



CAIR 2009

34th Annual Conference

Movers, Shakers, and Idea Makers: Building Connections

**Doubletree Hotel Sacramento
November 18-20, 2009**

Welcome to Sacramento and CAIR 2009!

Dear Colleagues and Friends,

Greetings and welcome to the California Association for Institutional Research 34th Annual. This year's conference theme "Movers, Shakers, and Idea Makers: Building Connections" aims to bring outstanding speakers from our state's capital to share their insights on issues affecting the higher education and help both educators and researchers/planners to "make the connection" with our state's dynamic and complex policy environment. Our keynote speakers include:

- **Dr. Steve Boilard.** Dr. Boilard is the Director of Higher Education for the Legislative Analyst's Office (LAO) that is a major consumer and producer of higher education research. Because the LAO acts as the nonpartisan consultant for California's state legislators, Dr. Boilard's expertise plays a critical role in the development of higher education policy in the state.
- **Gary K. Hart.** Mr. Hart served 20 years in the California State Legislature (representing Santa Barbara), and chaired the Senate Education Committee from 1983 through 1994, when he retired. As the California Secretary for Education (1999-2000) for Governor Gray Davis, Mr. Hart played a major role in policy changes such as the Academic Performance Index, and the California High School Exit Examination. He currently serves as a member of the Board of Directors for the Public Policy Institute of California (a seat he assumed in 2003).
- **Assemblymember Anthony Portantino.** Assemblymember Anthony Portantino was elected to serve the 44th Assembly District in November, 2006. He currently serves as the Chair of the Assembly's Committee on Higher Education and is a member of the Government Organization, Human Services, Labor and Employment and Revenue and Taxation Standing Committees. He is also a member of the Assembly Select Committees on the Preservation of the California's Entertainment Industry, Foster Care, and Community Colleges.
- **Chancellor Jack Scott.** As the Chief Executive Officer of the Board of Governors of the California Community Colleges system, he brings to the podium a unique blend of experience and wisdom. Although Dr. Scott is still in his first year of his term as Chancellor for the state community college system, he continues an illustrious career that includes stints as an educator (a faculty member at Pepperdine University); a college president (at Cypress College and Pasadena City College), and a state legislator (as a member of the Senate and the Assembly from 1996 to 2008).

Institutional Research has moved beyond mainly counting students and faculty to influencing assessment, planning, forecasting, tracking, and a multitude of other activities. One of the greatest attributes for an institutional researcher is the ability to adapt; whether it be developing a new set of skills, responding to institutional needs, or changing directions in the middle of a study. The 2009 Conference program features more than 38 concurrent sessions, IPEDS workshop and panels of experts. Be sure to take advantage of the networking opportunities throughout the conference, including the President's Reception on Wednesday evening, Gala Reception on Thursday evening, and the Friday Awards Luncheon.

This conference will not be possible without very dedicated CAIR Executive Committee. I would like to take this opportunity to extend grateful appreciation to all those who helped with pulling this conference together. A special thank goes to Vice President Willard Hom on getting great speakers for our keynotes.

It is our desire that you enjoy your Conference experience in Sacramento this year. Within your packets are recommendations for things to do and places to eat most within walking distance of the hotel.

Welcome to Sacramento!

Sincerely,

Sutee Sujitparapitaya
CAIR President and Conference Coordinator

CAIR Best Presentation

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 2008 Best Presentation was presented to:

Title: Immigrant Generation, Cultural Capital, Ethnicity and Gender: Pacific A Undergraduate Diversity at the Public Research University, 1998 – 2008

Author: Gregg Thomson, Director of Student Research, University of California Berkeley

Abstract: Race and ethnicity (and to a lesser extent economic and educational disadvantage, gender, sexual orientation, and non-traditional age) has defined diversity in higher education. However, the current undergraduate student population in California is strikingly diverse in terms of immigrant generation. Combining immigrant origin and level of parental education (“cultural capital”) into an Immigrant Generation-College Generation (IG-EG) typology produces a very useful framework by which to describe undergraduate student diversity at a large California research university. The IG-EG typology helps contextualize other dimensions of diversity (race/ethnicity, gender, parental income) and is associated with (“helps explain”) significant variation in the undergraduate experience.

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

Schedule at a Glance for Wednesday, November 18, 2009

7:30-9:00	Morning Coffee and Tea	California Ballroom Foyer
8:30-12:30	UC IR Director’s Meeting	Salon 3
9:30-1:00	CSU Segment Meeting	Salon 1
10:00-1:00	Independent Segment Meeting	Salon 2
10:00-2:00	CCC Segment Meeting	Salon 4
1:00-1:45	UC Segment Meeting	Salon 3
1:30-2:00	Afternoon Break	California Ballroom Foyer
2:00-4:35	Panel: Collecting Alumni Data: What works? What Doesn’t?	Salons 1 and 2
5:00-6:00	Keynote: Jack Scott, CCC Chancellor	Salons 1 and 2
6:00-7:30	President’s Reception	Salons 3 and 4

Schedule at a Glance for Thursday, November 19, 2009

7:00 – 8:15	Continental Breakfast.....	Grand Ballroom
8:15 – 9:15	Keynote: Gary Hart, Former CA Secretary for Education Founder of CSU Institute for Education Reform	Grand Ballroom
9:40 – 10:30	Concurrent Sessions	Salons 1 to 4
10:30 – 10:45	Morning Break	California Ballroom Foyer
10:45 – 12:15	Concurrent Sessions	Salons 1 to 4
12:30 – 1:50	Lunch and Keynote: Steve Boilard Director of Higher Education for the Legislative Analyst's Office	Grand Ballroom
2:00 – 2:50	Concurrent Sessions	Salons 1 to 4
2:50 – 3:10	Afternoon Break	California Ballroom Foyer
3:10 – 5:00	Concurrent Sessions	Salons 1 to 4
5:30 – 7:00	Gala Reception	Grand Ballroom

