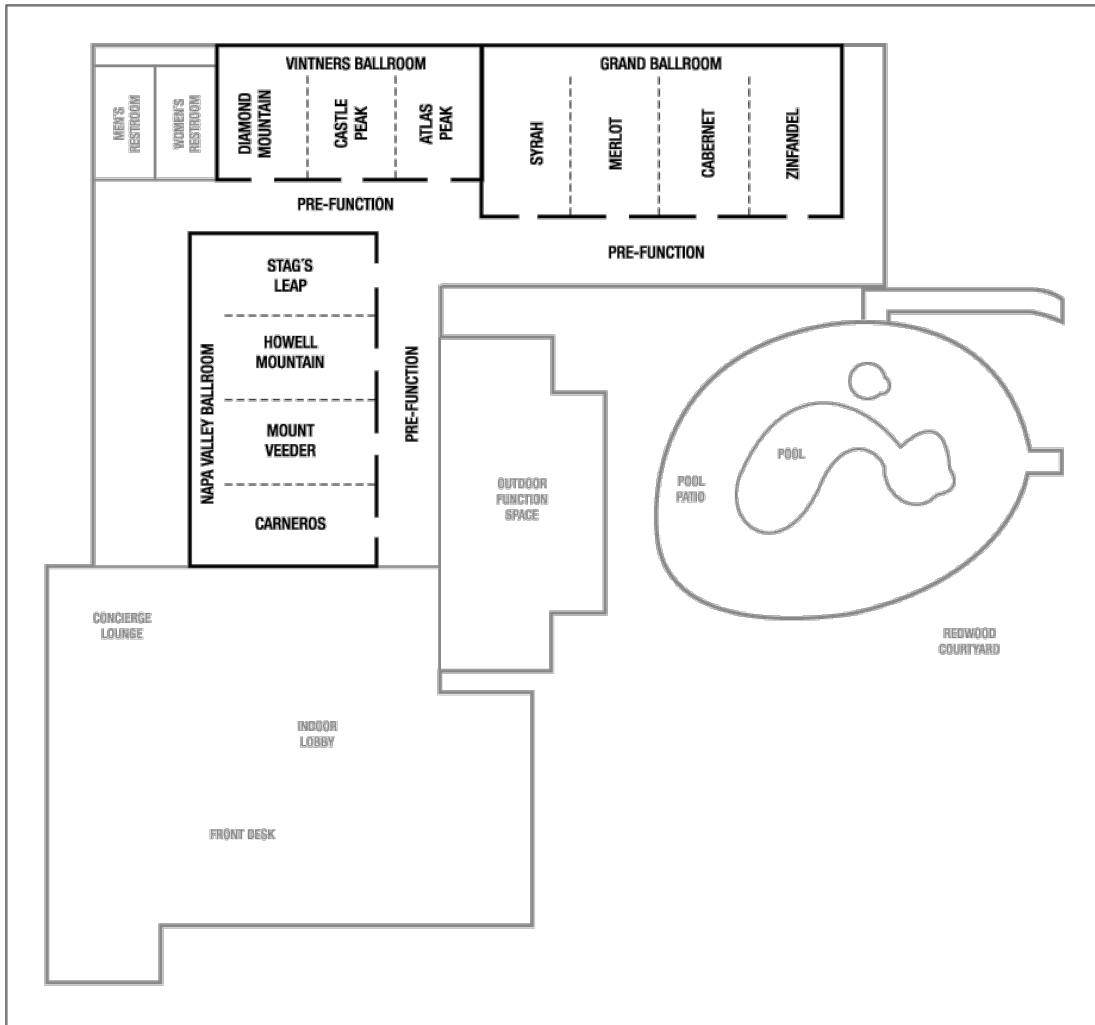


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Map of the Hotel Conference Rooms



CAIR 2013 Conference Schedule-At-A-Glance
Increasing Accountability and Transparency in Higher Education

Wednesday, November 20th

| | Syrah | Merlot | Cabernet | Zinfandel |
|--------------|---|---|---|--|
| 8:00 – 12:00 | CSU Segment Meeting 8:00 am -12:00 pm Sutee Sujitparapitaya | CCC Segment Meeting 10:00 am - 12:00 pm Mallory Newell | Independent Segment Mtg 10:00 am - 12:00 pm Heather Brown | UCUES (9-11) and UC Segment (11-12) Mtg 9:00 am - 12:00 pm Christine Hurley |
| 9:45-10:45 | <i>Coffee & Tea - Napa Valley Foyer</i> | | | |
| 12:00-1:00 | <i>Lunch on your own</i> | | | |
| 1:10-2:00 | <i>Real-Time Learner Outcome Feedback: Web Mash-ups Made Simple (Thrush, et al.)</i> | <i>Undergraduate Student Persistence and Completion: Do Pell Grants Matter? (Hatcher & Chang)</i> | <i>Student Behaviors in Relation to Majors and Impact on Graduation (Wang & Shiveley)</i> | <i>Where Do They Go? Tracking Employment Outcomes of CCC Graduates (Greaney, et al.)</i> |
| 2:10-3:00 | <i>Assessing Institutional Learning Outcomes: Process, Application, and Results (Patel, et al.)</i> | <i>Using Multiple Measures to Predict Student Placement in Courses & Predictive Tools to Inform Placement (Sorey, et al.)</i> | <i>Univ of California Undergraduate Experience Survey: Self-Assessed Academic Skills vs. Time-to-Degree (Love & Wahl)</i> | <i>Reducing Time to Undergraduate Degree: Targeted Intervention Strategies (Shindledecker, et al.)</i> |
| 3:10-4:00 | Keynote: Elise Miller (Gates Foundation) What's Next for Higher Education and How Can IR Be a Part of the Transformation? (Napa Valley Ballroom) | | | |
| 4:10-5:00 | <i>All the data. All in one place. (Campus Labs)</i> | <i>Academic Insights: Your School by the Numbers (U.S. News and World Report)</i> | <i>The Course Completion Survey: From Build to Implementation (Czerwinski)</i> | <i>Using a Random Forest Model to Predict Enrollment (Headstrom)</i> |
| 5:10-6:00 | <i>Roadblocks to Graduation and the Super Senior Phenomenon (Shiveley & Hardy)</i> | <i>Which Comparative Faculty Salary Should I Use? (Chatman & Lowe)</i> | <i>The RP Group: A Dialogue About Establishing Course Prerequisites (Meuschke)</i> | <i>Using Data Mining to Model Student Success for Refining Nursing Program Admission Criteria (Ruggenberg, et al.)</i> |
| 6:00 – 7:30 | President's Reception - Poolside Patio/Napa Ballroom | | | |

Thursday, November 21st

| 7:00 – 8:00 | <i>Full Breakfast - Napa Ballroom Foyer</i> | | | |
|---------------|--|---|---|--|
| | Syrah | Merlot | Cabernet | Zinfandel |
| 8:00 – 9:00 | Keynote: Richard Winn (WASC) "The Use and Abuse of Metrics in Accreditation" (Carneros/Mt. Veeder/Howell) | | Keynote: Barbara Beno (ACCJC) "The Role of Data in Demonstrating Institutional Quality" (Stags Leap) | |
| 9:10 – 10:00 | <i>Affective & Competency Based Perceptual Indicators: Exploring Student's Perceived Satisfaction (Otterbach & Murry)</i> | <i>CSU Fullerton's Student Success Dashboard (Sullivan & Karimi)</i> | <i>Using Ishikawa's Fishbone Pictogram to Understand and Address Student Attrition (Hoffman)</i> | <i>Measuring Student Success and Achievement (ACCJC): The Challenge of Finding and Using Metrics (Pacheco, et al.)</i> |
| 10:00 – 10:20 | <i>Morning Break - Napa Ballroom Foyer</i> | | | |
| 10:20 – 11:10 | <i>Using Drupal to Support Program Review (McLain & Brazil)</i> | <i>Visual Analytics Utilizing Tableau Interactive Dashboards (Le & Rogulkin)</i> | <i>Periodic Reviews of the Institutional Research Office and WASC CFR 4.2 (Wrona, et al.)</i> | <i>The Economic Story of California: How CIRP Data Can Inform Policy (Pryor & Knepler)</i> |
| 11:20 – 12:10 | <i>Item Order Effects in Student Surveys: How Bad are They and Is Randomization the Answer? (Potter)</i> | <i>A Multi-Year Analysis of NSSE Data Using ANOVA (Stanley & Zhang)</i> | <i>Leading the Way for Non-Academic Unit Review (Krist & Winfrey)</i> | <i>The Missing Piece: Quantifying Non-Completion Pathways to Success (Booth & Fuller)</i> |
| 12:20 – 1:50 | Lunch and Keynote: Hans Johnson, PPIC "Performance Measures in Higher Education" (Napa Valley Ballroom) | | | |
| 2:00 – 2:50 | <i>Ellucian/Nuventive's New Institutional Performance Management Solution (Nuventive)</i> | <i>Best Practices for Boosting Response Rates for Course Evaluations and Surveys (eXplorance)</i> | <i>A Two-step Data Mining Approach for Graduation Rates (Karimi, et al.)</i> | <i>Examining the Online Student Experience: Results using the YFCY-OL (Cragg, et al.)</i> |

