



# California Association for Institutional Research 2015 CONFERENCE

NOVEMBER 4-6, 2015



[www.cair.org](http://www.cair.org)

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# Welcome

Dear Colleagues,

On behalf of the CAIR Board of Directors, I would like to welcome you to the 40<sup>th</sup> annual CAIR conference. The theme of this landmark conference is “The Past, the Present, and the Future of IR”. The field of institutional research has evolved immensely over the past forty years, maturing from a field of professionals solely collecting, analyzing, and reporting data to one that takes a more proactive, innovative, and predictive approach to ensure that the information we provide is actionable for critical decisions affecting our institutions and our students. Not only our capacity has changed, but also the scope of the data we analyze. We have expanded beyond the offices of institutional research into a plethora of roles and titles within offices overseeing institutional effectiveness, assessment of student learning, data governance, data stewardship, data visualization, and analytics.

The conference sessions not only showcase institutional research in the present, but also the direction we are heading. The program is filled with more than forty sessions presented by institutional researchers from across California’s higher education segments and think tanks. Conference sessions range in topics from enrollment management, use of dashboards to provide timely data for decision making, assessment of intervention programs, and predictive modeling. Additionally, many workshops and information sessions are being offered by some of the most commonly used software and services employed by institutional researchers. Lastly, three outstanding plenary sessions will provide attendees various perspectives of the field. The opening keynote by James Fredericks Volkwein, Professor Emeritus and Founding Director of the Institutional Research Program at Penn State University, will speak about the challenges of strategic planning and enrollment management affecting the national landscape of institutional research. Eden Dahlstrom, director of research at EDUCAUSE, will provide an overview of the current landscape of analytics in higher education and ways the IR community can advance their analytics strategy. The final plenary session will feature a panel of institutional research leaders from across California’s higher education segments whom will provide their vision about the future of IR and how we as professionals can best prepare for that future.

We hope that this conference is a rewarding experience for those in attendance. Countless hours, discussions, and work has been poured into shaping this conference. I am truly thankful to the CAIR Board of Directors, numerous sponsors, and advisors for their contributions.

Sincerely,

*Jeanette Gurrola Baez*

CAIR President

# CAIR Board of Directors

## EXECUTIVE OFFICERS



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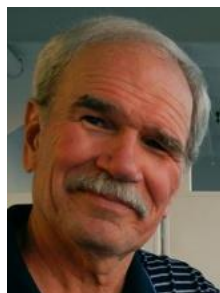


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*CSU Office of the Chancellor*



Juan Ramirez  
*Western University of  
Health Sciences*

# General Information

## Conference App

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

You can find the CAIR 2015 app by searching for "CAIR 2015" in the App Store™ or in Google Play™, or by using the following links:

- iPhone: <https://itunes.apple.com/app/id1046825599>
- Android: <https://play.google.com/store/apps/details?id=com.attendify.confpdz1nk>
- WebApp: <http://pdz1nk.m.attendify.com/> or [tinyurl.com/CAIRapp](http://tinyurl.com/CAIRapp)

## Exhibit Hall

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Visit the Exhibit Hall, located in the Redwood Room, to meet sponsors and learn about the latest software, products, and services available to IR. You can access the Exhibit Hall during the President's reception, refreshment breaks, and breakfast, as posted on the conference schedule.

## Meals and Refreshment Breaks

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A buffet breakfast and lunch will be served on Thursday and Friday. Menus are provided in the conference program. If you have any dietary restrictions, please alert hotel staff to obtain an alternative meal. Morning and afternoon refreshment breaks will be held in the Redwood Room as scheduled in the program.

## Session and Conference Evaluations

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

The overall conference evaluations are used to help plan and improve future conferences. We would appreciate your feedback via the online survey at: <http://tinyurl.com/2015CAIR>

## Wireless Internet

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Complimentary Wi-Fi is provided throughout the hotel in public spaces and in guest rooms. To access Wi-Fi in the meeting space, complete the following steps on your computer or mobile device Wi-Fi settings:

1. Select Network: Holiday Inn Conference
2. Select "Conference"
3. Enter Conference Code: 0B4056

We ask that you limit the number of devices connected to the meeting space internet to allow access for all attendees.

## Parking

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Hotel parking is available at a discounted rate of \$25 plus tax. Parking stubs must be validated at the conference registration desk to receive the discount.

## Hotel and Local Area Dining

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The hotels R-O-H Restaurant & Bar is open daily from 6:30am to 11:30pm. Numerous outstanding eateries can be found within walking distance of the hotel and throughout the city.