Schedule for Thursday, November 19, 2009

7:00-8:15	Continental Breakfast	Grand Ballroom
8:15-9:15	Keynote Session Gary K. Hart, Former CA Secretary for Education and Founder of CSU Institute for Education Reform Introduction: Willard Hom, California Community Colleges Systems Office	Grand Ballroom
9:40-10:30	Strategies for Reporting Multi-Racial Individuals in the Three California Public Post-Secondary Systems Chris Cullander, Director, Office of Institutional Research, Office of the Vice Provost-Student Academic Affairs, University of California, San Francisco Kathleen Dettman, University of California, Office of the President Willard Hom, Director, Research & Planning, Chancellor's Office, CA Comm. Colleges Philip Garcia, California State University System (Facilitator: Sam Agronow, University of California Office of the President)	Salon 1

Admissions, enrollment, faculty, and staff data collection now enable report of more than one race. Multi-race reporting will increase, but multiracial combinations are often aggregated into a single "multiracial" category since sample sizes are too small. While use of a single "more than one race" category will satisfy federal reporting requirements, it may mask valuable information in other areas of reporting. This panel will explore strategies for reporting of multiple race and ethnicity information used by the UC, CSU, and CCC systems, justifications and tradeoffs of each approach, and particularly how multiracial data is collected and reported in each system.

9:40-10:30 Building Connections with Icon-Based Programming Salon 2
 Dr. Nelle Moffett, Director Institutional Research, CSU Channel Islands
 (Facilitator: Steve Hernandez, San Jose State University)

An icon-based, visual programming tool makes it easy to integrate data in multiple formats and provides a basis for data manipulation, reporting, and analysis. The Rapid Insight software enables a user to perform these functions in a compact, non-linear, multi-task, multi-output environment. This demonstration will show actual programs built by the presenter to perform common Institutional Research tasks. Examples will range from a simple, linear program to a complex multi-tasking program with multiple inputs and outputs.

9:40-10:30 Assessment of Evidenced Based Practice Knowledge and Skills Salon 3
of Health Science Graduate Students
 Juan Ramirez, Director of Institutional Research, Western University of Health Sciences
 Peggie Barr, Professor, Western University of Health Sciences
 Katherine Mitsouras, Professor, Western University of Health Sciences
 Patricia Vader, Library Director, Western University of Health Sciences
 Mary Long, Professor, Western University of Health
 LaMesha Carter, Accreditation Assistant, Western U
 (Facilitator: Mark Robinson, California State Los Angeles)

As part of the WASC Educational Effectiveness Review, Western University created a panel to investigate learning outcomes related to Evidence Based Practice (EBP). Among the activities of the EBP Panel were 1) a rubric-based evaluation of student assignments and 2) the use of a standardized test to compare EBP competence between entering and outgoing students. Results of the student assignments indicated that the majority of students fell into the category Competent, Non-Expert. In the standardized testing phase, outgoing students scored significantly higher than incoming students. Outcomes and implications of each approach are discussed from a program perspective.

9:40-10:30 The Outcome Map: A Tool for Making Assessment Salon 4
Meaningful and Manageable
 Laura Massa, Director of Assessment, Loyola Marymount University
 Margaret Kasimatis, Vice President Academic Planning and Effectiveness,
 Loyola Marymount University
 (Facilitator: Mark Pavelchak, University of Southern California)

When planning assessment of student learning outcomes it is crucial to know where in the curriculum students are given the opportunity to learn and practice the outcome, and what work students produce that can be utilized for assessment. An outcome map is a detailed list of the specific educational practices occurring within a curriculum relevant to a single learning outcome. In addition to showing you how to construct an outcome map, we will share tips for working with faculty to complete one and provide an example of how an outcome map helps you meaningfully and manageably complete the assessment cycle.

10:30-10:45 Morning Break California Ballroom Foyer

10:45-11:15 Examining Correlations Between California Salon 1
API Scores and College Attendance Rates
 Gary Lowe, Principal Analyst, University of California, Merced
 (Facilitator: Mike Roona, University of California, Merced)

California uses Academic Performance Index (API) scores as a performance measure for high school quality. This study examines whether changes in API scores are correlated with college attendance rates. While API scores were not specifically designed as a method of measuring college attendance rates, it is reasonable to expect that higher quality schools would produce more college ready students. Changes in API scores were tracked over a 10-year period to determine if there are correlations with college attendance rates.

10:45-11:15 StudentTracker for Institutional Researchers Salon 2
Edward Torpy, Assistant Director of Research Services, National Student Clearinghouse
(Facilitator: Sutee Sujitparapitaya, San Jose State University)

StudentTracker from the National Student Clearinghouse allows schools to query a nationwide database of post-secondary enrollment and degree records to track the enrollment history of former applicants and students, thus improving their educational research results and recruiting efforts. This demonstration will be evenly split between an overview of StudentTracker and its different types of applications, and a demonstration on how to use SPSS to merge the raw data provided by StudentTracker back into your institution's original data file for further analyses. Demo data and handouts will be available.

10:45-11:15 Bolstering the Mathematics Remediation Process with Targeted Supplemental Instruction Courses Salon 3
Jeff Marks, Deputy Director, Institutional Planning and Analysis,
CSU San Marcos
(Facilitator: Mike Tamada, Occidental College)

This demonstration will examine a new process using Supplemental Instruction Courses aimed at helping students successfully complete the mathematics remediation process. Past research has indicated that the vast majority of students disenrolled for non-remediation failed to complete their mathematics requirements. The resultant loss of underrepresented students and the deleterious effect on retention are key concerns that this program addresses.