| CAIR 2013 Conference Schedule-At-A-Glance | | | | |
|---|--|--|--|---|
| Increasing Accountability and Transparency in Higher Education | | | | |
| | Syrah | Merlot | Cabernet | Zinfandel |
| 2:50 – 3:10 | <i>Afternoon Break - Napa Ballroom Foyer</i> | | | |
| 3:10-4:00 | <i>The Persistent Achievement Gap: When and Why Underrepresented Minorities Fall Behind (Novack, et al.)</i> | <i>Focusing Your Efforts on Tasks that Matter (Hansman, et al.)</i> | <i>Fixed-Effects Regression for Within-Subjects Designs: Causal Effects of Online Course Evaluations (Mason & Johnson)</i> | <i>Safe Sailing Through the FERPA Triangle (Dailey)</i> |
| 4:10 – 5:00 | <i>Gauging the Impact of Academic Support Programs: A Quasi Experimental Design (Herzog)</i> | <i>Implementing a Research Infrastructure that Builds Information Capacity (Hasson & Miramontez)</i> | <i>IPEDS Update: Current Information and Upcoming Changes (Cragg)</i> | <i>Using Evidence to Influence Decision Making (Leimer)</i> |
| 5:10 - 6:00 | <i>SIG/User Groups: Association for Higher Education Effectiveness (AHEE) (Leimer)</i> | <i>Six Stages of Growth for the IR Professional (Daly)</i> | <i>Mentorship for New IR Professionals (Honda)</i> | <i>SIG/User Groups: Bay Area IR Professionals (Chang)</i> |
| Dinner in Napa (not sponsored or organized by CAIR) | | | | |
| Friday, November 22nd | | | | |
| 7:00 – 8:00 | <i>Continental Breakfast - Napa Ballroom Foyer & Annual CAIR Board Meeting - Room TBA</i> | | | |
| 8:00 – 9:00 | Keynote Panel: Patrick Perry (CCCCO), Phil Garcia (CSU), Chris Furgieue (UCOP) "Using Wages for Outcomes in California Higher Education" (Napa Valley Ballroom) | | | |
| | Syrah | Merlot | Cabernet | Zinfandel |
| 9:10 – 10:00 | <i>Degree Completion, Time to Degree and Credit Accumulation: The Case of California Transfer Students (Naganand)</i> | <i>Doctoral Program Career Outcomes: Lessons from Using the Internet to Track Alumni Employment Data (Cook, et al.)</i> | <i>Are Undergraduate Students Disengaged before they Drop Out? (Yang & Chang)</i> | <i>Building Analytical Tools With Nested Excel Functions (Johnson & Byrd)</i> |
| 10:00 – 10:30 | <i>Hotel Checkout- Morning Break in Napa Foyer</i> | | | |
| 10:30 – 11:20 | <i>Performance Funding - A National Perspective (Maack)</i> | <i>Benchmarking Using the National Student Clearinghouse Research Center Data Snapshots and StudentTracker Service (Sampath)</i> | <i>Student Choice and Course Enrollment Planning (Cox)</i> | <i>Documenting a High Impact Institutional Practice: Community Engagement at 52 Institutions (Noel & Earwicker)</i> |
| 11:30 – 12:20 | <i>How Cal Answers (UC Berkeley Data Warehouse) Transforms Institutional Research through Decision Support (Allen, et al.)</i> | <i>Clouding Transparency: The Drawbacks of Using Average Net-Price for Accountability and Decision Making (Moore)</i> | <i>Peer Comparisons & Graduation Rates: Accountability, Transparency, and Local Commitment (Thomson, et al.)</i> | <i>Implementation of Online Student Evaluation of Teachers (Briggs)</i> |
| 12:30 – 1:50 | Awards Luncheon, Sponsor Raffle and Keynote "Use of Data in Napa Valley Tourism" by Clay Gregory from Visit Napa Valley (Napa Valley Ballroom) | | | |

Schedule at a Glance for Wednesday, November 20

| | | |
|-------------|---|-------------------------------------|
| 8:00-12:00 | California State University (CSU) Segment Meeting | Syrah |
| 9:00-11:00 | University of California Undergraduate Experiences Survey (UCUES) Meeting | |
| 11:00-12:00 | University of California (UC) Segment Meeting..... | Zinfandel |
| 9:45-10:45 | Coffee and Tea | Napa Ballroom Foyer |
| 10:00-12:00 | Independent Segment Meeting..... | Cabernet |
| 10:00-12:00 | California Community Colleges (CCC) Segment Meeting..... | Merlot |
| 12:00-1:00 | Lunch..... | On your own |
| 1:10-1:50 | Concurrent Sessions | Syrah, Merlot, Cabernet & Zinfandel |
| 2:10-2:50 | Concurrent Sessions | Syrah, Merlot, Cabernet & Zinfandel |
| 3:10-4:00 | Keynote: Elise Miller..... | Napa Ballroom |
| 4:10-5:00 | Concurrent Sessions..... | Syrah, Merlot, Cabernet & Zinfandel |
| 5:10-6:00 | Concurrent Sessions..... | Syrah, Merlot, Cabernet & Zinfandel |
| 6:00-7:30 | President's Reception..... | Poolside Patio or Napa Ballroom |

Wednesday, November 20

| | | |
|-------------------|--|--|
| 8:00-12:00 | Segment Meetings | Various rooms and times (see above) |
| 9:45-10:45 | Coffee and Tea | Napa Ballroom Foyer |
| 12:00-1:00 | Lunch on your own | |
| 1:10-2:00 | Real-time Learner Outcomes Feedback: Web Mash-ups Made Simple Gerald Thrush & Patricia Camberos Western University of Health Sciences | Syrah |

Have you ever wondered how to practically, affordably, and effectively implement technology to track learner outcomes? At the College of Osteopathic Medicine of the Pacific (COMP), we are doing so using readily available technologies including Microsoft SharePoint and ExamSoft computer-based testing. We will share our experiences, triumphs, and challenges, so that your institution may immediately and successfully begin to implement technology to track learner outcomes.

| | | |
|------------------|---|---------------|
| 1:10-2:00 | Undergraduate Student Persistence and Completion: Do Pell Grants Matter? Charles Hatcher, California Competes Tongshan Chang, University of California Office of the President | Merlot |
|------------------|---|---------------|

This analysis examines the relationship between Pell Status of students and their likelihood of graduating. Using data on UC students from 2000-2012, we report the 4-, 5- and 6-year graduation rates for several sub groups of first-time, full-time students: students that were never eligible for Pell during their entire duration as a UC student, those that were eligible for every year they were a UC student, and those whose status changed during their UC tenure. We will report on the trend over time, showing the unconditional differences and also a model which controls for differences in academic preparation between subgroups.

1:10-2:00 **Student Behaviors in Relation to Majors and Impact on Graduation** **Cabernet**
 Jing Wang & Jonathan Shiveley
 California State University Sacramento

This study intends to examine the impact of student behaviors relating to college majors as they pertain to graduation in order to support policy making processes aimed at facilitating graduation. Participants in this session will learn a unique methodology to better define the various comparison groups of students in terms of changing majors, the timing of declaring majors or having single major vs. double majors when comparing graduation rates within both native freshmen and transfer cohorts. They can also take away with the strategies and steps of a policy study which is the most interesting task of institutional research.