# 2015 Conference Sponsors

## Platinum:



## Gold:



## Silver:

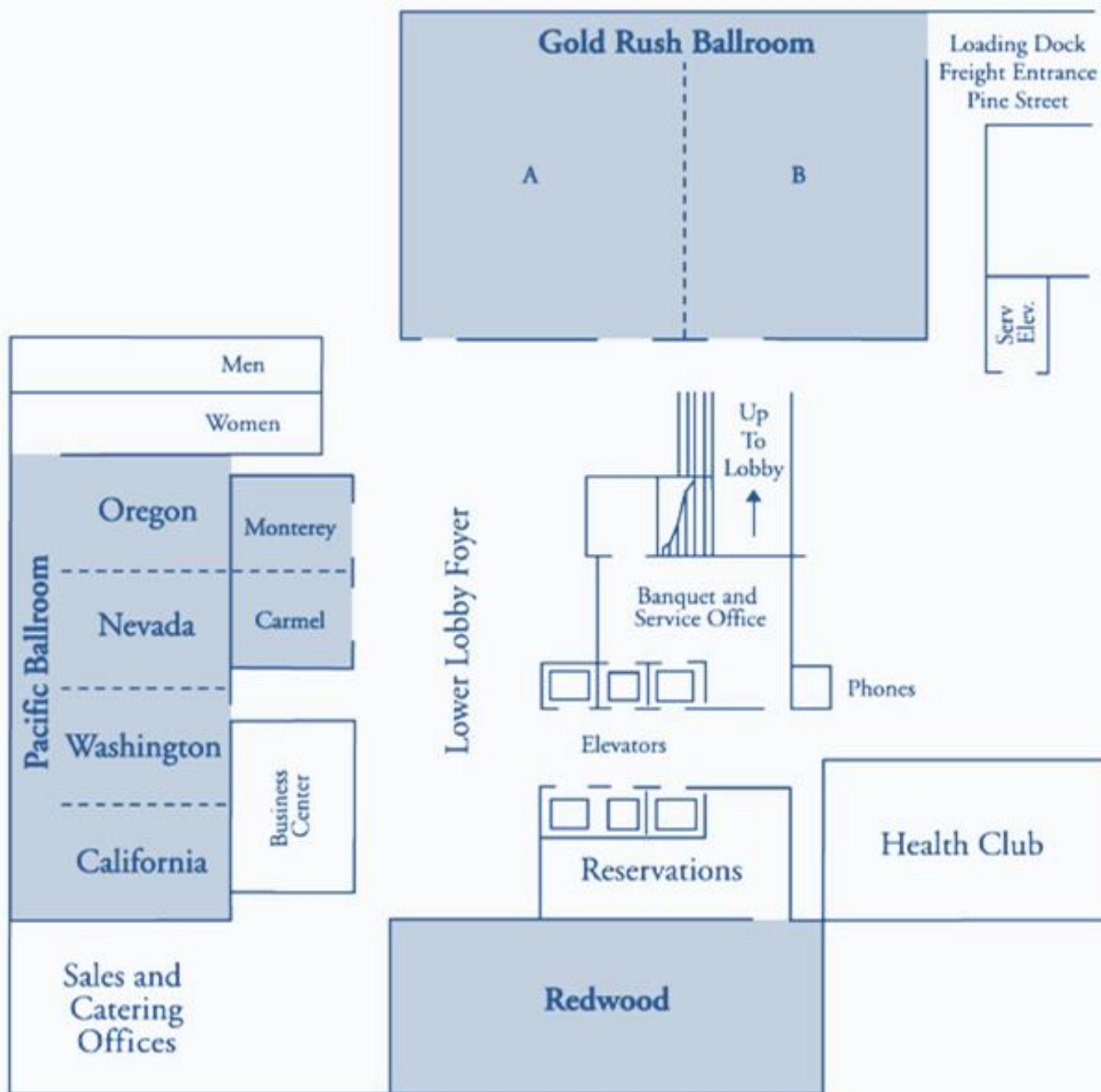


## Bronze:



# Conference Map

## LOWER LOBBY LEVEL



# Program At A Glance

Time Span	Oregon	Nevada	Washington	California	Monterey/Carmel
<b>Wednesday, November 4th</b>					
8:00-9:45	CSU Segment Meeting	UC Segment Meeting	Independent Segment Meeting		
9:45- 10:00	Refreshment Break (Redwood)				
10:00-12:00	CSU Segment Meeting, continued	UC Segment Meeting, continued	Independent Segment Meeting, cont.	CCC Segment Meeting	
12:00-1:30	Lunch on Your Own / Sponsor Exhibit Hall Open (Redwood)				
1:30-2:30	Opening Keynote featuring James Fredericks Volkwein (Gold Rush Ballroom)				
2:45-3:30	Non-Resident Enrollment Growth in the Univ. of California (Cox)	Acquiring and Telling a Story w/ Alumni Wage and Employment Data (Olson)	Co-Curricular Engagement and Student Success (Oh)	The CCC "CTE LaunchBoard" (Booth)	NVivo Workshop
3:45-4:30	Getting Engaged: Does It Work? (T. Chang)	Evaluating the Effect of Early Start Program (Woo)	Civitas	Your IR Office Does How Many Surveys? (Thomson)	LinkedIn Workshop
4:45-5:30	Gauging the Effect of Peer Assisted Learning (Schwartz)	Transforming Campus Climate (Eppig)	Just-In-Time Mentoring (Brown)	Decision Trees in Communicating Results (Castellino)	IBM SPSS Workshop
5:30-7:30	President's Reception & Sponsor Exhibits (Redwood & Lower Lobby Foyer)				
<b>Thursday, November 5th</b>					
7:00-9:00	Breakfast, Table Talk Discussions (Gold Rush Ballroom), and Sponsor Exhibits (Redwood)				
9:00-9:45	An Integrated, Program-Level Approach to Enrollment Planning (Johnson)	Using Latent Class Analysis in IR (Baldwin)	Why CAIR? Getting Involved (CAIR Board)	Retention Mgmt for Smaller Non-Traditional Institutions (K. Chang)	Tableau Workshop
9:45-10:15	Refreshment Break & Sponsor Exhibits (Redwood)				
10:15-11:00	When are Risk Factors for Graduation Actually Risk Factors? (Thomson)	Elevating Program Review Beyond the Program (Babcock)	US News	Visual Analytics (Le)	Presentation Delivery Workshop (Altman)



Time Span	Oregon	Nevada	Washington	California	Monterey/Carmel
<b>Thursday, November 5th (continued)</b>					
11:15-12:00	Undeclared Students' Paths to Major Declaration (Karimi)	CIRP's Diverse Learning Environments Survey (Stolzenberg)	Campus Labs	Tools for Managing Data Requests (Hollabaugh)	Presentation Design Workshop (Altman)
12:15-2:00	Keynote Luncheon featuring Eden Dahlstrom (Gold Rush Ballroom)				
2:15-3:00	Identifying At-Risk Students (Shiveley)	Graduate Alumni Outcomes (Olschwang)	Mapping Student Success (Merlino)	Creating Ad Hoc Interactive Excel Dashboards (Van Hamersveld)	Stata Workshop
3:00-3:30	Refreshment Break & Sponsor Exhibits (Redwood)				
3:30-4:15	Accentuating Time in Student-Professor Interactions (Doty)	Non-cognitive factors and student success (Briggs)	Opportunities and Challenges Under Qualitative Equity Inquiry (Trimble)	Stepping Outside the Office to Enhance the Visibility of IR (Cullander)	Stata Workshop, Cont.
4:30-5:15	Identifying Target Student Populations for High Impact Practices (Castellino)	Multiple Measures Assessment Project Pilot (Ballard)	An Analytic Study of Bottleneck Courses (Hardy)	Data Visualization Tools to Promote Campus Engagement (Taing)	
<b>Friday, November 6th</b>					
7:00-9:00	Breakfast (Gold Rush Ballroom) and Sponsor Exhibits (Redwood)				
9:00-9:45	Predictions of Persistence (Harris)	Understanding Response Rates in Online Student Evaluations (Coyne)	Serving on a WSCUC Accreditation Review Team (Maloney)	Local Edit Checks within the student information system (Van Hamersveld)	Intro to NSC StudentTracker (Indugula)
9:45-10:15	Refreshment Break & Sponsor Exhibits (Redwood)				
10:15-11:00	Sexual Violence: IR's Role in a Safer Campus (Le)	Using Multiple Measures to Enhance Student Placement (Willet)	The New UC Information Center – How Did They Do It? (Popoola)	Partnership for Success: Geeks, Nerds and Techies Collaborate (Ozturk)	Advanced NSC StudentTracker Workshop (Indugula)
11:15-12:00	Making a Difference and How We Know: A Longitudinal Analysis (Yue)	Expanding Stakeholder Roles with Academics (Hoey)	Program Assessment and Improvement for Co-curricular Activities (Otterbach)	Informing Outcomes Assessment with Existing Survey Data (Hoffman)	
12:15-2:00	Closing Plenary Luncheon (Gold Rush Ballroom)				
2:30-5:00	Post-Conference WSCUC Graduation Rate Dashboard Workshop (Gold Rush Ballroom)				

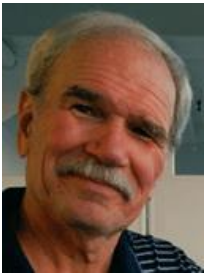
# Keynote Speakers



**JAMES FREDERICKS VOLKWEIN** is professor emeritus and founding Director of Penn State's online program for training institutional researchers. With interests in policy analysis and organizational effectiveness, he is well known for his studies and workshops in accreditation, alumni studies, assessing student learning outcomes, strategic planning and enrollment management, state regulation, and institutional research. Volkwein has been extremely active in the field of institutional research, serving as President of the North East Association for Institutional Research and receiving AIR's Suslow Award for Distinguished Scholarship.



**EDEN DAHLSTROM** is the director of research for EDUCAUSE where she oversees research initiatives that optimize the impact of technology in higher education. This year she is leading an initiative to study analytics in higher education. Dahlstrom has nearly 20 years of experience in higher education, including five years as an institutional researcher. Her research is guided by two complementary principles: 1) data are most useful when transformed into information, and 2) information is only useful if it is accessible and understandable by the intended audience.



**ROBERT (BOB) DALY** is the Assistant Vice Chancellor, Emeritus of Strategic Academic Research & Analysis for the University of California at Riverside. His institutional research career spans over 40 years, with positions at Santa Ana College, UC Irvine, and UC Riverside. Bob served as CAIR's first president in 1987-88 and continues to be active in the institutional research community, currently serving as a member on CAIR's Board of Directors.



**PAULA S. KRIST** is the Director of Institutional Research and Planning at the University of San Diego. Prior to coming to San Diego, Krist spent several years as Director of Operational Excellence and Assessment Support for the University of Central Florida after being Director of Institutional Research at Florida Institute of Technology for 10 years. She is a regular presenter at AIR and CAIR, and is a former president of the Florida Association for Institutional Research.



**ED SULLIVAN** is the Assistant Vice Chancellor for Academic Research and Resource at the California State University Office of the Chancellor where he provides leadership for the Analytic Studies Department and analytic support to inform decisions of the CSU leadership, campus Presidents, Board of Trustees, faculty, students, staff, and external audiences promoting a culture of evidence-based decision-making. He was previously at CSU Fullerton leading the Office of Institutional Research and Analytical Studies as Assistant Vice President.