The Supplemental Instruction Courses are one-unit peer facilitated classes linked with courses in the regular mathematics remediation sequence. Students build connections with each other, answer questions, share ideas and learn about Mathematics in a less formal and more welcoming environment.

10:45-11:15 Comparison of the VSA Learning Outcomes Measures: Results from a Construct Validity Study Salon 4
Christine Keller, Director of Research and Policy Analysis, Assoc of Public and Land-grant Universities (APLU)
Alex Nemeth, Program Manager, Collegiate Learning Assessment
(Facilitator: Sam Agronow, University of California Office of the President)

The session will present the findings of a construct validity study comparing the learning outcomes test options (CAAP, MAPP, CLA) within the Voluntary System of Accountability College Portrait and provide answers to questions such as: Do the tests measure the same thing? Does the form of the test matter? Do the tests produce similar value-added scores?

11:25-12:15 What High School Curricular Pathways Tell Us About College Preparation and Success Salon 1
Serge Herzog, Director, Institutional Analysis, University of Nevada
(Facilitator: Mike Roona, University of California, Merced)

Using multivariate canonical correlation and regression, the study identifies the level of curricular rigor and course pathways that are associated with academic preparation and success in college. Synthetic constructs of curricular rigor and high school course experiences are associated with composite indices of academic success (grades, credit hours and courses completed) of freshmen college students in order to establish clear-cut preparatory requirements to guide college admission and freshmen academic support. Findings are based on a detailed dataset that merges high school course history and performance with college-level course history at a public research university.

11:25-12:15 Using National Student Clearinghouse Data to Measure Academic Success: A Case Study Salon 2
 Tongshan Chang, Coordinator, Institutional Research, University of California
 (Facilitator: Sam Agronow, University of California Office of the President)

This paper provides an overview of what data are available in the National Student Clearinghouse system for higher education enrollment and degree verification and how it may help higher education measure student academic success. It then introduces a case study using data from this system to calculate extended graduation rates and track post-baccalaureate enrollment of those who graduated from the University of California. The presentation will show procedures used to prepare data to submit to the Clearinghouse and also process response data. Some concerns about using the data in institutional research and analyses are also discussed.

11:25-12:15 How effective is our Supplemental Instruction program? An evaluation Study at a Community College Using Mixed Methods Salon 3
 Sunny Liu, Research Analyst, Citrus College
 Lan Hao, Director of Institutional Research, Citrus College
 Kay Nguyen, Research Analyst, Citrus College
 (Facilitator: Willard Hom, California Community Colleges Systems Office)

Supported by the STEM grant, Citrus College has implemented the Supplemental Instruction (SI) program as part of the effort to build a STEM pathway for its students. This study presents the SI program evaluation results using mixed research methods. In general, the students expressed an overall positive experience with this program and attending the SI sessions was beneficial to the students in several perspectives. However, the unique characteristics of community college students have posed challenges in implementing such a program and this study points out the important contributing factors and challenges faced in a community college when implementing SI.

11:25-12:15 Program Review Support Tool Salon 4
 Nathan Pellegrin, Research Analyst, California Partnership for Achieving Student Success
 Terrence Willett, Director of Research, Cal-PASS
 Facilitator: Mark Pavelchak, University of Southern California

The California Partnership for Achieving Student Success (Cal-PASS) offers to its member institutions quick and secure access to institutional data. Cal-PASS has developed a tool which greatly reduces the resources required for providing data to the inquiry process. The user interface runs entirely from within a web browser so there is no need to install a custom application. The tool gives researchers access to many variables for analysis including full-time equivalent students (FTES), demographics, grades, course sections, and degree attainment. Analysts can efficiently navigate extremely large datasets and extract tables and charts that answer often within minutes.

12:30-1:50 Lunch and Keynote Session Grand Ballroom
 Steve Boilard, Director of Higher Education for the Legislative Analyst's Office
 (Introduction: Sutee Sujitparapitaya, San Jose State University)

Title: A View from Sacramento: How Institutional Research Can Inform Budget and Policy Decisions

California has been experiencing serious, protracted budget constraints for the past several years. Projections show these constraints will persist for a number of years. In such an environment, public higher education has experienced significant budget reductions, and has sought to address them with fee increases, faculty furloughs, enrollment restrictions, and other efforts. With the state facing further difficult budget decisions in coming years, it is especially critical that policymakers have access to meaningful and accurate information about the effects of earlier actions and the potential consequences of future choices. In addition, the Legislature and Governor are calling for greater accountability in the state's higher education system, and accountability is likely to be a topic addressed by the recently-authorized Joint Committee on the Master Plan. In this keynote address, Steve Boilard will discuss the interplay of budget constraints, accountability expectations, and the state Master Plan as they relate to institutional research.

2:00-2:50 COURSEVAL: Creating Opportunities Using Resources Salons 1
So that Everyone Values Academic Learning
 Karissa Oien, Academic Affairs Specialist, California Lutheran University
 Melinda Wright, Administrative Assistant, Educational Effectiveness, California Lutheran University
 (Facilitator: Sam Agronow, University of California Office of the President)

California Lutheran University has been conducting online course evaluations for the past year. This session will focus on the strategies used to transition to the online system, mainly through developing an understanding of the process between students, faculty, and staff. Connections between groups were developed through successful student marketing campaigns, cross-committee faculty meetings, a faculty survey, a staff workshop, and the creation of our diverse CoursEval Team. This session will discuss how these strategies created campus-wide awareness of the importance of online course evaluations.