1:10-2:00 **Where Do They Go, What Do They Do, and How Much Do They Earn?** **Zinfandel**
Tracking Employment Outcomes of Calif. Community College Graduates
 K.C. Greaney, Santa Rosa Junior College
 Ryan Fuller, California Community Colleges Chancellor's Office
 Mallory Newell, De Anza College

California Community Colleges award well over 100,000 degrees and certificates annually. What are those awards worth? In this session, we will present two approaches to tracking the employment outcomes of community college students. Each approach has its merits and its limitations. First, we will present information from the Chancellor's Office which will highlight recent efforts to incorporate industry of employment information with the new "Salary Surfer" tool which uses UI wage data to explore the salary outcomes of Community College Graduates. Findings from several of the most common awards in the California Community College System will be used to demonstrate this analysis by industry. Second, we will share findings and lessons learned from a collaborative effort to survey community college Career & Technical Education graduates on key employment outcomes, such as employment status, wage gain, how closely related their current occupation is to their field of study, etc. Thirty-five community colleges participated in this survey in 2013. We will include some examples of how community colleges are using this data for accountability and program improvement.

2:10-3:00 **Assessing Institutional Learning Outcomes:** **Syrah**
Process, Application, and Results
 Neil Patel, Juan Ramirez & Alyssa De Santiago
 Western University of Health Sciences

In 2007, a team of Western University faculty, staff, and administrators identified a set of eight institutional learning outcome domains that express common expectations for learning across our various programs. This presentation discusses our efforts to assess these eight institutional outcomes, from pilot phase through the completion of the first institutional assessment cycle. Throughout the session, attendees will learn about both our missteps and our triumphs. Presenters will provide suggestions for developing a process that relies on the assessment of student work, and emphasizes faculty and program involvement.

2:10-3:00 **Using Multiple Measures to Predict Student Placement** **Merlot**
in College Courses and Predictive Tools to Inform Placement Practices
 Ken Sorey, Cal-Pass Plus
 Craig Hayward, Irvine Valley College

Studies indicate the use of information on high school transcripts could significantly improve college placement for high school graduates. However, the state has not implemented this approach on a large scale. The RP Group with Cal-Pass Plus is coordinating a multi-campus study to understand how this approach can support college efforts to implement multiple measures for placement, in addition to building a data warehouse, online tools and communications strategy to support community colleges in placement using multiple measures. This session focuses on the placement study as well as process for developing a data warehouse to store and analyze the data.

2:10-3:00 **University of California Undergraduate Experience Survey (UCUES):** **Cabernet**
Self-Assessed Academic Skills vs. Time-to-Degree
 Janice Love & Kelly Wahl
 University of California Los Angeles

The University of California Undergraduate Experience Survey (UCUES) provides a wealth of data and a unique opportunity to analyze the relationship between students' perceptions of their initial academic skill level to their time-to-degree. This presentation will report on the results of our analysis of this relationship and on how course taking patterns that influence time-to-degree vary among students who rate their skills levels differently. We will suggest a connection between students' perceptions of their initial academic skill level and their time-to-degree and discuss how students of differing skill levels engage in academic behaviors that affect time-to-degree.

2:10-3:00 **Reducing Time to Undergraduate Degree: Targeted Intervention Strategies** **Zinfandel**
 Emily A. Shindledecker & Tanner M. Carollo
 California State University San Bernardino

Are there differences between in-state and out-of-state students at California colleges and universities? Using data from the Cooperative Institutional Research Program (CIRP) Freshman Survey, the presenters will examine the characteristics of incoming first-year students at 28 California colleges and universities, looking in particular at significant differences between those coming from out-of-state and those who reside in California. We will contrast these groups with California residents who leave the state for higher education. Particular attention will be given to why students choose the college they are attending.

3:10-4:00 **Keynote: Elise Miller** **Napa Ballroom**
Gates Foundation
What's Next for Higher Education and How can IR Be a Part of the Transformation?
(Moderator: Waddell Herron, California State University Office of the Chancellor)

Higher education is facing increasing pressure to transform itself from various sources. Whether it is the growth in non-traditional and low-income students, rising costs and student debt, or questions about the role technology can play in meeting student needs, one thing seems clear: change is upon us. Institutional researchers will face new and different challenges to help their institutions not just respond to change, but also be the leaders of it. The keynote will speak to the essential role institutional research should play in higher education transformation.

4:10-5:00 **All the data. All in one place (Sponsor Session)** **Syrah**
 Maureen Dowd, Campus Labs

The Campus Labs suite of products provides an end-to-end solution for the collection, analysis, and compilation of mission-critical information, and turns assessment data into actionable information that promotes both student and institutional success. From setting strategic goals and collecting evidence, to reporting and analytics, our offering focuses on connecting assessment and experiential data from across the institution to unlock powerful insights. In addition to offering technology to aid in assessment and student engagement tracking efforts, our 650 member campuses rely on our talented practitioners to provide consultation, professional development, and ongoing support to achieve institutional success.

4:10-5:00 **Academic Insights: Your School by the Numbers (Sponsor Session)** **Merlot**
 Chris Petrie & Evan Jones
 U.S. News and World Report

U.S. News & World Report has developed an analytics dashboard which features an historical archive of rankings and rankings data. Utilizing high-level graphic capabilities and data visualizations you can create reports and tell compelling stories about your institution in a matter of minutes. We will be showcasing the functionality of the platform as well as discussing the proprietary data points we have never released until now. Benefits of subscribing to the platform will be covered, such as access to our proprietary customized Rankings Report.

4:10-5:00 **The Course Completion Survey: From Build to Implementation** **Cabernet**
 Meredith Czerwinski, Bridgepoint Education, Inc.

A case study in the development of the effective institutional course completion survey. Student feedback regarding the course experience is an essential tool for effective decision-making for institutional leaders and faculty. A step-by-step process from identifying contributors and creating actionable items to survey piloting for final robust survey content will be discussed. Other considerations, including revising an existing survey and choosing an administration format will also be reviewed. This program centers on a web-administered survey for online students but is applicable to the campus-based institution.

4:10-5:00 **Using a Random Forest Model to Predict Enrollment** **Zinfandel**
 Ward Headstrom, Humboldt State University

This presentation will demonstrate how to build random forest predictive models of enrollment using historical student data and the programming language R. These models will then be used to project future applicant yields, retention, and graduation. Leo Breiman and Adele Cutler have extended decision tree predictive models by building groups of trees using randomly selected variables and data. The resulting "random forest" model provides a powerful technique for examining factors which contribute to an outcome and can be used to predict future outcomes. The free statistical programming language R provides a simple mechanism for building random forests. I will show how to create these models using historical application, enrollment, and graduation data. We will test the accuracy of the models and use them to predict future enrollment. I will also contrast this approach to binary logistic regressions and other methods. No prior exposure to predictive modeling or R will be assumed.

5:10-6:00 Roadblocks to Graduation and the Super Senior Phenomenon Syrah
Jonathan P. Shiveley & Nancy Hardy
California State University Sacramento

During times of budget shortfalls and reduced course offerings, super seniors contribute to course progression bottlenecks. Subsequently, there is less space for the enrollment of new students. This study attempts to identify roadblocks which may prevent super seniors from graduating in a timely manner. This research was initiated by hosting two focus groups comprised of current super seniors in order to identify major obstacles. A survey instrument was developed based upon those discussions and was administered to all super seniors. The subsequent survey report analyzed freshmen and transfer student data separately in order to reveal the differing obstacles they faced.

5:10-6:00 Which Comparative Faculty Salary Should I Use? Merlot
Steve Chatman & Gary Lowe
University of California Merced

A simple question about faculty salaries at peer institutions created a series of analyses vacillating between validity and complexity on the one hand and openness and communicability on the other. As a new research university, UC Merced's academic composition by program and rank creates interesting challenges that demonstrate the consequences of various analytical options (illustrating Simpson's Paradox for example). Results will be shared to support discussion about the consideration of public data availability, discipline and disciplinary mix, peer group construction, and mix of faculty ranks. An alternative comparative method using a "Straw man" university will also be demonstrated.

5:10-6:00 The RP Group: A Dialogue About Establishing Course Prerequisites Cabernet
and The Role of Institutional Research Offices
Daylene Meuschke, College of the Canyons

Course prerequisites are found in all segments and are intended to help boost student retention and success rates. The RP Group will present an overview of its new prerequisite validation guide titled "Suggestions for California Community College Institutional Researchers Conducting Prerequisite Research." This new guide was written mainly for researchers in their work assisting faculty and others on campus in analyzing the impact of proposed and implemented prerequisites. This includes considerations when working with faculty on both content review and quantitative analyses. Come engage in a discussion of the data used to determine prerequisite coursework and the role institutional researchers play in the validation processes..