**TERRENCE WILLETT** is the Director of Planning, Research, and Knowledge Systems at Cabrillo College. He has an extensive background in the California community colleges as well as with K-12 and university data systems. Willett previously served as the director of research for Cal-PASS, director of research for Gavilan Community College, and research technician for Cabrillo Community College. His interests include predictive analytics, database research, evaluation research, and GIS.

# Wednesday, November 4th

## Program Overview

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8:00am – 12:00pm	Segment Meetings (pre-conference)
9:30am – 10:00am	Refreshment Break
12:00pm – 1:30pm	Sponsor Exhibition
1:30pm – 2:30pm	Welcome & Keynote
2:45pm – 5:30pm	Workshops & Concurrent Sessions
5:30pm – 7:30pm	President's Reception & Sponsor Exhibition

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### 8:00am – 12:00pm

#### California State University Segment Meeting

*Oregon Room*

CSU IR offices will meet to discuss topics important at the campus and system levels. Updates, emerging foci, and best practices will be shared and discussed.

Presenter(s)

Sean Johnson, *Sonoma State University*

Lisa Castellino, *Humboldt State University*

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#### University of California Segment Meeting

*Nevada Room*

Join your UC colleagues for a morning of professional networking and discussion of current and emerging “hot topics” with implications for the University of California.

Presenter(s)

Kristen McKinney, *University of California, Los Angeles*

Kelly Wahl, *University of California, Los Angeles*

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#### Independent Segment Meeting

*Washington Room*

Join fellow colleagues for a discussion on the latest

higher education topics affecting independent colleges and universities.

Presenter(s)

Leeshawn Moore, *University of La Verne*

### 9:30am – 10:00am

#### Refreshment Break

*Redwood Room*

- ❖ Freshly Baked Old Fashion Cookies
- ❖ Coffee, Tea, Milk, and Soft Drinks

### 10:00am – 12:00pm

#### California Community Colleges Segment Meeting

*California Room*

The California Community Colleges segment meeting will provide attendees with updates from the Chancellor's Office, the RP Group and Cal-PASS Plus on various initiatives and its associated projects, including Institutional Effectiveness, Technology, Workforce Development, Student Success and Student Equity. Besides updates from each of the colleges, the session also includes discussion topics on accreditation, assessment and outcomes.

Presenter(s)

Alice van Ommeren, *California Community Colleges*

*Chancellor's Office*

Cathy Hasson, *San Diego Community College District*

**12:00pm – 1:30pm**

### **Sponsor Exhibition**

*Redwood Room*

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

**1:30pm – 2:30pm**

### **Welcome & Opening Keynote**

*Gold Rush Ballroom*

Welcoming remarks by Kristina Powers, CAIR Vice President. Opening keynote address by Dr. James Fredericks Volkwein.

Most colleges and universities face pressure from rising costs, and from public funding that is at least unpredictable, if not declining. Our enrollment-driven budgets force public and private institutions alike to engage in strategic thinking. How does strategic planning and enrollment management differ from traditional long range planning? What are the appropriate roles for institutional research? Using examples from Universities in the USA, Dr. Volkwein describes common strategies for niche-building and capturing market share. A complete planning and enrollment management operation requires executive leadership, but also includes a variety of institutional research functions and administrative arrangements that support and coordinate. The presentation describes various models that have been implemented at institutions of higher education.

**2:45pm – 3:30pm**

### **Non-Resident Enrollment Growth in the University Of California: Issues and Answers**

*Oregon Room*

Undergraduate non-resident enrollment in the UC

system has more than doubled in the past 5 years. Non-residents now account for over 20% of all undergraduates at UCLA and Berkeley. Numbers are rising rapidly at several other campuses. This presentation examines and seeks to answer several questions: What factors account for this sudden change? Is it permanent? Can it be sustained? What are the issues regarding the role of UC as a state-supported institution? How have admissions practices and academic operations been affected? And finally: How are the new domestic and international non-resident populations faring thus far as UC undergraduates?

Presenter(s)

Robert Cox, *University of California, Los Angeles*

### **Acquiring and Telling a Story with Alumni Wage and Employment Data**

*Nevada Room*

In this session two Private-non profits colleges will share information on how they acquired and used non-self reported alumni wage and employment data from the Employment Development Department. Presenters will describe not only the processes for obtaining alumni wage data, but examples of benchmarks that can be used to give context to the wage data. Furthermore, presenters will discuss how to tell a more complete story of a college graduate using multiple sources of information about alumni outcomes, such as LinkedIn university pages and PayScale. Finally, presenters will follow-up with suggested ways in which the findings may be used within the institution. Upon completion of the session, audience members will be able to: 1) obtain alumni wage data 2) identify potential issues with acquiring the data 3) interpret the data using contextual benchmarks and complementary sources 4) develop multiple ways of measuring and reporting the value of a college degree.

Presenter(s)

Chris Olson, *Azusa Pacific University*

Brianna Moore-Trieu, *California College of the Arts*

## **Co-Curricular Engagement and Student Success: An Examination of Students' Use of a New Campus Recreation Center**

*Washington Room*

Traditionally, predictive models of student success have focused on student background characteristics and/or engagement in academic activities or behaviors. More recently, there has been increased interest in systematically examining the impact of co-curricular engagement on student outcomes. In this presentation, we share our findings regarding one such co-curricular activity: students' use of a student recreation center (SRC). Specifically, we examined students' use of our university's new SRC over the first five semesters of its existence – examining how patterns of SRC use are associated with one-year continuation rates and GPA, and how these associations vary with different patterns of SRC use, as well as across a number of background characteristics (gender, ethnic/racial background, socioeconomic status, prior academic preparation). The implications of these findings for student and academic affairs staff will be discussed, as well as the possible extension of this type of analysis to other areas of co-curricular student engagement.

Presenter(s)

Janet Oh, *California State University, Northridge*  
Bettina Huber, *California State University, Northridge*

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## **The CCC "CTE Launchboard": How a Program-Specific Labor Market Information Portal is Redefining the Use Of and Demand for Dashboards**

*California Room*

System institutional accountability reporting has spawned the next level of data interaction: program-specific dashboards. To service the needs of CTE programs in the CCC system, the "CTE LaunchBoard" was developed; it combines a wide array of data sources into one of the most comprehensive data tools built for a higher education audience. It has also paved the way for an ever increasing demand for more program-specific dashboard tools that add

another resource (and complexity) to the IR Toolkit. This session will discuss the evolution and composition of the LaunchBoard, and discuss IR's role in how such program-specific dashboards are pushed to and interacted with by faculty and program practitioners.

Presenter(s)

Kathy Booth, *WestEd*  
Patrick Perry, *WestEd*

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## **A Quick Nvivo Intensive: Import to Analysis**

*Monterey/Carmel Room*

**\*\*Advanced registration required for this workshop\*\***

In this workshop, you'll create a quick visual analysis of some survey results and prepare for next steps. NVivo offers tools for coding open-ended survey responses, text-mining, and mixed methods analysis with fixed response survey items. Please come along with NVivo installed on your laptop or join us for observation only. We'll provide some data for our analysis. Learn about preparing survey data, approaches to analysis, and what it means to move from import to findings. We will briefly consider other applications of NVivo in IR, such as document management and analysis.

Presenter(s)

Cynthia Jacobs, *Regional Manager, Training and Research Consultancy*

**3:45pm – 4:30pm**

## **Getting Engaged: Does It Work?**

*Oregon Room*

A huge volume of research has found that student academic engagement is important to their intellectual development and college success. Research findings also show that the value of non-cognitive attributes such as ability to understand racism, community involvement, and realistic self-appraisal are related to academic success and student development. However, to date, very limited research has been done to explore the effect of student engagement in various activities on

employment pattern and outcomes after they graduate. This study uses the University of California undergraduate experience survey data and alumni salary data to examine relationships between student academic and civic engagement and their employment pattern and outcomes. This information should be able to help students understand the full set of experiences they should obtain at college, and institutions to create a rigorous curriculum and opportunities for students to develop their knowledge and skills required for success in their career and life.