2:00-5:00 Free IPEDS Workshop: Ped Data and Benchmarking: Salons 2
Supporting Decision Making and Institutional Effectiveness
 (Facilitator: Sutee Sujitparapitaya, San Jose State University)

2:00-2:50 Student Extracurricular Activity and Academic Performance Salon 3
 Jing Wang, Director of Institutional Research, Sacramento State University
 Jonathan Shiveley, Assessment Research Analyst, Institutional Research,
 Sacramento State University
 (Facilitator: Mark Pavelchak, University of Southern California)

Few studies with quantitative measurements have been done in this area due to a lack of data. This study revealed that students achieved high performance, in terms of 3-year retention rates, 6-year graduation rate, 4-term GPA and pass rates when they engaged in any of the activities: Board Members of ASI, Orientation Leaders, Residence Hall Associate or club leaders. Freshman cohorts 2002 -2007 were selected as the sample. Three sub-categories were adapted to conduct the comparison analyses to ensure that the participants and non-participants were comparable in relation to their academic backgrounds, including high school GPA, remediation and the commuters.

2:00-2:50 **Peer Group Stability in Community College Accountability** **Salon 4**
 Willard Hom, Director, Research & Planning Chancellor's Office, California Community Colleges
 (Facilitator: Flora Yen, Los Rios Community College District)

The California community college system has implemented an accountability reporting system (known as ARCC) since 2007. One component of this report provides comparisons of each community college to a set of peer institutions for specific performance indicators in the state report. Since 2007, colleges have submitted new data and the Chancellor's Office has redefined the peer groups each year. This presentation covers the results of an analysis of the stability of these peer groups through the use of a tool known as the cluster sensitivity index (CSI).

2:50-3:10 **Afternoon Break** **California Ballroom Foyer**

3:10-4:00 **College InSight: A Groundbreaking New Higher Education Data Web Site** **Salons 1**
 Diane Cheng, Research Associate, The Institute for College Access & Success
 Matthew Reed, Program Director, The Institute for College Access & Success
 (Facilitator: Sam Agronow, University of California Office of the President)

Although a substantial amount of data is collected about higher education, much of it is not easily accessible to policymakers, researchers, or the public. This is particularly true for important topics such as economic diversity, affordability, and student success. A new web site, College InSight, allows users to find and dynamically compare hundreds of variables at the college, state, sector or national level. The presenters will take attendees on a guided tour of the site and discuss the challenges in linking data from multiple sources (IPEDS, CDS, and federal financial aid databases) and making them accessible to a broad audience.

3:10-4:00 **Data Visualization for Analysis and Presentation of College Data** **Salon 3**
 Dmitri Rogulkin, Research Analyst, California State University, Fresno
 (Facilitator: Mark Pavelchak, University of Southern California)

Data visualization can be a powerful tool for a researcher in analyzing large datasets, discovering meaningful patterns and trends in data, and efficiently presenting information to an interested audience. A well designed graphic brings data to life and tells a story. A poorly designed graphic can do a lot of harm by distorting and misrepresenting data. This presentation will describe principles and guides in visual displaying of quantitative information. Examples and techniques used in our office will be shared.

3:10-4:00 **Estimating the Value of SAT Writing: Admissions and Student Success** **Salon 4**
 Bryce Mason, Director of Institutional Research, Loyola Marymount University
 (Facilitator: Willard Hom, California Community Colleges Systems Office)

Loyola Marymount University's Office of Institutional Research worked with the Admissions Office and various academic administrators to investigate what additional value lie in the heretofore unused SAT Writing component. Value-added modeling was used to investigate the additional predictive power of the test on 5 outcomes about which the university cares: (1) first-year GPA, (2) retention, (3) core English course performance, (4) academic probation, and (5) probability of choosing to matriculate at LMU. Results strongly suggest that SAT Writing is superior to SAT Verbal with respect to these outcomes. The policy analysis is being used to guide an admissions index discussion.

4:10-5:00 **Clearinghouse Role, Clearinghouse Rule** **Salons 1**
 Bob Cox, Office of Analysis and Information Management, UCLA
 Sonia Johnson, Office of Analysis and Information Management, UCLA
 (Facilitator: Sam Agronow, University of California Office of the President)

Building upon earlier research and analysis (see Clearinghouse Rock, CAIR 2007), this presentation describes the emergence of a permanent position and a significant role for Clearinghouse-Enabled studies of undergraduate outcomes within a broader, campus-based institutional research program. We report new results concerning the post-baccalaureate degree attainment and post-attrition transfer activity of former undergraduate at one institution. The need for clear, defensible rules in classifying student outcomes, and for simple, efficient rules and methods in processing research materials is illustrated and emphasized throughout.

4:10-5:00 **Using Technology to Facilitate a Sustainable Process of Assessment for Institution-Wide Continuous Improvement** **Salon 3**
 Tiffany Rieck, TaskStream
 (Facilitator: Mark Pavelchak, University of Southern California)

Building sustainable assessment practices involves more than gathering outcomes, curriculum maps, assessment plans, performance data, etc. It requires a defined process, including content review, community involvement and transparency. Learn how institutions use TaskStream's web-based solutions to meet these needs and build sustainable processes for institution-wide continuous improvement. See how administrators and researchers can streamline effectiveness efforts by: outlining process requirements; organizing documentation in one centralized location; encouraging faculty and staff participation; conducting reviews to assure quality; collecting evidence from students via e-portfolios; conducting outcomes-based assessments; aggregating and analyzing performance data; and closing the loop with recommendations and actions for improvement.