5:10-6:00 Using Data Mining to Model Student Success for the Purpose of Zinfandel
Refining Nursing Program Admission Criteria
Shana Ruggenberg & Serhii Kalynovs'kyi
Pacific Union College

Discriminant Analysis and Single Decision Tree models were used to predict student success in an AS degree nursing program using students' characteristics at the time of admission to the program. Success was defined as graduating from the program and passing the NCLEX-RN on the first attempt. Stable and reliable solutions were obtained and analyzed, which resulted in recommendations for changes in program admission criteria. An individual student success score and an admission decision flowchart were developed based on the models.

6:00-7:30 President's Reception Poolside Patio (weather permitting)
or Napa Ballroom

Schedule at a Glance for Thursday, November 21

| | | |
|---------------|----------------------------------|---|
| 7:00 – 8:00 | Continental Breakfast..... | Napa Ballroom Foyer |
| 8:00 – 9:00 | Keynote talk (in parallel) | Carneros, Mt. Veeder, Howell Richard Winn (WASC) – The Use and Abuse of Metrics in Accreditation |
| 8:00 – 9:00 | Keynote talk (in parallel)..... | Stag’s Leap Barbara Beno (ACCJC) – The Role of Data in Demonstrating Institutional Quality |
| 9:10 – 10:00 | Concurrent Sessions | Syrah, Merlot, Cabernet & Zinfandel |
| 10:00 – 10:20 | Morning Break | Napa Foyer |
| 10:20 – 11:10 | Concurrent Sessions..... | Syrah, Merlot, Cabernet & Zinfandel |
| 11:20 – 12:10 | Concurrent Sessions..... | Syrah, Merlot, Cabernet & Zinfandel |
| 12:20 – 1:50 | Lunch and Keynote..... | Napa Ballroom Hans Johnson (PPIC) – Performance Measures in Higher Education |
| 2:00 – 2:50 | Concurrent Sessions..... | Syrah, Merlot, Cabernet & Zinfandel |
| 2:50 – 3:10 | Afternoon Break..... | Napa Foyer |
| 3:10 – 4:00 | Concurrent Sessions..... | Syrah, Merlot, Cabernet & Zinfandel |
| 4:10 – 5:00 | Concurrent Sessions..... | Syrah, Merlot, Cabernet & Zinfandel |
| 5:10 – 6:00 | Concurrent Sessions..... | Syrah, Merlot, Cabernet & Zinfandel |

Thursday, November 21

7:00-8:00

Continental Breakfast

Napa Ballroom Foyer

8:00-9:00

Keynote: Richard Winn
Western Association of Schools and Colleges (WASC)
(Moderator: Heather Brown, Mount St. Mary's College)

Carneros/Mt. Veeder/Howell

In a cultural context where the public and the legislative community are expressing an insatiable hunger for simple metrics, for a number that can reveal whether an institution is deserving of financial aid, for numeric rankings to support application decisions, and where context and nuance are dismissed as confusing, institutional researchers risk being co-opted. Accreditors and data experts need to sing from the same song sheet about how data, such as for retention and graduation rates, can be resistant to abuse.

8:00-9:00

Keynote: Barbara Beno
Accrediting Commission for Community and Junior Colleges (ACCJC)
(Moderator: Alice van Ommeren, California Community Colleges Chancellor Office)

Stag's Leap

After five years or more (!) of discussion at the national level about accreditation processes, the "triad" and public investments in higher education, the focus has shifted from process of quality review to data on student outcomes as a key measure of institutional quality. The federal government has proposed to set up a simple system for ranking institutions for purpose of financial aid, and attaching incentives for student completion. The National Student Clearinghouse is conducting studies of student achievement showing that institution-level data may underestimate student achievement. Federal regulations require accreditors to examine institution set standards for student achievement, as well as the institution's performance against those standards. Department of Education recognition reviews now also require accreditors to evaluate and discuss student outcomes at institutions. Where is the ACCJC now moving in response to these events? How are institutions to best present, and analyze, their own data on student outcomes in order to maintain accreditation-required practice?

9:10-10:00

**Affective and Competency Based Perceptual Indicators: Exploring
 Deeper Implications for Student Perceived Satisfaction with their College Experience**
 Renate Otterbach & William Murry
 University of San Francisco

Syrah

The Noel Levitz Student Satisfaction Inventory (SSI) provides twelve scales that measure student satisfaction across different academic and support services within a university. Closer examination of the scales indicates that they contain both affective and competency items. A factor analysis confirmed six of the original scales and produced three additional scales: institutional climate, interpersonal climate, and procedures and policies. Building on previous research presented at the 2013 AIR, we explore the contribution of these factors to student's perceptions on four dependent variables: met expectations, overall student satisfaction, whether tuition is a worthwhile investment, and whether students would re-enroll at the target university. This analysis provides greater insights into students' evaluation of their college experience.

9:10-10:00

CSU Fullerton's Student Success Dashboard
 Ed Sullivan & Afshin Karimi
 California State University, Fullerton

Merlot

The 'Student Success Dashboard' at CSUF is a business intelligence tool developed collaboratively by IR and IT departments. The key indicators displayed for first-time full-time freshman and transfer cohorts are numbers of 'Graduated', 'Currently-enrolled', and 'Dropped-out' students. These are up-to-date data and are shown both in a summary format and a drillable, detailed student-level format; and can further be sliced (by Ethnicity, Gender, Parent Education, Underrepresented Status, Prior Institution Type, Entry Major, Entry College, Latest Major, Latest College). Topics included in the presentation are the IR/IT collaboration, dashboard's data quality issues, its benefits & usage scenarios, and its future enhancements.

9:10-10:00 **Using Ishikawa’s Fishbone Pictogram to Understand and Address Student Attrition** **Cabernet**
John Hofmann, Sofia University

WASC’s new accreditation model requires all institutions to develop a 5-page narrative that reports and helps contextualize their retention, graduation, and time-to-degree rates. WASC also expects institutions to do considerable analytical work in preparing this narrative, including identifying correlates that affect these rates and developing action plans to improve performance. Using an Ishikawa’s Fishbone diagram as an organizing tool, Sofia University engaged in a cross-departmental assessment to identify and discuss the various issues or causes contributing to attrition. This activity yielded insights into some of the factors affecting student attrition and provided the foundation for a data-informed improvement plan.

9:10-10:00 **Measuring Student Success and Achievement: The Challenge of Finding and Using Metrics** **Zinfandel**
Robert Pacheco, Mira Costa College
Marybeth Beuchner, Sacramento City College
Daylene Meuscke, College of the Canyons

The ACCJC as well as state and federal governments are using institutional-level indicators such as completion, transfer and licensure pass rates to assess college performance. The emphasis on student achievement includes important questions: How do we meaningfully measure student completion? What is the quality of the learning taking place? How do colleges identify “institutional-set standards” and incorporate results into integrated planning? How do we share our efforts with the public? In this session, participants will evaluate the varied ways to measure institutional effectiveness and brainstorm how those colleges who perform less well can be brought about to achieve better.

10:00-10:20 **Morning Break** **Napa Foyer**

10:20-11:10 **Using Drupal to Support Program Review** **Syrah**
Katherine McLain & Brad Brazil
Cosumnes River College

The Cosumnes River College Planning and Research Office is in the process of developing a College Integrated Planning System (CIPS) to integrate, enhance and streamline our Program Review, Assessment Reporting, Unit Planning and Budget Allocation processes. The College is accomplishing this goal through the use of a web-based development platform (Drupal) that is free and relatively easy to use. CIPS, when completed, will create a unified system that connects all program evaluation and improvement activities. The presenters will demonstrate the use of Drupal to create web content and present several components of the CIPS system.

10:20-11:10 **Visual Analytics Utilizing Tableau Interactive Dashboards** **Merlot**
Michael Le, Humboldt State University
Dmitri Rogulkin, Fresno State University

In an era of increasing accountability and transparency in higher education - administrators, staff, faculty, and students want a dynamic way to access data. As institutional researchers it’s our goal to give it them, but we must do so while abiding by federal, state, and local laws. Using Tableau Desktop, Public, and Server, the presenters demonstrate a set of online interactive data visualization dashboards designed to effectively distribute information and give access to data and exploratory analysis. Presenters will share their unique stories and strategies for creating and distributing dashboards both publicly and privately.

10:20-11:10 **Periodic Reviews of the Institutional Research Office and WASC CFR 4.2** **Cabernet**
Michael Wrona, University of California Merced
Sutee Sujitparapitaya, San Jose State University
Heather Brown, Mount St. Mary’s College
Rebecca Sorell, San Francisco Conservatory of Music

The latest WASC Senior Handbook on Accreditation requires that “Periodic reviews are conducted to ensure the effectiveness of the institutional research function and the suitability and usefulness of the data generated.” This panel discussion, with extensive audience participation, will address four key questions: (1) Is this revised WASC Criterion for Review a positive development that will “ensure the effectiveness of the institutional research function”? (2) What should practitioners consider before conducting a review of the IR function? (3) What are some potential risks and benefits associated with a review? (4) What role should CAIR play in light of this discussion?