Presenter(s)

Tongshan Chang, *University of California Office of the President*

Chris Furguele, *University of California Office of the President*

Xiaohui Zheng, *University of California Office of the President*

Susannah McCormick, *University of California Office of the President*

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### **Evaluating the Effect of Early Start Program Using Regression Discontinuity**

*Nevada Room*

The Early Start program in the CSU requires incoming first-time freshmen who do not demonstrate readiness for college-level math or English to begin remediation during the summer before coming to the CSU. The purpose of this study is to find out the causal impact of attending the Early Start program on first-time freshmen's academic achievement in their first year. To address this question, we employ a regression discontinuity design with math and English test cut-off scores for entry into the Early Start as the source of exogeneity. Regression discontinuity is a pre-and post-test design, drawing causal effects of intervention by assigning a cut-off score. Students who scored below cut-off math or English and participated in Early Start are compared to those who score above cut-off and were exempted from Early Start. Initial evidence suggests that Early Start has a positive impact on student's first semester GPA.

Presenter(s)

Hui-Jeong Woo, *California State University, Office of the Chancellor*

Matthew Case, *California State University, Office of the Chancellor*

Erika Baldwin, *California State University, Office of the Chancellor*

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### **Building Connected Analytics Pathways to Drive Insight, Action, and Impact on Outcomes**

*Washington Room*

A key challenge in IR data analysis is discovering actionable and/or unexpected insights that can lead to actions. What exacerbates this issue is that students frequently have different data footprints, and that data may be proceeding from disparate data sources and systems across the institution. This session will take a deep dive into the iterative work Civitas Learning is doing with partner institutions to look at what is working with institutional policy and its impact on student success. Speakers will discuss the importance to use data insights to not only be descriptive, but also predictive and prescriptive.

Presenter(s)

Dr. Matthew Milliron, *Senior Director of Solutions Engineering, Civitas Learning*

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### **Your IR Office Does How Many Surveys? Types, Trade-Offs, Decision-Points, and the Joys and Frustrations of Providing Ridiculously Good Survey Support**

*California Room*

In 2014-15 the Office of Institutional Research at Saint Mary's College designed, administered or otherwise coordinated more than 40 separate surveys as well as the college's on-line course evaluation system. To examine how increased survey capacity now defines institutional research (and in our case, an obvious workload issue), we review the types of surveys we conduct and the trade-offs, decision-points, joys, and frustrations associated with them as well as sharing the results of a brief survey of surveys conducted by our peer comparison IR offices. To help us determine the optimal level of IR survey

support, we look at various factors: how decisions to do a given survey are made; survey purpose and survey clients; populations surveyed; determination of survey content and length; mode of administration (anonymous or not); length of time in the field; incentives or not; providing analysis of results or not; survey frequency; and dissemination of results.

Presenter(s)

Gregg Thomson, *Saint Mary's College of California*

Carole Wolf, *Saint Mary's College of California*

Deborah Rubner-Brumley, *Saint Mary's College of California*

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## **Getting LinkedIn**

*Monterey/Carmel Room*

**\*\*Advanced registration required for this workshop\*\***

So you've created a LinkedIn profile. Now what? LinkedIn is a powerful tool for staying connected with colleagues and sharing up-to-date information about your profession. During this session, participants will learn tips to stay active and make the most of LinkedIn including finding and managing contacts, engaging in group discussions and developing your headline. We'll also discuss some basic LinkedIn etiquette.

Presenter(s)

Neepa Parikh, *Office of Career Planning Director, Golden Gate University*

**4:45pm - 5:30pm**

## **Gauging the Effect of Peer Assisted Learning on Stem Course Outcomes and Student Retention Using Propensity Score Matching**

*Oregon Room*

This study assesses the effect of participation in peer assisted learning (PAL) on grades in gateway chemistry, biology, and math courses and student retention among nearly 2,700 students who took these courses from Spring 2012 through Spring 2015. PAL participation is optional, raising the concern that differences in outcomes between PAL and non-PAL students could result at least in part from self-

selection bias, rather than benefits of PAL participation itself. I used propensity score matching to reduce the potential for selection bias and isolate the effect of PAL participation on student success. After matching on the propensity score and ensuring covariate balance, PAL participants earned substantially higher grades and had lower post-course attrition rates when compared with students who did not participate in PAL.

Presenter(s)

Joel Schwartz, *California State University, Sacramento*

Lynn Tashiro, *California State University, Sacramento*

Jennifer Lundmark, *California State University, Sacramento*

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## **Transforming Campus Climate: Analysis, Action and Impact**

*Nevada Room*

This session will focus on assessing institutional effectiveness on key issues of campus climate – including respect for differences, inclusion and exclusion, attitudes toward diversity, and satisfaction with classroom, workplace, and campuswide environments. UC Berkeley recently conducted a campuswide Climate Survey with the goal of understanding these issues among students, faculty, and staff – and of identifying pressing concerns and challenges. Our survey results taught us that one in four members of the UC Berkeley community have experienced exclusionary behavior, with members of underrepresented ethnic groups, disabled persons, LGBTQ persons, and staff members more likely to be affected than other populations. In response, the campus has launched several new climate initiatives. The session will look at both the survey findings and the new projects resulting from the survey. It should particularly benefit those interested in assessing and creating inclusive environments for marginalized populations.

Presenter(s)

Andrew Eppig, *University of California, Berkeley*

## Just-In-Time Mentoring

*Washington Room*

Need a mentor? Join us for some real-time, on-demand mentoring. This session will provide the opportunity to sit with a mentor, and other mentees with similar interests or concerns to troubleshoot specific research, planning or assessment concerns or issues. Participants will select the mentor they would like to meet with, and will choose from a variety of mentors representing the various segments of higher education, and areas of expertise. Mentors will assess the mentees situation, and then provide some guidance and recommendations, with the opportunity for follow up mentoring after the conference.

Presenter(s)

Heather Brown, *Mount Saint Mary's University, Los Angeles*

Cathy Hasson, *San Diego Community College District*

Jacqueline Honda, *University of Hawai'i, West O'ahu*

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## Seeing the Forest through the Trees: How Humboldt State University Leveraged Decision Trees in Communicating Results

*California Room*

In this case study, Humboldt State University will lead attendees on a data expedition illustrating how its Office of Institutional Research and Planning (IRP) used decision trees to explore, analyze and communicate 15 years of student enrollment and success data into one comprehensive information constellation. Further, attendees will learn how IRP lead a cultural change effort to support data driven decision making on campus, using decision tree design as a scaffolding for the work.

Presenter(s)

Lisa Castellino, *Humboldt State University*

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## Start Using Predictive Analytics Today

*Monterey/Carmel Room*

**\*\*Advanced registration required for this workshop\*\***

Build, evaluate and deploy a predictive model today in this hands-on session using the latest IBM technology. You will incorporate all the aspects of the CRISP-DM methodology to learn the principles of predictive analytics and how it can be utilized in your organization to solve various business issues every day. You will be doing this on your laptop with IBM SPSS Modeler that you will download prior to the workshop. This means that you can continue your exploration of predictive analytics on your own or with your colleagues during and after the conference.

Presenter(s)

Dallas Sinnett, *IBM*

**5:30pm - 7:30pm**

## President's Reception & Sponsor Exhibition

*Redwood Room*

Join us for some good food, good drinks, and good company. Light hors d'oeuvres will be served. Don't forget your drink tickets to redeem at the hosted bar. Sponsors will be on hand to discuss their services and products.