4:10-5:00 **Using New CIRP Survey Reports for Assessment, Accountability and Institutional Effectiveness** **Salon 4**
 Laura Palucki Blake, CIRP Assistant Director, Higher Education Research Institute, UCLA
 (Facilitator: Willard Hom, California Community Colleges Systems Office)

Recently, the Cooperative Institution Research Program (CIRP) has made several important additions to CIRP reports that are designed to help institutions satisfy the demand for more evidence, accountability, and transparency with respect to student learning and academic outcomes. These include: Voluntary System of Accountability (VSA), CIRP Construct, and Theme reports. These reports are designed to summarize valuable information for institutions in an accessible and easy to use format. This session will briefly discuss relevant theory and methods, review the new report formats, and illustrate the ways in which the new reports can be used on campus for evidence-based decision-making.

5:30-7:00 **Gala Reception** **Grand Ballroom**

Schedule at a Glance for Friday, November 20, 2009

7:00 – 8:15	Continental Breakfast.....	Grand Ballroom
8:15 – 9:15	Keynote: Anthony Portantino Assembly Member for the 44th Assembly District	Grand Ballroom
9:30 – 10:30	Concurrent Sessions	Salons 1 to 4
10:35 – 10:50	Morning Break	California Ballroom Foyer
10:50 – 12:20	Concurrent Sessions	Salons 1 to 4
12:30 – 2:00	Awards Luncheon	Grand Ballroom

Schedule for Friday, November 20, 2009

7:00-8:15 **Continental Breakfast and Annual Business Meeting** **Grand Ballroom**

8:15-9:15 **Keynote Session** **Grand Ballroom**
Anthony Portantino, Chair of the Assembly's Committee on Higher Education and member of the Government Organization, Human Services, Labor and Employment and Revenue and Taxation Standing Committees.
(Introduction: Sam Agronow, University of California Office of the President)

9:30-10:35 **Meeting the Accountability Challenge: The University of California Accountability Framework** **Salon 1**
Anne Machung, Director, Accountability, University of California Office of the President
Sam Agronow, Deputy Director, Institutional Research, UC Office of the President
Lifang Chiang, Accountability Analyst, UC Office of the President
Charles Masten, Manager, Accountability Analysis, UC Office of the President
(Facilitator: Mike Roona, University of California, Merced)

This presentation introduces the Annual University of California Accountability Report (www.universityofcalifornia.edu/accountability). The report, which was published in May 2009, provides the first comprehensive assessment of UC's progress in meeting key teaching, research and public service goals across its ten campuses. The presentation will include an overview of the accountability framework, including both the annual May report and seven accountability sub-reports; a detailed description of how the report was constructed; a visual demonstration of UC's accountability website; and a discussion of next steps, including efforts to streamline data collecting and reporting and efforts to collect more outcome data on student success.

9:30-9:55 **Exploring a Statewide Enrollment Projection Model & a Latino Enrollment Projection Model** **Salon 2**
Mei Cooc, Specialist Information Systems & Analysis, California Community College, Chancellor's Office
Willard Hom, Director of Research & Planning, CCCCCO
(Facilitator: Flora Yen, Los Rios Community College District)

From a strategic planning viewpoint and an economic opportunity viewpoint, it is useful to project California Community College enrollment. The first part of the session explores a new approach to project statewide enrollment without having to run 72 district-level projection models. The performance of the model will be assessed (i.e., How well can this model predict or explain enrollments in the California Community Colleges?). The second part of the session explores a method to project Latino enrollment.

9:30-9:55 **Buyer Beware: Why Consumer-Oriented Accountability Systems Mislead and Distort** **Salon 3**
 David Radwin, Principal Analyst, University of California, Berkeley
 (Facilitator: Mark Pavelchak, University of Southern California)

The “consumer-friendly” databases proposed in the 2006 Spellings report, which are starting to take shape in the form of various accountability systems, promise accurate and accessible comparisons of colleges and universities. But like all aggregate statistics, these comparisons are prone to bias. Using undergraduate outcome measures as an example, this paper illustrates how differences in institutional disciplinary composition distort even seemingly straightforward comparisons between similar institutions. It suggests alternatives to prevent distorted comparisons of these and other indicators of institutional performance.

9:30-9:55 **Disaggregating Ethnic Categories: An Analysis of Asian American Educational Attainment** **Salon 4**
 Mallory Angeli, Policy Analyst, California Postsecondary Education Commission
 Ryan Fuller, Policy Analyst, California Postsecondary Education Commission
 (Facilitator: Mike Tamada, Occidental College)

Little research exists which disaggregates Asian populations into ethnic subgroups. This study assesses the variance within Asian educational attainment hidden by studies that aggregate the Asian population. We question if ethnicity is a significant factor in educational attainment. We find that ethnicity has low explanatory power in determining educational attainment of Asian subgroups with English speaking ability being the strongest predictor. These findings suggest that further studies may benefit from disaggregating Asians into subgroups to address differences, but ethnicity alone is not a strong predictor. English language ability should be an important factor in studies of educational attainment.

10:05-10:35 **“Openness to Diversity” at a Racially-Mixed Institution** **Salon 2**
 Berkeley Miller, Ph.D., Director, Academic Institutional Research, San Francisco State University
 (Facilitator: Sutee Sujitparapitaya, San Jose State University)

This presentation will explore “openness to diversity” on a racially-mixed campus, that is, an institution where no single racial or ethnic group constitutes a majority of the student body. In Spring 2008 the NASPA Profile of the American College Student Survey was administered to the undergraduate population, resulting in 3,955 respondents. The paper will use multivariate statistics to explore informal inter-racial diversity, perceptions of the campus climate, openness to diversity, and self-reported learning (critical thinking, problem-solving, leadership, appreciation for diverse perspectives). The results will be used to evaluate the openness to diversity literature.