10:20-11:10 The Economic Story of California: How CIRP Data Can Inform Policy Zinfandel
 John H. Pryor, Higher Education Research Institute
 Erin Knepler, University of Maryland System

Are there differences between in-state and out-of-state students at California colleges and universities? Using data from the Cooperative Institutional Research Program (CIRP) Freshman Survey, the presenters will examine the characteristics of incoming first-year students at 28 California colleges and universities, looking in particular at significant differences between those coming from out-of-state and those who reside in California. We will contrast these groups with California residents who leave the state for higher education. Particular attention will be given to why students choose the college they are attending.

11:20-12:10 Item Order Effects in Student Surveys: Syrah
How Bad are They and Is Randomization the Answer?
 Corrie Potter, Stanford University

Survey researchers have long known that the order of questions on a survey can significantly affect the results. One solution is to randomize the order in which the items on a survey appear. We present findings from three experiments embedded in a student survey. The control groups received items in the fixed order used previously by the institution, while the treatment groups received items in random order. The presentation discusses the extent of item order bias and why randomization may not always be a good solution.

11:20-12:10 A Multi-Year Analysis of NSSE Data Using ANOVA Merlot
 John Stanley & Yang Zhang, University of Hawaii at Manoa

Conducting cross-sectional analyses across multiple NSSE administrations can provide institutions with rich data to support decision-making. This presentation showcases how a small IR office at a public research university makes the best use of tools from NSSE to analyze results across four years of NSSE data. A detailed step-by-step illustration of how to merge multiple years of data and perform cohort comparisons (using ANOVA) is followed by a discussion of findings and insights to help participants draw valid conclusions in their own study of NSSE.

11:20-12:10 Leading the Way for Non-Academic Unit Review Cabernet
 Paula S. Krist & Elaine Winfrey, University of San Diego

Stay ahead of the curve with CAIR! In addition to academic program reviews, WASC is now expecting institutions to conduct regular reviews of student affairs and administrative units. This session presents a model for non-academic unit review that recently has been launched at the University of San Diego, a WASC-accredited university. You will also be provided in-the-weeds look at how an IR office is working to conduct the self-study component of this review process.

11:20-12:10 The Missing Piece: Quantifying Non-Completion Pathways to Success Zinfandel
 Kathy Booth, West Ed
 Ryan Fuller, California Community Colleges Chancellor's Office

College success is often defined as attaining a certificate or degree. Yet, many students are able to leverage coursework to secure employment without ever completing college. A recent study of course-taking and wage gains among California community college students sheds light on this "skills-builder" group. This interactive workshop will share the research and discuss issues such as identifying and quantifying the successes of students who may be erroneously classified as failures.

12:20-1:50 Lunch Keynote: Hans Johnson Napa Ballroom
Public Policy Institute of California
"Performance Measures in Higher Education"
 (Moderator: Alice van Ommeren, California Community Colleges Chancellor's Office)

California policymakers are increasingly focusing on the adoption of performance measures to help them evaluate and perhaps determine funding levels for higher education institutions and programs. Drawing partly on the experiences of states that have already implemented performance measures, this session will identify commonly used measures and assess their effectiveness. We will also consider equity issues and unintended consequences.

2:00-2:50 **Ellucian/Nuventive's New Institutional Performance Management Solution (Sponsor Session)** **Syrah**
Scott Johnson, Nuventive

Institutional Performance Management offers a revolutionary approach to establishing and maintaining a data-driven culture of performance. Built on years of higher education expertise, it includes the first affordable software system for end-to-end performance management, fully integrated with consultative strategic services that address process and culture. The solution unites the information, context, and processes required to close the loop between business intelligence and action, linking observations and data to corrective action and re-measurement. As a result, you can engage your stakeholders more deeply in developing and executing your institutional plans and improving institutional achievement.

2:00-2:50 **Best Practices for Boosting Response Rates for Course Evaluations and Surveys (Sponsor Session)** **Merlot**
Milt Vadrahanis, eXplorance

Join eXplorance for this session to learn how you can implement 10 years of insights developing best practices on how to optimize data and boost response rates in your course evaluation implementation process. The session will cover key points on maximizing student and faculty engagement through demonstrating the value of involving key stakeholders in the term evaluation process, as well as emerging trends in the higher education sector that can allow forward thinking strategies to be integrated to achieve continuous sustainable response rates. The session will also include an overview of eXplorance Blue and its Building Block integration into any existing LMS platform.

2:00-2:50 **A Two-step Data Mining Approach for Graduation Rates** **Cabernet**
Afshin Karimi, Ed Sullivan, James Hershey & Sunny Moon
California State University Fullerton

We conducted a two-step data mining project to identify at-risk students and group them for specific intervention/support. During the first step, a predictive model for six-year graduation rates of first-time freshmen was developed using C&R tree. Historical data were used for model training and validation. The predictor variables included demographics, pre-college and first-term college performance. The model was then run on random un-seen records and achieved reasonable classification accuracy. During the second step, K-means clustering was used to group the at-risk students identified above into three clusters. The patterns detected in different clusters of at-risk students revealed cluster-level policy implications.

2:00-2:50 **Examining the Online Student Experience: Results using the YFCY-OL** **Zinfandel**
Kristina M. Cragg & Erin Hansman, Ashford University
John H. Pryor, Higher Education Research Institute

"How do online students compare to students at other institutions?" With increases in online course and program offerings, this is a common question asked of institutional research offices. We will share changes made to the Your First College Year Survey, a national survey from CIRP, to create an online learning version – the YFCY-OL. Pilot results show significant differences in academics, advising, and engagement between the pilot institution and other four-year residential counterparts. These pilot results, as well as those from additional institutions, will be used to inform the literature as well as future iterations of the YFCY-OL. Audience participation is welcomed.

2:50–3:10 **Afternoon Break** **Napa Foyer**

3:10-4:00 **The Persistent Achievement Gap: When and Why Underrepresented Minorities Fall** **Syrah**
Vincent Novack, Stacie Bauerle & Ryan Weitzman
California State University Long Beach

At California State University, Long Beach (CSULB), overall freshmen six-year graduation and persistence rates have improved significantly in the last decade. However, while both non-underrepresented minority (NURM) and underrepresented minority (URM) groups have posted substantial gains, the achievement gap between the two groups remains problematic. This study identifies key differences in college preparation, socioeconomic status, and achievement of these two groups in order to facilitate timely opportunities for proactive intervention, supplemental instruction, and advising.

3:10-4:00 Focusing Your Efforts on Tasks that Matter Merlot
Erin Hansman, Rebecca Wood, Amanda Saw, Jarisia Latham & Holly Hoffman
Ashford University

As IR offices are tasked to do more, it can be difficult to select which projects “need” to be done from those that are “nice to have.” Good decisions start with good research. Colleges and universities, however, can struggle with integrating evidence-based decision-making. Fortunately, Institutional Research can serve as the foundation of effective, data-driven decisions on college and university campuses. Using a seven question framework, participants will learn strategies on how to focus their efforts on tasks that align with institutional goals.

3:10-4:00 Fixed-Effects Regression for Within-Subjects Designs: Cabernet
Causal effects of Online Course Evaluations
Bryce Mason & Ryan Johnson
Loyola Marymount University

Administrators at Loyola Marymount University recently piloted online course evaluation collection in its School of Education and wanted to know whether the online collection mechanism caused any shifts in the mean response, distribution of response, and the response rate. The Office of Institutional Research utilized a within-subjects fixed effects regression design to ensure internally valid conclusions. Results resonate with the general literature, but one local nuance illustrates why simple aggregated data analysis can get the story wrong.

3:10-4:00 Safe Sailing Through the FERPA Triangle Zinfandel
Bracken Dailey, University of California Riverside

You know what FERPA is but sometimes it can be a challenge navigating the intricacies of the policy. We will complete a high level review of FERPA and then sail into identifying recent changes, to include FERPA on the horizon. With that information as a basis we will delve into some helpful mechanisms to meet the campus needs while honoring FERPA.