- ❖ Belgian Endive with Herbed Cream Cheese
- ❖ Individual Bay Shrimp in Cocktail Sauce
- ❖ Lettuce Cups Filled with Minced Chicken, with Plum Sauce & Cilantro
- ❖ Sliced Tenderloin on Crostini with Balsamic Glaze and Blue Cheese
- ❖ Smoked Salmon on Sliced Baguette with Cream Cheese & Capers
- ❖ Tomato Bruschetta
- ❖ International Cheese Platter
- ❖ Chicken Satay with Thai Peanut Sauce
- ❖ Coconut Marinated Prawn on Romaine Leaf
- ❖ Crab Cakes with Roasted Red Bell Pepper Aioli
- ❖ Mini Lamb Chops with Mint Puree
- ❖ Pot Stickers with Soy Sauce & Spicy Hot Oil
- ❖ Scallops Wrapped in Bacon
- ❖ Taquitos with Green Chili Salsa
- ❖ Wild Mushroom Duxelle in Filo Cup
- ❖ Almondine Tart
- ❖ Chocolate Ganache Tart
- ❖ Mixed Fruit Tart
- ❖ Raspberry Genoise



# Thursday, November 5th

## Program Overview

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7:00am – 9:00am	Breakfast & Sponsor Exhibits
8:00am – 9:00am	Table Talk Discussions
9:00am – 9:45am	Workshops & Concurrent Sessions
9:45am – 10:15am	Refreshment Break & Sponsor Exhibits
10:15am – 12:00pm	Workshops & Concurrent Sessions
12:15pm – 2:00pm	Keynote Luncheon
2:15pm – 3:00pm	Workshops & Concurrent Sessions
3:00pm – 3:30pm	Refreshment Break & Sponsor Exhibits
3:30pm – 5:15pm	Workshops & Concurrent Sessions

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### 7:00am – 9:00am

#### Breakfast Buffet

*Gold Rush Ballroom*

- ❖ Sliced seasonal fruit
- ❖ Breakfast pastries served with butter and fruit preserves
- ❖ Cold cereals with low-fat milk
- ❖ Scrambled eggs, breakfast potatoes, and bacon
- ❖ Coffee, Tea, and Juice

#### Sponsor Exhibition

*Redwood Room*

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

### 8:00am – 9:00am

#### Table Talk Discussions

*Gold Rush Ballroom*

Join your fellow colleagues for a discussion on a topic of your choosing. Participation is voluntary. Tables

will be designated with a placard for the following topics:

- ❖ Assessment of Campus Climate
- ❖ Assessment of High Impact Practices
- ❖ Best Practices in Communicating Results
- ❖ Dashboard Best Practices
- ❖ Enrollment Management
- ❖ Risk Assessment
- ❖ Strategic Planning and IR
- ❖ New to IR
- ❖ Anything but IR

### 9:00am – 9:45am

#### An Integrated, Program-Level Approach to Enrollment Planning

*Oregon Room*

Clear targets for institutional size are an essential first step when planning and budgeting several years into the future. However, setting realistic targets and then hitting those targets can be difficult without robust statistical models and good communication

between the campus entities that shape enrollment patterns. This session will highlight our new comprehensive approach to this process: a forecasting method that combines a more integrated planning process with innovative statistical modeling. Enrollment targets are now set at the academic program level based on input from both central-planning administrators and academic departments. After program-level enrollment targets have been set, an interconnected network of statistical models evaluates how realistic those targets are and exports the enrollment management strategies required for every academic program to hit its targets over the period of time being forecasted. Discrete models for all programs and critical subgroups make forecasts sensitive to future changes in the university's composition.

Presenter(s)

Ryan Johnson, *University of California, Riverside*

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### **Using Latent Class Analysis in IR: Examining Subgroups of Early Start Participants**

*Nevada Room*

Latent class analysis (LCA) is a quantitative method used to determine the existence of latent, or unobserved, groups of individuals based on observable indicators. This study examines latent subgroups of Early Start participants while demonstrating how LCA can be utilized in IR to guide data-driven decisions regarding campus programs, services, and policies. In this study, Early Start participants are classified into subgroups based on pre-matriculation indicators (i.e., standardized and placement test scores, high school GPA and college preparatory course taking). Sex, race, and Pell Grant status are used as covariates and fall CSU GPA is used as an outcome variable. Results revealed five distinct latent subgroups. Underrepresented minorities were more likely to be in Class 1 (all low or moderate indicator values), while males were more likely to be Class 3 (high math and science scores). Class 3 also had significantly higher fall GPAs. Implications of results are also discussed.

Presenter(s)

Erika Baldwin, *California State University, Office of the Chancellor*

Matthew Case, *California State University, Office of the Chancellor*

Hui-Jeong Woo, *California State University, Office of the Chancellor*

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### **Why CAIR? Getting Involved**

*Washington Room*

Come learn more about the organization, the various opportunities available to serve on Board committees, contribute to the planning of the annual conference, and CAIR. Help shape the organization, learn more about the various higher education segments, build and strengthen your professional network, and develop event management skills. Current and past Board members will present to share their experiences and answer any questions.

Presenter(s)

CAIR Board

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### **Retention Management for Smaller Non-Traditional Institutions: Short to Long Term Tracking**

*California Room*

John F. Kennedy (JFK) University is a small, private, non-profit institution that serves a predominant cohort of non-traditional students in its undergraduate, graduate, and professional doctorate programs. Over the past year, in collaboration across departments (Admissions, Registrar, Deans, and Program Chairs), Institutional Research has developed a set of retention dashboards and tracking tools to support institution-wide retention efforts. The proposed session will share with the audience how to leverage their own student data system to build meaningful dashboards and functional reports. The takeaway is to show how smaller-sized institutions can build a robust in-house retention process without investing in sophisticated student retention and tracking systems.

Presenter(s)  
Kai I Chang, *John F. Kennedy University*

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**“10 Minute Wins” - Data Driven Insights - How to Quickly Get Answers to Questions**  
*Monterey/Carmel Room*

**\*\*Advanced registration required for this workshop\*\***  
See real examples of rapid fire reporting and analytics using Tableau’s breakthrough technology. Much like our natural tendency to ponder questions and arrive at conclusions – often termed “stream of consciousness” – Tableau allows for the progression of analytics at the “speed of thought”. Tableau is data analysis that keeps you in the flow. It’s easy to learn, easy to use, and 10-100X faster than existing solutions. In the words of one of our Higher Ed customers... “Now we are in a stage where we are doing POCs and sample dashboards with very fast turn-around time compared to our existing BI tool - 6 weeks vs 1 hour for one dashboard! This presentation is designed for those who are curious about Tableau as well as seasoned veterans looking for new ideas and use cases.

Presenter(s)  
TBD, *Tableau*

**9:45am – 10:15am**

**Refreshment Break**  
*Redwood Room*

❖ Coffee and Assorted Teas Available

**Sponsor Exhibition**  
*Redwood Room*

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

**10:15am – 11:00am**

**When Are Risk Factors for Graduation Actually Risk Factors? The Use of Multinomial Regression**  
*Oregon Room*

Characteristics of entering freshmen associated with low graduation rates are often termed risk factors. Logistic regression assesses when (as in if) such characteristics actually add risk of not graduating independent of other factors. The use of multinomial regression adds a second “when” (the timing of leaving). The present study, with a four-cohort (2008-2011) population (n=2473) from a private Catholic college, maps fifteen possible risk factors (e.g., low HS GPA, first-generation, low income, male, non-white) against four-year graduation (58%) and five non-graduation outcomes (42%): present first year only, last present second year, third year, and fourth year, and enrolled as a fifth-year senior. The multinomial regression was run both with and without first-year GPA as a covariate. Different risk factors are distinctly associated with different patterns of departure and are also affected differently when controlling for first-year GPA, confirming the advantage of an approach that integrates retention and graduation rate analysis.