10:05-10:35 **How Much Does Halfway Get You? Wages for Community College Leavers without an Award** **Salon 3**
 Willard Hom, Director, Research & Planning Chancellor's Office, California Community Colleges
 Catharine Liddicoat, Specialist: Information Systems & Analysis, CCCCCO
 (Facilitator: Flora Yen, Los Rios Community College District)

The returns to postsecondary education have been a common subject of interest as policy makers have debated the benefits of funding higher education. Considerable research has focused on the earnings of students who attain postsecondary degrees. This session discusses the findings of a recent analysis of the wages for a state-wide cohort of community college students who earned community college units, but did not attain a degree or certificate. The analysis addresses how wages changed after completion of a number of vocational units and compares these earnings to those of students who attained a vocational degree or certificate.

10:05-10:35 Pell Grant Recipients, Economic Diversity and Social Mobility: A Closer Look Salon 4
 Gregg Thomson, Executive Director, Office of Student Research and Campus Surveys, University of California, Berkeley
 (Facilitator: Mark Pavelchak, University of Southern California)

A striking one-third of all University of California undergraduates are Pell Grant recipients, and these Pell students as a group appear to have a very positive undergraduate experience (Douglass & Thomson, 2008; Thomson & Kunitz, 2007). This paper takes a closer look at UC Pell students and the assumption that the number and overall success of these students is an accurate indicator of economic diversity and social mobility at UC. In fact, a surprising proportion of UC Pell students come from middle-class families. Differences in undergraduate outcomes for “poor working class” and “middle class” Pell students are examined.

10:35-10:50 Morning Break California Ballroom Foyer

10:50-11:20 Sharing What Works: WASC's Recommendations for Salon 1 Public Disclosure of Student Achievement Data
 Mark Pavelchak, Academic Information Officer, University of Southern California
 Sam Agronow, Deputy Director, Institutional Research, UC Office of the President
 (Facilitator: Mike Roona, University of California, Merced)

Highlights of the recommendations issued by the WASC Task Force on Transparency and Accountability will be presented.

10:50-11:20 Making the Case for Equity in the California Community Colleges Salon 2
 Jacqueline Nagatsuka, Assistant Professor, University of Hawaii
 Elsa Macias, USC
 Pamela Luster, Las Positas College
 (Facilitator: Willard Hom, California Community Colleges Systems Office)

This report makes the case that higher education in the community colleges is accessible, but not all students have equitable outcomes. The discussion includes a narrative on what student equity is, why it is different than equality, and how it is perceived in the California Community Colleges. The report also explains what data are available to the California Community Colleges to use in their equity planning for student success.

10:50-11:20 Shaken and Stirred: Depressed Conditions and New Engagements for Institutional Research Salon 3
 Bob Cox, Office of Analysis and Information Management
 (Facilitator: Sutee Sujitparapitaya, San Jose State University)

In depressed conditions, offspring of recession and fiscal follies, institutions throughout higher education confront problems they are not accustomed to facing. UC campuses in reduced circumstances are seriously studying, for the first time, how they can afford to mount sufficient courses to meet aggregate demand and keep undergraduates on track for degree completion. This presentation describes some new forms of IR engagement with academic program management that have served at one campus to highlight critical curriculum delivery issues, identify and address projected problems in future terms before they occur, and create benchmarks to guide executive-level deployment of instructional resources.

10:50-11:20 **Can I Trust This Survey? How I Learned to Stop Worrying About Response Rates and Love Worrying About Everything Else** **Salon 4**
 David Radwin, Principal Analyst, University of California, Berkeley
 (Facilitator: Gillian Butler, University of California, Davis)

Surveys of students, employees, and alumni, already prominent in institutional research, will only increase as demands for systematic evidence from government agencies and other external constituencies increase. Though it is commonly accepted that a high response rate is critical for valid results, emerging research shows that the actual effect of response rate on survey accuracy is generally small and inconsistent, and in any case it is less consequential than many other pernicious but less well known sources of bias in surveys. Institutional researchers ought to devote fewer resources to boosting response rates and more to these other forms of bias.

11:30-12:20 **Creating an Accessible Web site** **Salon 1**
 John Briggs, Institutional Research Coordinator, San Jose State University
 Chao Vang, Analyst/Programmer, San Jose State University
 (Facilitator: Steve Hernandez, San Jose State University)

Both the California Community College, CSU, and UC systems have determined that they must follow Section 508 of Rehabilitation Act of 1973 Electronic and Information Technology Accessibility Standards. This means information resources and services are available to all students, faculty, staff, and the general public regardless of disability. A good deal of information from institutional research offices is disseminated through web sites, it is important that these sites be accessible. The purpose of this presentation is to build data accessible websites. At the end of the presentation the audience will be able to distinguish between web accessible and non-accessible features.

11:30-12:20 **Creating Engaged Learning in the First Year of College** **Salon 2**
 Linda DeAngelo, CIRP Assistant Director for Research, Higher Education Research Institute/UCLA
 (Facilitator: Sam Agronow, University of California Office of the President)

It is well established that behaviors such as asking questions in class are more likely to lead to academic success than behaviors such as coming late to class. Though this is the case, we know little about the experiences students have during the first year of college that lead some students to engage more deeply in their learning experience and others to disengage academically. Using a national longitudinal dataset of over 20,000 students, this study uses two CIRP Constructs "Habits of Mind" and "Academic Disengagement," to examine how colleges can create environments for engaged learning during the first college year.