4:10-5:00 Gauging the Impact of Academic Support Programs: A Quasi Experimental Syrah
Design Comparing Propensity Score Weighted Samples with Naïve Estimators
Serge Herzog, University of Nevada Reno

The study estimates the effect of participation in living and learning communities (LLC) and the math academic support center on first-year student success. The findings are based on over 5,000 freshmen at a public research university and control for student demographics, pre-college academic preparation, academic motivation, delayed college entry, college major, and student financial aid profile (including total net unmet need). Self-selection bias associated with LLC and academic support center participation is estimated via inverse probability of treatment weighting (IPTW), subclass stratification, propensity score matching (PSM), and regression covariate adjustment. Results show a significant difference between naïve estimators and weighted-sample estimators.

4:10-5:00 Implementing a Research Infrastructure that Builds Information Capacity Merlot
Cathy Hasson, San Diego Community College District
Daniel Miramontez, Miramar College

This presentation will focus on various aspects of establishing and maintaining an efficient and productive office of institutional research. The presentation will be based on the organizational model and infrastructure developed by the Office of Institutional Research and Planning at the San Diego Community College District. The discussion will answer: 1) How to build and sustain an infrastructure for building and sustaining a culture of evidence and collaborative inquiry, 2) How to empower stakeholders to take action on data and information, 3) How to overcome obstacles that might prevent an organization from using data and information.

4:10-5:00 IPEDS Update: Current Information and Upcoming Change Cabernet
Kristina M. Cragg, Ashford University

This session, presented by a national IPEDS trainer, provides information on upcoming changes in IPEDS. The following five topics will be covered: 2013-14 data collection, handy things to know about survey components, 2014-15 proposed changes, new data release protocol, and IPEDS tool news. Attendee questions are welcome.

4:10-5:00 Using Evidence to Influence Decision Making Zinfandel
Christina Leimer, Ashford University

How can IR professionals get data and research findings to influence decision making? Many believe being “at the table” is the answer. This proximity is beneficial, but insufficient. Bring examples where relevant data failed to be used in key institutional decisions. These and presenter examples will serve as the basis for case analysis, discussion, and tips for influencing decision making with evidence.

5:10-6:00 SIG/User Group: Association for Higher Education Effectiveness (AHEE) Syrah
Christina Leimer, Ashford University

The Association for Higher Education Effectiveness (AHEE) is a network of higher education professionals who lead or staff offices that intentionally integrate multiple functions (e.g., strategic planning, institutional research, assessment, accreditation, program review) to promote and support evidence-based planning and improvement.

5:10-6:00 Six Stages of Growth for the IR Professional Merlot
Bob Daly, University of California Riverside

The IR profession does have a career path! There are six stages that provide a clear career path in IR. Each of the six stages of growth for the IR profession will be presented and the characteristics and skills needed to succeed at each. Keys for success will also be presented as well as tips on advancing to each stage. Learning about the six stages is useful for career development and advancement of a new IR analyst as well as a seasoned IR director.

5:10-6:00 Mentorship for New IR Professionals Cabernet
Jacqueline Honda, Humboldt State University

Mentorship is a good way to acclimate new IR Professionals to the field and help them build networks. For instance, many local LA Community Colleges participate in “CAMP Research,” monthly meetings that allow IR staff to talk about common projects, new software products, and ask questions to fellow researchers. CAIR is interested in helping new IR Professionals network and find resources to better support them in their new roles. Come to this session and meet new IR professionals that are interested in being mentored and come if you’re interested in mentoring new IR professionals.

5:10-6:00 SIG User Group: Bay Area IR Professionals Zinfandel
Kevin Chang, John F. Kennedy University

A meeting of IR Professionals from any of the segments located in the Bay Area.

Dinner in Napa (not sponsored or organized by CAIR)

Schedule at a Glance for Friday, November 22

| | | |
|---------------|--|-------------------------------------|
| 7:00 – 8:00 | Continental Breakfast..... | Napa Ballroom Foyer |
| 7:00 – 8:00 | Annual CAIR Board Meeting..... | Napa Ballroom Foyer |
| 8:00 – 9:00 | Keynote Panel: Patrick Perry, Phil Garcia Chris Furgieue..... "Using Wages for Outcomes in California Higher Education" | Napa Ballroom |
| 9:10 – 10:00 | Concurrent Sessions | Syrah, Merlot, Cabernet & Zinfandel |
| 10:00 – 10:30 | Morning Break & hotel checkout..... | Napa Foyer |
| 10:30 – 11:20 | Concurrent Sessions | Syrah, Merlot, Cabernet & Zinfandel |
| 11:30 – 12:20 | Concurrent Sessions | Syrah, Merlot, Cabernet & Zinfandel |
| 12:30 – 1:50 | Keynote, Awards Luncheon & Sponsor Raffle..... Clay Gregory – Use of Data in Napa Valley Tourism | Napa Ballroom |

Friday, November 22

7:00-8:00 Continental Breakfast Napa Ballroom Foyer

7:00-8:00 Annual CAIR Board Meeting Napa Ballroom Foyer

8:00-9:00 Keynote: Public Higher Education Panel on Using Wage Data Napa Ballroom
Patrick Perry, California Community Colleges Chancellor’s Office
Phil Garcia, California State University Office of the Chancellor
Chris Furgieue, University of California Office of the President
"Using Wages for Outcomes in California Higher Education"
 (Moderator: Mallory Newell, De Anza College)

All three segments of public higher education (CCC, CSU, UC) now have access to EDD wage data, and all have been actively engaged in researching the wage outcomes of their students. This panel discussion will outline how the three segments came together to identify a common set of definitions and methodologies around the use of the wage data, but have taken different angles on what research they have undertaken with the data, along with some of their unique segmental findings to date.

9:10-10:00 Degree Completion, Time to Degree and Credit Accumulation: Syrah
The Case of California Transfer Students
 Amita Naganand, California State University Northridge

The STAR Act (SB 1440) seeks to streamline the transfer pathway from the California community colleges to the CSU system. This research established the baseline descriptive statistics of degree completion, time to degree and credits accumulated by transfer students immediately before SB 1440 implementation at one campus. In addition, this study examined the effects of institutional and student factors on degree completion, time to degree and credit accumulation. Results indicated that academic achievement and full-time enrollment were the most significant predictors for degree completion and graduation within three years respectively. Finally, higher credit accumulation was more likely for STEM majors.

9:10-10:00 **Doctoral Program Career Outcomes:
Lessons from Using the Internet to Track Alumni Employment Data** **Merlot**
Brian Cook & Corrie Potter
Stanford University

A detailed knowledge of career outcomes for graduates of doctoral programs is critical for understanding the long-term impact that doctoral programs have on their alumni. Yet, relatively few universities keep detailed records on the employment of doctoral alumni. This presentation will provide an overview of the methodology used by Stanford University IR&DS (including pitfalls and false starts) in a pilot project to collect doctoral alumni employment data using the internet. We will also present initial findings on alumni from two Stanford disciplines.

9:10-10:00 **Are Undergraduate Students Disengaged before they Drop Out?** **Cabernet**
Yang Yang & Tongshan Chang
University of California Office of the President

This study intends to examine the relationship between undergraduate student disengagement and dropout. Academic disengagement is defined in four dimensions: values disengagement, behavioral disengagement, alternative involvement, and interactional disengagement. We will use UC Undergraduate Experience Survey 2010 data to construct disengagement measures and deploy logistic regression to investigate disengaged behaviors of the freshmen respondents. We hypothesized that there was a positive relationship between academic disengagement and dropout with mixed findings on specific disengagement measures. We hope the findings will provide some helpful information for campus managers and administrators to effectively prevent students from dropping out and increase graduation rates.

9:10-10:00 **Building Analytical Tools With Nested Excel Functions** **Zinfandel**
Ryan Johnson & Daniel Byrd
Loyola Marymount University

Participants in this session will learn how to build an interactive analytical tool in Excel using powerful but often underused spreadsheet functions (e.g., IF, SUMIFS, VLOOKUP, INDEX/MATCH) in creative ways. The presenters will build a data-crunching Excel tool in real time to demonstrate how to use several functions together in a single cell to increase analytical flexibility. Interested participants will receive a copy of the completed Excel tool after the session to examine at their leisure.

10:00-10:30 **Morning Break & Hotel Checkout** **Napa Foyer**

10:30-11:20 **Performance Funding - A National Perspective** **Syrah**
Stephen C. Maack, REAP Change Consultants

In 2013 California Governor Brown introduced the idea of performance targets for CSU and UC. The budget passed by the legislature adopts the performance targets concept but does not attach specific targets to future funding -- yet. This paper discusses where performance funding comes from, why now, and who key national and California players. It briefly details the history of performance funding, current "best practice" approaches, and efforts to see if it works. It discusses what contributions institutional researchers might do to proactively research, contribute to, and evaluate performance funding scenarios and targets, especially at their own institutions.