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

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**Elevating Program Review Beyond the Program**  
*Nevada Room*

Conducting academic program review is a standard practice at universities across the nation. A primary purpose of program review is to ensure degree program quality. While methods of conducting program review and elements within the process may differ, typical benefits to the program include identifying areas that need improvement, program strengths to be capitalized, and challenges and opportunities the program faces. Often, the result of a program’s review is applied and interpreted with the single focus of the program. However, our case study reveals that a “meta-analysis” of program review results at the university level can provide an alternative lens in demonstrating institutional effectiveness, and offer important data to inform campus practice.

Presenter(s)

Jyenny Babcock, *California State University, Fullerton*

Su Swarat, *California State University, Fullerton*

Peter Nwosu, *California State University, Fullerton*

Shari McMahan, *California State University, Fullerton*

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## **Benchmark Your Institution Using U.S. News Academic Insights!**

*Washington Room*

U.S. News Academic Insights, built specifically for institutions, provides schools the ability to analyze their relative position to other institutions based on single data points or ranking criteria across 25 years. In addition to more than 5+ million data points, its tools allow users to view and manipulate the metrics beneath two decades of the Best Colleges and Best Graduate rankings. Across the last month, we have added 3 new enhancements to the platform: a new Histogram view, intelligent sorting and 2 million new metrics. Stop by our session to learn how you can benchmark your institution!

Presenter(s)

Evan Jones, *General Manager, Insights Group*

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## **Visual Analytics: Exposing the Past, Understanding the Present, and Looking to the Future**

*California Room*

Dan Ariely, founder of The Center for Advanced Hindsight once posted on Facebook, "Big data is like teenage sex: everyone talks about it, nobody really knows how to do it, everyone thinks everyone else is doing it, so everyone claims they are doing it..." This is especially true in Higher Education as much of the work being done to organize, connect, and analyze big data is happening in the for profit sector. This multimedia presentation (video, photos, and text) has three goals. (1) Discuss how the field visual analytics is tackling the problem of analyzing big data. (2) Explore when visual analytics is superior and inferior to typical statistics. (3) Tactics and tools for Institutional Researchers to use in their everyday work to change data into actionable intelligence.

Presenter(s)

Michael Le, *Humboldt State University*

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## **Stand and Deliver**

*Monterey/Carmel Room*

**\*\*Advanced registration required for this workshop\*\***

This session challenges the myth that effective public speaking is a skill with which you must be born. In fact, there are a variety of specific tactics, tricks, and strategies that you can employ when you need to present in public but would rather crawl into a hole and die. Your objective is not to be perfect; audiences don't want perfect presenters. Your objective is to present your most genuine self, from which you can share your ideas and your narrative in the most open and effective way.

Presenter(s)

Rick Altman, *Director, R. Altman & Associates*

**11:15am – 12:00pm**

## **Undeclared Students' Paths to Major Declaration: A Data Mining Study**

*Oregon Room*

CSUF admits more than 600 undeclared major freshmen every fall semester. These students go through the Major Exploration Program and are required to declare a major prior to earning 60 units. An important factor contributing to these students' choice of major is taking a course they particularly enjoy. In the first part of this study we investigate the relationships between the courses in which the undeclared students enroll and perform well (grade of B or better) and the majors they eventually declare. Association Rules data mining method is used to discover such relationships and their statistical strength. The results of this step can be used by academic department for course enrollment planning purposes. The second part of the study discovers association rules between courses that undeclared students fail and their (2 year) attrition. Courses identified in this step can be targeted for

course level intervention for the at-risk undeclared students.

Presenter(s)

Afshin Karimi, *California State University, Fullerton*  
Sunny Moon, *California State University, Fullerton*  
Joshua Loudon, *California State University, Fullerton*  
Brian Stern, *California State University, Fullerton*

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### **CIRP's Diverse Learning Environments Survey: Campus Climate in California and Beyond**

*Nevada Room*

CIRP's newest survey, the Diverse Learning Environments (DLE) Survey integrates the assessment of learning outcomes and campus practices, all in terms of the campus climate for diversity. Climate issues include positive/negative cross-racial interaction, institutional commitment to diversity, discrimination and harassment, and academic validation in the classroom. Campus practices include curricular and co-curricular diversity activities and student support services. Outcomes include Habits of Mind, Pluralistic Orientation, and Civic Engagement. Designed specifically for CAIR attendees, this session will compare the experiences of students at California institutions to those of students in other states. Data will be drawn from the 2015 DLE administration.

Presenter(s)

Ellen Stolzenberg, *UCLA Higher Education Research Institute*

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### **Unlock the Power of Your Data with Campus Labs**

*Washington Room*

When you make more connections with your data, you can make more informed decisions for your institution. Join us to learn how an enterprise-wide approach to data management can facilitate better results for your entire campus. From accreditation and planning to faculty development and learning outcomes, see how the Campus Labs® platform brings everything together for a holistic solution.

Presenter(s)

Michael Weisman, *Vice President of Campus Relations, Campus Labs*

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### **Shovels, Rakes and Other Tools for Managing Data Requests**

*California Room*

As data and information become more prevalent in the decision making process at institutions of higher education, institutional research offices have seen a significant rise in requests for data, analysis, reports/graphs etc. These requests must be managed in such a way that a) they don't fall into the cracks, b) similar requests are grouped to be worked on together, c) workload can be reported, and d) completed products are documented accordingly. In order to accomplish these tasks in simplest and sustainable methods, common, off the shelf software tools were configured to capture the request, certain meta-data, user requirement and in-progress solutions and issues. Our institution, motivated by accreditation sanctions regarding use of data and research capacity, has put together an internal process and the associated tool necessary to streamline the management of research/data requests.

Presenter(s)

Tim Hollabaugh, *College of the Sequoias*  
Mehmet "Dali" Öztürk, *College of the Sequoias*

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### **Survival Skills for the Non-Designer**

*Monterey/Carmel Room*

**\*\*Advanced registration required for this workshop\*\***  
Most people who create presentation content do not come to it from a background in design, and yet they are asked to design slides, often on a daily basis. What can they do to approach their projects more effectively and avoid what remains the No. 1 pitfall today: too much junk on their slides?

Presenter(s)

Rick Altman, *Director, R. Altman & Associates*

**12:15pm – 2:00pm**

### **Keynote Luncheon**

*Gold Rush Ballroom*

Andrew Fuenmayor (Long Beach City College) and John Hetts (Educational Results Partnership/CalPASS Plus) will be honored as the 2014 CAIR Best Presentation winners for their session titled “Using Propensity Score Matching to Facilitate Discussion of Program Effectiveness”.

Eden Dahlstrom, Director of Research for the Data, Research, and Analytics unit at EDUCAUSE, will provide a keynote address:

If you feel like your institution is still data rich, but information poor, you are in good company. Enhancing decision-making by using data to optimize institutional resources, streamline business processes, and improve student outcomes is still an aspirational goal for most institutions. Other industries (banking, retail, transportation, and social media to name a few) have found widespread success in integrating analytics applications into their business practices, and pockets of analytics success within higher ed provide glimmers of hope for a new day where we will work smarter and not harder in an information rich environment. IR professionals in institutions that invest in analytics will spend less time finding, cleaning, and preparing data for internal inquires and external reports and more time on research innovations. Institutional researchers are in the strategic position of being both stakeholders and leaders in shepherding analytics maturity. Understanding the current landscape of analytics in higher ed while visioning the future possibilities of analytics will help IR professionals become key to moving the red queen forward.