11:30-12:20 **Expanding Transfer Pathways: The Influence of For-Profit Institutions** **Salon 3**
Alice van Ommeren, Research Specialist, California Community Colleges Chancellor's Office
(Facilitator: Willard Hom, California Community Colleges Systems Office)

The emergence of for-profit four-year institutions has expanded the transfer options for California community college students. Although the pipeline remains focused on community college students transferring to public four-year institutions, private for-profit institutions are beginning to play an increasingly larger role. This descriptive study specifically identifies the variations in transfer destinations over time to public and private, non-profit and for-profit four-year institutions. The study also determines the relationship of the environmental conditions of the community colleges to the different transfer destinations. The presentation concludes with a discussion of implications for administrators and policymakers, as well future directions for researchers.

11:30-12:20 **Building Connections Between Undergraduate and Graduate Retention. Two Concepts: One Outcome** **Salon 4**
Cathy Alexander, Institutional Research Officer, California Lutheran University
Maria Kohnke, Associate Provost for Student Services and Registrar
Stephanie Mercer, Enrollment Systems Manager for Graduate and Adult Programs
Angela Naginey, Director of Retention
(Facilitator: Mark Pavelchak, University of Southern California)

California Lutheran University's current strategic plan provided the opportunity to create an intentional, comprehensive approach to retention for both undergraduate and graduate programs. The challenge was for the retention efforts to be data-informed while connecting the studies of two programs whose retention and graduation concepts are different.

12:30-2:00 **Awards Luncheon** **Grand Ballroom**
(Introduction: Sutee Sujitparapitaya)

CAIR Executive Committee, 2009

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CAIR Conferences

Year	Location	Theme	Keynote Speakers
1971	Burlingame	Why CAIR?	Sidney Suslow
1972	San Diego	Can You Manage It?	Earl Cheit
1973	San Francisco	Current Trends in Higher Education	Allan Cartter, J.B. Hefferlin, William McInnes SJ, Warren Martin Errol Mauchlan, et al.
1974	Los Angeles	Decreasing Enrollments and Increasing Costs	James Wilburn, Lyman Glenny, John Minter, et al.
1975	San Francisco	Evaluating Accreditation for Non-Traditional vs. Traditional Programs	Kay Anderson, Louis Batmale, Jonathan Warren, Terry Lunsford, et al., Charles Neidt
1976	San Francisco	State Commissions on Postsecondary Education and the Four (Five?) Segments	Donald McNeil, T.K. Olson, John Vasconcellos, Richard Peterson, et al., Stanley McCaffrey, Dorothy M. Knoell, et al.
1977	San Diego	Management and Planning "Illusions and Reality"	Lewis Mayhew, Stephen Horn, Clarence Bagley, et al., Roy Mikalson, Owen Knorr, et al., Georgia Mellon, et al.
1978	San Francisco	Accommodating Student and Faculty Aspirations in a Changing Society	Marjorie Wagner, Raoul Teilhet, Clarence Bagley, et al., Herbert Sussman, Reynold Colvin
1979	Burlingame	Can We Manage Without Research?	Thomas Jenkins, Patrick Callan, Kenneth Doane
1980	San Francisco	Planning for the Anxious Eighties	William Pickens, Edward Harmon, George Proctor, et al., Charles Hall
1981	San Francisco	Resources in the Anxious Eighties	Patrick Callan, et al., Martin Trow, Walter Holmann, Samuel Kipp, et al., Robert Bess, et al.
1987	Los Angeles	Why We CAIR	Laura Saunders, William Pickens, Lee Kerschner
1988	San Francisco	Planning for the 21 st Century	Sandy Smith, Kenneth Green
1989	San Diego	Measures of Success: Student and Institutional Outcomes	William Moore, Patrick Callan
1990	Sacramento	Future Issues in California Higher Education	Lynn Reaser, Mark Lipsey

1991	Fresno	Institutional Research: Raisin' Issues	Peter Mehas, Dennis Nef
1992	Ontario	Institutional Research: Bridge Over Troubled Waters	Elizabeth Hill, Dennis Galligani, et al.
1993	San José	Reclaiming the Dream: The Future of Higher Education in California	Joni Finney, Christopher Cabaldon, Barbara Beno, William Storey, Kirk Knutsen
1994	San Diego	Calls for Accountability: A Professional Response in a Political Environment	David Breneman, Patrick Callan, Elizabeth Griego, et al., Ray Bachetti
1995	Sacramento	Trends and Changes in Higher Education: Institutional Researchers' Evolving Roles	Robert Zemsky, Trudy Bers, et al., Robert Threlkeld, Peter Smith
1996	Costa Mesa	Partnerships for the Future	Patrick Callan, Carlos Cortés, Sarah Lubman, et al.
1997	San Francisco	The California Institutional Research CAIR-A-VAN: Where Is It Headed?	Marvin Peterson, Kevin Starr, David Wolf/ Judy Wexler, Dennis Hengstler, et al.
1998	San Diego	Meeting the Challenges of Change in California Higher Education	William Pickens, Chris McCarthy, Roger Benjamin
1999	Sacramento	Institutional Researchers Face the Challenges of the Millenium	Buzz Breedlove, et al., Christopher Cabaldon, Warren Fox
2000	Pasadena	CAIR Year Zero: Starting All Over Again	William Tierney, Erick Splaver, Ralph Wolff, William Massy
2001	Sacramento	What Lies Beyond...	Ralph Wolff, Dorothy M. Knoell, Paul Duguid, Fran Horvath, Brad Phillips
2002	Pasadena	Prospering in Volatile Times	Patrick Perry, Victor M. H. Borden, Carlos E. Cortés
2003	Rohnert Park	Institutional Research Rootstock and Varietals	Martha West and Michael Cohen, Peter Schrag, Ralph Wolff, Mark Wilson, Richard Stivers, Richard Shavelson
2004	Anaheim	Measuring Effectiveness	J. Frederick Volkwein, Elizabeth Griego, Patricia Anderson, Jerrold Prichard, Deborah Blue, Nancy Shulock, John C. Hayek, Jennifer Franklin
2005	San Francisco	Equity in Higher Education	Rubén Lizardo, Deborah Reed, John Douglass, Claudia Lavenant
2006	Pasadena	Anticipating Change: Institutional Research Looks Ahead	Jack Schuster, Cliff Adelman, Ralph Wolff, Paula Mishima, Dan Walters
2007	Monterey	Assessment and Accountability: What Goes Around, Comes Around	David Schulenburger, Catharine Beyer, Ralph Wolff
2008	Pasadena	Making Good Decisions in: Challenging Times	Lucy Lapovsky, Larry Hershman, Teri Cannon, Inter- Segmental Accountability Template Panel
2009	Sacramento	Movers, Shakers, and Idea Makers: Building Connections	Steve Boilard, Gary K. Hart , Anthony Portatino, Jack Scott