10:30-11:20 **Benchmarking Using the National Student Clearinghouse
Research Center Data Snapshots and StudentTracker Service** **Merlot**
Vijayalakshmi Sampath, National Student Clearinghouse

The National Student Clearinghouse Research Center conducts research on student pathways that has immediate relevance for institutional and public policy. The Research Center releases data snapshots a few times a year on student mobility including such compelling topics as concurrent enrollment, bachelor's degree completion of transfer students, etc. This presentation covers sample snapshots and demonstrates how Institutional researchers can make use of the StudentTracker service of the Clearinghouse to produce similar statistics for their own institution by tracking individual student movements between institutions. These reports may then be benchmarked against the national statistics to aid in institutional planning and policymaking.

10:30-11:20 Student Choice and Course Enrollment Planning Cabernet
Robert Cox, University of California Los Angeles

Direct student input from a regular student survey is currently being analyzed and used to improve projections of aggregate demand for specific courses in future terms. Information from the same source can also be used to compare the courses individual students say they want to take in future terms with the sets of courses in which they actually enroll. How well do actual choices and outcomes line up with stated preferences and plans? What accounts for differences? Are enough seats being offered in the courses that students need the most? This presentation offers evidence and analysis bearing on these questions and considers the uses and limitations of course preference survey materials for course enrollment planning.

10:30-11:20 Documenting a High Impact Institutional Practice: Zinfandel
The Case of Community Engagement at 52 U.S. Institutions
Jana Noel & David Earwicker
California State University, Sacramento

The Carnegie Foundation has developed an elective Community Engagement Classification, allowing institutions to provide “evidence-based documentation” of their engagement with community. Because the application requires evidence of community engagement from across the entire institution, no single database or data warehouse can capture this data. The authors conducted a mixed methods study of institutions that received the 2010 Classification: 52 of the 121 successful Classification applicants responded to a 21-question survey. Results include information about the application authors, data gathering strategies – existing databases and new methods, challenges faced, and respondents’ recommendations for gathering data when no single database will suffice.

11:30-12:20 How Cal Answers (UC Berkeley’s Data Warehouse) Transforms Syrah
Institutional Research through Decision Support
Jenna Allen, Sereeta Alexander & Andrew Eppig
University of California Berkeley

Institutional data on the UC Berkeley campus has historically been dispersed across select offices, making it difficult to run complex analysis that spanned certain subject areas and to also provide the same one answer to a given question, regardless of which office on campus was responding. To address challenges around the accessibility, reliability, and consistency of institutional data, Berkeley invested in an Enterprise Data Warehouse (EDW), known as Cal Answers. The current presentation will focus on the student data dashboards in Cal Answers and, more generally, on how such an EDW has transformed Institutional Research and decision support at Berkeley. We will also provide concrete examples of the types of reports that can be generated by Cal Answers—handing out a collection of screenshots that attendees at this session can walk away with.

11:30-12:20 Clouding Transparency: The Drawbacks of Using Average Net-Price Merlot
for Accountability and Decision Making
Brianna B. Moore, California College of the Arts

This session discusses limitations of using average net-price as an indicator of college cost. Net-price appears on both the College Affordability and Transparency Lists and the College Scorecard, tools developed by the USDOE for parents and students to make decisions about college and to publicly hold colleges accountable for cost and quality. Research presented shows how the calculation of net-price can mask vast differences in cost for middle and lower income students and can incentivize colleges to lower their rank on the highest net-price list by reducing aid to middle income students.

11:30-12:20 Peer Comparisons and Graduation Rates: Cabernet
Accountability, Transparency, and Local Commitment
Gregg Thomson, Carole Wolf & Chris Procello
Saint Mary's College

Associated with accountability, the widespread practice of using peer comparison data to help assess an institution's graduation rates takes a number of forms, ranging from complex multivariate statistical analysis involving a large number of institutions to simply designating a small number of aspirational or competitor peers. Distinguishing between accountability as external compliance and accountability as local commitment, we argue that for Saint Mary's College the most transparent and useful method of peer comparisons is one that uses regional peer competitors. Moreover, peer comparisons, we suggest, have value to the extent that they result in the examination of specific institutional practices.

11:30-12:20 Implementation of Online Student Evaluation of Teachers
John Briggs, San Jose State University

Zinfandel

This paper concerns the implementation of online student evaluation of teachers at San Jose State University (SJSU). A previous pilot study showed no significant differences between paper versus online student evaluation of teachers. Now that the institution has fully implemented online evaluations, does the institution-wide result mirror that of the pilot study? If not, what reasons could lead to difference in the mode of student evaluations of teachers?

12:30-1:50 Awards Luncheon, Raffle and Keynote Talk

Napa Ballroom

Clay Gregory, Visit Napa Valley.
"Use of Data in Napa Valley Tourism"

(Moderator: Bryce Mason, Loyola Marymount)

Awards and Presentations
Sponsor Raffle

2012 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 2012 Best Presentation was presented to:

Title: Classification of Peer Groups from Cluster Analysis Using IPEDS Data

Author: John Stanley, University of Hawai'i at Mānoa

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

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Conference Evaluations

Many of the changes and enhancements to the 2013 CAIR conference were based on the feedback you provided to us in last year's evaluation forms. Please take a few minutes to access and complete this year's conference evaluation form using the QR Code or the link below, thank you!

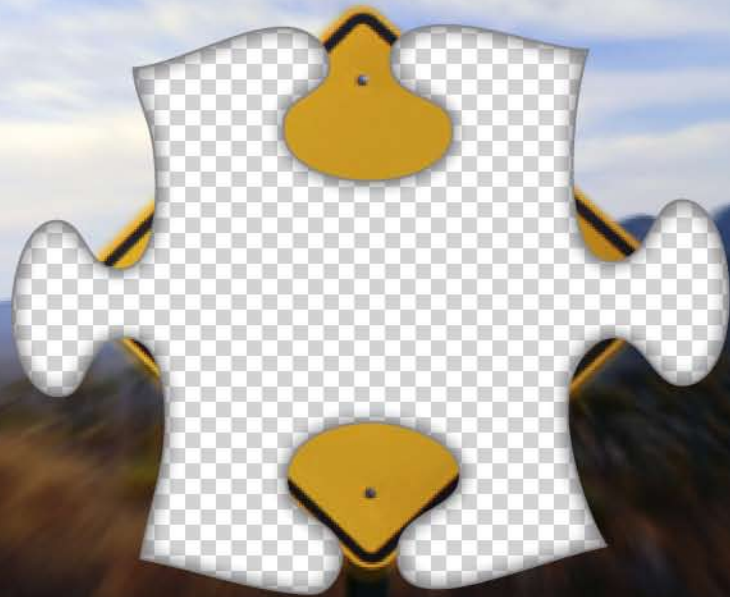
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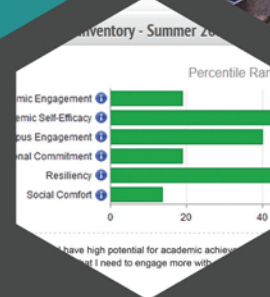


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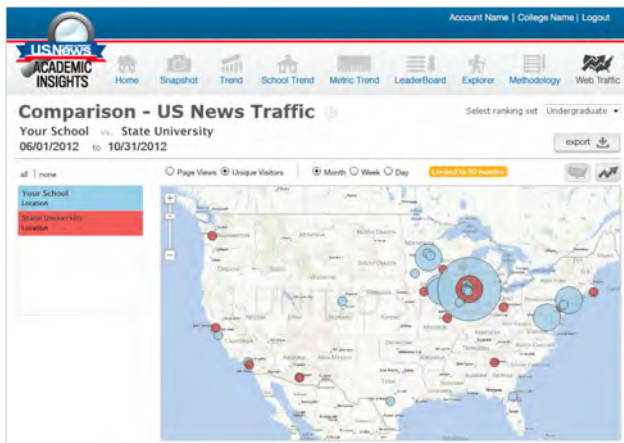