#### **Pier 39 Buffet:**

- ❖ New England style clam chowder
- ❖ Sonoma mixed greens with bay shrimp and assorted dressings
- ❖ Sliced sirloin with red wine-mushroom demi-glaze
- ❖ Salmon with a tomato saffron coulis
- ❖ Roasted red potatoes and seasonal fresh vegetables

- ❖ Fresh sourdough rolls with butter
- ❖ Assorted cheesecake and chocolate cakes

**2:15pm – 3:00pm**

### **Identifying At-Risk Students with a Two-Phased Regression Model**

*Oregon Room*

It has become common practice for colleges and universities to develop regression models in pursuit of identifying at-risk students. Such models can be used to pin-point those students in most need of support while also streamlining efficiency and effectiveness. This often presents two challenges; 1) creating high quality regression models with accurate prediction power, and 2) the timing of implementing such models. The key question is how to identify at-risk students as early as possible to support intervention efforts. In order to improve 1 and 2-year retention, this study focused on identifying at-risk first-time freshmen at the beginning of their second semester to improve 1-year retention and at the beginning of their fourth semester to improve 2-year retention (two early models). This study also developed two late modes which utilize overall GPA and unit completion by the end of the first and/or second year. The early model can be used for early intervention purposes during the spring semester while the late model can be used to contact at-risk students during the summer.

Presenter(s)

Jonathan Shiveley, *California State University, Sacramento*

Jing Wang, *California State University, Sacramento*

### **Graduate Alumni Outcomes: An Example of Collecting Long-Term Data Across Multiple Sources for Reporting to Diverse Audiences**

*Nevada Room*

Universities are facing pressure to understand outcomes of graduate degree programs and achievements of alumni. Few resources exist to evaluate master’s and doctoral alumni outcomes beyond the Survey of Earned Doctorate and simple employment statistics from professional accreditors

at short-term intervals. This project focused on strengthening the alumni database with job details, learning outcomes, and satisfaction with career path. Starting with the university's existing customer relationship management system, data were added from multiple sources: information was extracted from shadow systems across campus, updated LinkedIn profiles were culled by a third party, and an alumni survey was designed using leading practices, peer reviewed publications, and accreditation standards. Additionally, multi-year salary data was purchased from the Employment Development Department. The data are being used by recruitment, curriculum committees, program review committees, alumni affairs, advancement, and others through customized reports that appeal to the needs of each group.

Presenter(s)

Alana Olschwang, *Claremont Graduate University*

Jeanette Baez, *Claremont Graduate University*

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### **Mapping Student Success: Using Affinity Group Programs, Majors, and Education Goals as Indicators for Integrated Planning Strategies**

*Washington Room*

Community colleges face major challenges integrating planning strategies that will advance student success across multiple funding streams. This study utilizes a data-based model to frame college discussions designed to integrate planning that advances equitable achievement of student outcomes. Using Chancellor's Office cohort data, we map successful completion rates across affinity groups (i.e., athletes, EOPS), educational goals, and students' entering skill levels. By layering in demographic information, the model provides a strong tool for understanding the student and programmatic attributes that lead to success. In addition to data mapping, we use multivariate regression techniques to assess which of the student and program-level indicators are the strongest predictors of success. Our results highlight important success stories, significant achievement gaps, and predictive variables that can structure decisions to

either "scale up" or reallocate programmatic spending. Institutions can use the data mapping approach to visually identify and replicate successful strategies in their own programs.

Presenter(s)

Tina Merlino, *San Joaquin Delta College*

Ginger Holden, *San Joaquin Delta College*

Matt Wetstein, *San Joaquin Delta College*

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### **Creating Ad Hoc Interactive Excel Dashboards in Support of Enrollment Management Planning and Decision Making**

*California Room*

How can an IR professional respond to ad hoc "What if" enrollment management and planning questions? One way is to provide decision makers with interactive and dynamic spreadsheet dashboards whereby a large number of data scenarios can quickly be explored and printed, camera ready, with dynamic titles and headings. The presentation will cover actual examples of interactive dynamic spreadsheets that addressed specific decision making information needs. It will also explain the Excel tools that were used to construct the dashboards as well as online resources.

Presenter(s)

Pete Van Hamersveld, *California State University,*

*Dominguez Hills*

**2:15pm – 5:15pm**

### **Introduction to Statistical Graphics Using Stata**

*Monterey/Carmel Room*

**\*\*Advanced registration required for this workshop\*\***

Stata's extensive graphics capabilities can be seamlessly integrated into your statistical analyses to better understand your data and more clearly present your results to others. Nonparametric graphs such as kernel density and lowess plots are used in exploratory data analysis to view distributional properties of variables in your dataset and to identify the relationships between them. Postestimation diagnostic graphs are used to check

the assumptions of your regression models and to identify any unusual or influential observations. Stata's powerful marginsplots allow you to visualize the results of your regression models. This talk will show you how to create all of these graphs, customize them, and export them for publication.

Presenter(s)  
Chuck Huber, *StatCorp LP*

**3:00pm – 3:30pm**

### **Refreshment Break**

*Redwood Room*

- ❖ Churros
- ❖ Tortilla Chips with Guacamole and Picante Sauce
- ❖ Assorted Mineral Waters and Lemonade
- ❖ Coffee and Assorted Teas

### **Sponsor Exhibition**

*Redwood Room*

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

**3:30pm – 4:15pm**

### **Accentuating Time in Student-Professor Interactions in Online Courses**

*Oregon Room*

Having a clear sense and understanding of student-professor interactivity in the online classroom has been studied but has rarely been associated with quality factors that help achieve new and expanded learning based on time spent. Recent research has viewed how class activities affect knowledge of the subject, and the extent to which students are both engaged and successful during the span of the course. Beta tests of expectations for hours students obtain in online courses as designed by the faculty member have resulted in a set of assessment characteristics and interactions utilized by students while they journey through an online course. Campuses design effective tools for recording online course activity that aligns and tracks with pedagogical best practices

based on expected student time commitment. Faculty structuring time-on-task expectations accentuates opportunities for sharing data on retention, course success and time-to-degree or certification with expanded institutional conversations about improving student-faculty engagement.

Presenter(s)  
Ann Doty, *Gemut Enlightened Research*

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### **Non-Cognitive Factors and Student Success: A Case Study**

*Nevada Room*

A university in California decided to use an assessment instrument on its incoming students to determine the likelihood of academic success and retention. This assessment instrument used non-cognitive factors to determine the likelihood that students would need some type of intervention that the university could provide. Data was then collected on these students to determine the level of student success and retention in their first college year. Regression models were then used to determine if the non-cognitive assessment instrument provided a better predictor of student achievement in the first-year than other, more traditional (cognitive and demographic) measures.

Presenter(s)  
John Briggs, *San Jose State University*  
Gabriela Garcia, *San Jose State University*

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### **Opportunities and Challenges Afforded Under Qualitative Equity Inquiry**

*Washington Room*

This presentation will include an examination of the journey that qualitative research has initiated at Sierra College. Qualitative inquiry is new to the campus community, and this endeavor has presented challenges and opportunities for all institutional stakeholders. This research has offered Sierra Community College District a tremendous opportunity to focus institutional resources where they are most needed, but it has also unearthed many



difficult conversations and forced some stakeholders into uncomfortable spaces. This case study and interactive discussion will provide institutional researchers with a unique glimpse into Sierra's journey to advance educational equity and offer innovative approaches to embrace qualitative research inquiry.

Presenter(s)

Brad Trimble, *Sierra Community College District*

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### **Stepping Outside the Office to Enhance the Visibility of Institutional Research**

*California Room*

Increased campus visibility is a goal shared by most IR offices. Examination of online CVs, LinkedIn profiles, and posted bios showed that many institutional researchers have taken on roles outside their usual scope of work which also served to enhance the visibility of IR at their institution. Examples of such roles include membership or guest status on Academic Senate or institutional committees (e.g., the IRB/CHR) that benefit from having someone trained in assessment; serving as Adjunct Faculty, teaching courses such as statistics and educational research; providing FERPA training to researchers who want to work with student data; service on the campus' continuity of operations group (protection of computing and data resources in a disaster); and creating partnerships with campus units that are not typically IR clients, e.g., providing insights relevant to the Library from CIRP, HEDS and NSSE. Ways to seek out and obtain such roles will also be discussed.