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	Vice President	President	Past President
1. Robert F. Daly, UC Irvine	—	1987-88	1988-89
2. William R. Blischke, CSU Dominguez Hills	1987-88	1988-89	1989-90
3. Janis Cox Jones, Los Rios CCD	1988-89	1989-90	1990-91
4. Jeannine Raymond, CSU Fresno	1989-90	1990-91	1991-92
5. Elizabeth B. Griego, Samuel Merritt College	1990-91	1991-92	1992-93
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8. Joan S. Sallee, CPEC	1993-94	1994-95	1995-96
9. Robert A. Schwabe, CSU San Bernardino	1994-95	1995-96	1996-97
10. Scot L. Spicer, Glendale Community College	1995-96	1996-97	1997-98
11. Dennis Hengstler, UC Santa Barbara	1996-97	1997-98	1998-99
12. Fran Horvath, CSU Northridge	1997-98	1998-99	1999-00
13. Jorge R. Sanchez, Coast CCD	1998-99	1999-00	2000-01
14. Robert S. Cox, UCLA	1999-00	2000-01	2001-02
15. Dolores H. Vura, CSU Fullerton	2000-01	2001-02	2002-03
16. Jing Luan, Cabrillo College	2001-02	2002-03	2003-04
17. Steve Chatman, UC Davis	2002-03	2003-04	2004-05
18. Brandt Kehoe, CSU Fresno	2003-04	2004-05	2005-06
19. Craig Hayward, Mendocino College	2004-05	2005-06	2006-07
20. Cel Johnson, University of San Diego	2005-06	2006-07	2007-08
21. William B. Armstrong, UC San Diego	2006-07		
22. Sam Agronow, UC Office of the President		2007-08	2008-09
23. Sutee Sujitparapitaya, San Jose State University	2007-08	2008-09	
24. Willard Hom, California Community Colleges	2008-09		

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1999-00	Debbie Ellis, UC Berkeley	Gwendolyn Kuhns, UC Santa Barbara
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1991-92	Mark Fetler, Chancellor's Office	Kenneth B. Gash, Dominguez Hills	
1992-93	Mark Fetler, Chancellor's Office	Kenneth B. Gash, Dominguez Hills	
1993-94	Julie Slark, Rancho Santiago	Gerald V. Sharp, Sacramento State	
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1995-96	William B. Armstrong, San Diego CCD	L. Rose Bruce, Sonoma State	
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1999-00	Edward Karpp, Glendale	Kimberly Sinha, San Diego State	
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2001-02	Wei-I Wang, Pasadena City College	Bettina J. Huber, San Marcos	
2002-03	Wei-I Wang, Pasadena City College	Leone Rodriguez, Hayward	
2003-04	Marc Beam, Long Beach Comm College	Roseann Hogan, Hayward	
2004-05	Terrence Willett, Galavan College	Sutee Sujitparapitaya, Sacramento State	
2005-06	Terrence Willett, Cal-PASS	Sutee Sujitparapitaya, Sacramento State	
2006-07	Barbara McNeice-Stallard, Mt San Antonio	Edward Sullivan, Fullerton	
2007-08	Barbara McNeice-Stallard, Mt San Antonio	Edward Sullivan, Fullerton	
2008-09	Vacant	Vacant	
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1987-88	Rosemary Cliff, Loyola Marymount	Thomas A. Cesa, Berkeley	
1988-89	Elizabeth Griego, Samuel Merritt	Jane Low, Davis	
1989-90	Brenda Barham Hill, Scripps	Darlene Morell, San Diego	
1990-91	Brenda Barham Hill, Scripps	Darlene Morell, San Diego	
1991-92	David McFadden, Claremont	Jane Low, Davis	
1992-93	Juan Yniguez, AICCU	Dennis Hengstler, Santa Barbara	
1993-94	Juan Yniguez, AICCU	Mary Jo Anderson, Davis	
1994-95	Dwayne Little, Point Loma Nazarene	Mary Jo Anderson, Davis	
1995-96	Dwayne Little, Point Loma Nazarene	Margaret Heisel, Office of the President	
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1997-98	Michael K. Tamada, Occidental	Robert S. Cox, UCLA	
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1999-00	Stephen C. Maack, La Verne	Marie L. Richman, Irvine	
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2002-03	Beth Benedetti, AICCU	Pamela H. Brown, Berkeley	
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1989-90	Dorothy M. Knoell, CPEC	1995-96	Kevin Woolfork, CPEC
1990-91	Dorothy M. Knoell, CPEC	1996-97	Dorothy M. Knoell, Independent
1991-92	Dorothy M. Knoell, CPEC	1997-98	Dorothy M. Knoell, Independent
1992-93	Joan S. Sallee, CPEC	1998-99	(position discontinued)

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November 16-18, 2010
San Diego, California**



Doubletree Hotel, Sacramento: Floor Plan