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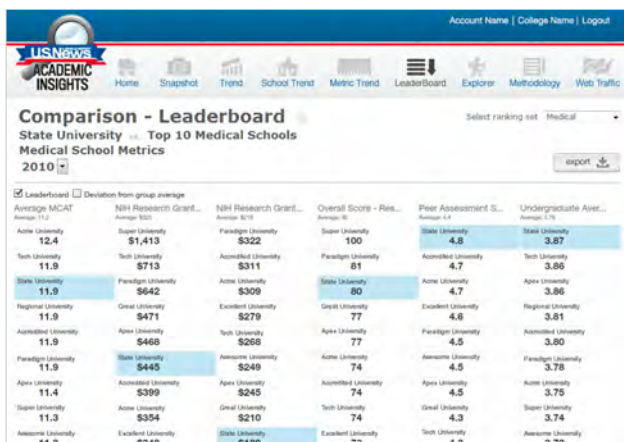
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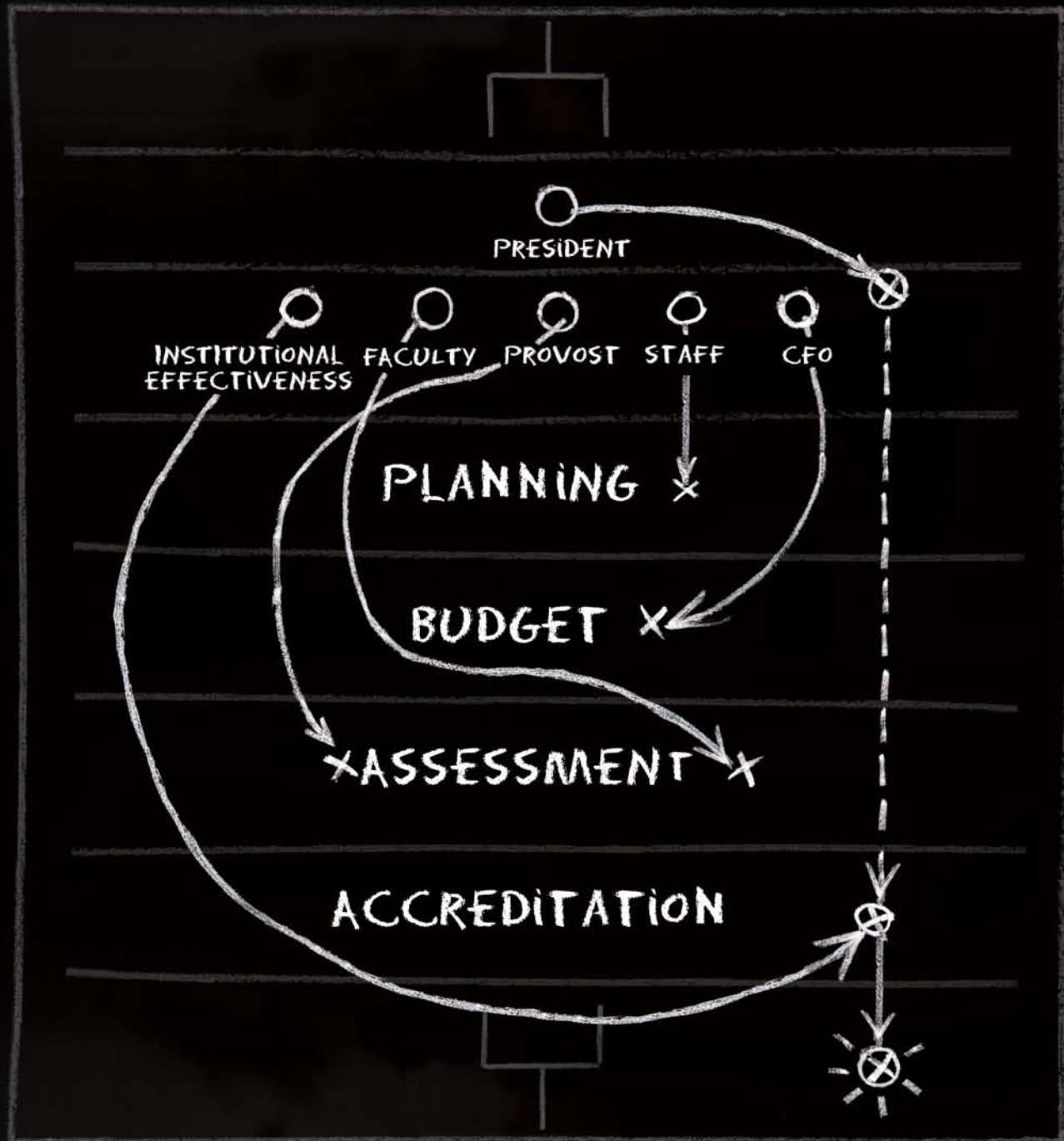
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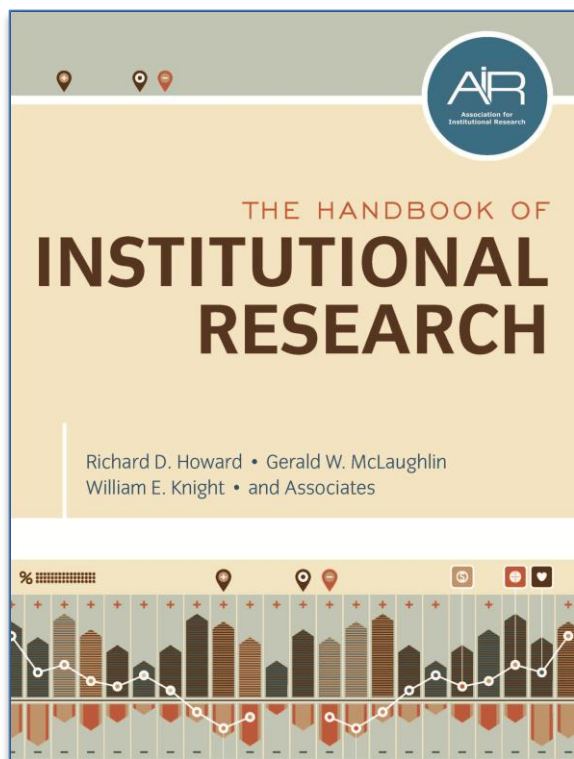
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Richard D. Howard is retired director of institutional research and professor of educational policy and administration at the University of Minnesota in Minneapolis. He served as editor of *Resources in Institutional Research*.

Gerald W. McLaughlin is an associate vice president for enrollment management and marketing at DePaul University in Chicago. He has served as editor of AIR's *Professional File* and *IR Applications*.

William E. Knight is executive director of institutional effectiveness and an adjunct faculty member at Ball State University in Muncie, Indiana. He has been associate editor of *Resources in Institutional Research*.

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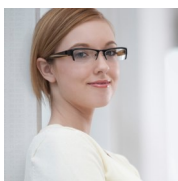
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| 54.66 | 2981.67 | 2986.08 | 3021.43 | 3127.39 | 2513.93 | 2631.34 | 2700.70 | 2740.99 | 2771.27 | 2837.66 | 2898.88 | 2924.66 | 2943.43 | 2964.66 |
| 59.14 | 2976.16 | 2979.83 | 3015.06 | 3127.71 | 2515.14 | 2629.60 | 2699.17 | 2738.77 | 2767.61 | 2833.83 | 2895.40 | 2920.07 | 2938.14 | 2959.14 |
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The screenshot shows the Stata/MP 13.0 interface with the 'Statistics' menu open, highlighting 'Linear models and related' > 'Linear regression'. The command window shows the command `regress mpg weight price`. The results window displays the following statistics:

| Std. Err. | t | P> t | [95% Conf. Interval] | |
|-----------|-------|-------|----------------------|-----------|
| .0006175 | -9.42 | 0.000 | -.0070489 | -.0045862 |
| .0001627 | -0.57 | 0.567 | -.000418 | .0002309 |
| 1.621563 | 24.32 | 0.000 | 36.20635 | 42.67296 |

Additional statistics shown: Number of obs = 74, F(2, 71) = 66.85, Prob > F = 0.0000, R-squared = 0.6531, Adj R-squared = 0.6434, Root MSE = 3.455.

The 'Variables' window lists: make (Make and Model), price (Price), mpg (Mileage (mpg)), rep78 (Repair Record 1978), headroom (Headroom (in.)), trunk (Trunk space (cu. ft.)), weight (Weight (lbs.)), length (Length (in.)), turn (Turn Circle (ft.)), displacement (Displacement (cu. in.)).

The 'Properties' window shows: Name: make, Label: Make and Model, Type: str18, Format: %-18s, Value Label: (empty), Notes: (empty). Data summary: Filename: auto.dta, Label: 1978 Automobile Data, Notes: (empty), Variables: 12, Observations: 74, Size: 3.18K, Memory: 32M, Sorted by: foreign.

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