Presenter(s)

Chris Cullander, *CIRCUS*

**4:30pm – 5:15pm**

### **Don't Put the Horse Before the Cart: A Decomposition Study to Identify Target Student Populations for High Impact Practices**

*Oregon Room*

Administered in a shotgun approach, generally

within the first year of a student's academic journey, High Impact Practice (HIP) implementation is an imperfect science often informed by imperfect data. Many HIPs are created before thorough analysis of actual student need is conducted as institutions of higher education grapple to identify which student populations benefit from which HIPs and when. This session demonstrates how existing archival data may be analyzed via a decomposition study to yield valuable results which point the direction for effective HIP implementation. Participants will be introduced to an innovative cycle, termed the Humboldt Model, discovered during a collective project funded by the Bill and Melinda Gates Foundation and the California State University, Office of the Chancellor entitled Preparing to Scale High Impact Practices. This model addresses how campuses better identify students in need of HIP interventions individualized to their own campus climate.

Presenter(s)

Lisa Castellino, *Humboldt State University*

Audrey Hovannesian, *California State University, Office of the Chancellor*

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### **Multiple Measures Assessment Project Pilot**

*Nevada Room*

The San Diego Community College District (SDCCD) volunteered to participate in the Multiple Measures Assessment Project (MMAP). The main goal of MMAP is to accurately place students into English and math courses using high school transcript data. Prior to implementing MMAP, a retrospective analysis of students who completed English or math coursework was completed. For the analyses, high school transcript data of SDCCD students were exported from Cal-PASS Plus and matched with SDCCD data. Positive correlations were found between high school GPA and grades in English and math courses completed at SDCCD. Retrospective analyses showed that students who fit into placement groups based on the MMAP model had higher success rates compared to those placed by traditional test scores. Implementation of the MMAP model at SDCCD began

in Summer 2015, and evaluation of the local model will begin in Spring 2016.

Presenter(s)

Sam Ballard, *San Diego Community College District*  
Alma Correa, *San Diego Community College District*

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### **An Analytic Study of Bottleneck Courses**

*Washington Room*

In recent years, course availability has become a major issue in terms of its impact on student graduation and success at Sacramento State. To solve this problem, it is necessary to first understand student needs in terms of class offerings while taking actual course scheduling into account. Since it is nearly impossible to exactly match course demand to actual supply, this study will focus primarily on bottleneck courses. As such, this study will explore why some courses become a bottleneck and addresses some of the factors that contribute to that scenario. Through the use of trend analysis, this study selected several courses that were assumed to be bottleneck courses from fall 2010 to fall 2013. Five indicators were utilized: course sections offered, average class size, percentage of overflow, percentage of course repeaters, and wait list. This study endeavors to find a “treatment” for bottleneck courses after having correctly diagnosed the “symptoms”.

Presenter(s)

Nancy Hardy, *California State University, Sacramento*  
Jonathan Shiveley, *California State University, Sacramento*

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### **Seeing the Forest and the Trees: Using Data Visualization Tools to Promote Campus Engagement and Informed Decision Making**

*California Room*

With the wealth of data at our fingertips, how can IR offices effectively communicate this information? Beyond general reporting, the IR Office at California State University, San Bernardino (CSUSB) recently adopted two approaches to reach both decision-makers and the campus at large. Each month, we

distribute an infographic to inform the campus community. These colorful infographics carry a simple message and are alternatives to lengthy reports. To promote informed decision-making, we have created dashboards to give campus leaders easy access to institutional data. Beyond summaries, these dashboards capture key action areas related to enrollment management such as course bottlenecks and enrollment targets. These data visualization tools engage users with eye-catching colors and graphics which make the take-home message easier to understand, recall, and share with others. During this session, we will share tools, guidelines, and free resources; most importantly, attendees will learn about key visual principles when developing infographics and dashboards.

Presenter(s)

Allan Taing, *California State University, San Bernardino*  
Tanner Carollo, *California State University, San Bernardino*

# Friday, November 6th

## Program Overview

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7:00am – 9:00am	Breakfast & Sponsor Exhibits
9:00am – 9:45am	Workshops & Concurrent Sessions
9:45am – 10:15am	Refreshment Break & Sponsor Exhibits
10:15am – 12:00pm	Workshops & Concurrent Sessions
12:15pm – 2:00pm	Closing Luncheon
2:30pm – 4:30pm	WSCUC Graduation Rate Dashboard Workshop (post-conference)

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### 7:00am – 9:00am

#### Breakfast Buffet

*Gold Rush Ballroom*

- ❖ Sliced seasonal fruit
- ❖ Breakfast pastries served with butter and fruit preserves
- ❖ Cold cereals with low-fat milk
- ❖ Buttermilk pancakes with drawn butter and maple syrup
- ❖ Scrambled eggs with chives, mushrooms, and jack cheese
- ❖ Breakfast potatoes and sausage
- ❖ Coffee, Tea, and Juice

#### Sponsor Exhibition

*Redwood Room*

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

### 9:00am – 9:45am

#### Predictions of Persistence: New Student Indicators and Forecasting Degree Attainment

*Oregon Room*

Many academic institutions conduct comprehensive surveys of their graduating seniors, examining

factors such as overall satisfaction, perceptions of student and academic services, participation in co-curricular activities, internships, field experiences, and expectations for employment and career success, among other items. The graduating senior survey is an indication of persistence, of course, since it is conducted in close proximity to the graduation date. While it also points to areas of excellence at the institution, along with those needing improvement, it is also useful as a data source to be considered in models predicting student success based on much earlier indicators. This study will demonstrate how data points taken much earlier in a student's career may predict outcomes, including degree attainment and satisfaction scores on the student exit survey. Recommendations for using these results in decision support and potential interventions will also be discussed.

Presenter(s)

Cheryl Harris, *Decisive Analytics LLC*

Ann Boudinot, *Marymount University*

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#### Understanding Response Rates in Online Student Evaluation of Teaching

*Nevada Room*

This presentation examines response rates in online student evaluation of teaching. Student evaluations were collected using online survey tool and the data

set here includes all courses offered at a large university. This allows response rates to be conceptualized as the total number of evaluations a student completed out of all possible evaluations and variation in response rates are explained in terms of student characteristics, with demographic data available for both respondents and nonrespondents. Students with higher GPAs and in professional colleges are more likely to evaluate their courses; males are less likely to evaluate. Freshmen and transfer students are less likely to evaluate. Interestingly, this suggests a response bias that runs counter to the perception only dissatisfied students will submit evaluations online.

Presenter(s)

Gary Coyne, *University of California, Riverside*

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### **Regional Accreditation and Institutional Research: Serving on Peer Evaluator Teams and Committees**

*Washington Room*

Institutional Research (IR) offices generate the data and provide the analysis and interpretation that are critical to institutional planning and decision-making. IR offices should engage in periodic reviews to ensure the effectiveness of these efforts. Serving on regional accreditation peer evaluator teams is an excellent way to be mentors and advisors to IR colleagues as they pursue these important roles. It also has the potential to help IR staff secure a seat at the table where and when institutional decisions are being made, including budgeting and resource allocations. This session will leverage the multiple perspectives of session attendees about the role of Institutional Research in securing and reaffirming accreditation, and will serve as critical friends about how this role can elevate the status and stature of the IR function in higher education institutions.

Presenter(s)

Maureen Maloney, *Vice President, WASC Senior College and University Commission*

### **Local Edit Checks (LEC's) Within the Student Information System**

*California Room*

This presentation will demonstrate CSU, Dominguez Hill's Local Edit Checks (LEC's), which is a method of identifying data integrity issues within the live student information system before data is extracted into flat files for census reporting purposes.

Presenter(s)

Pete Van Hamersveld, *California State University, Dominguez Hills*

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### **Introduction to the National Student Clearinghouse StudentTracker**

*Monterey/Carmel Room*

StudentTracker is the only nationwide source of college enrollment and degree data. More than 3,600 colleges and universities — enrolling 98% of all students in public and private U.S. institutions — regularly provide enrollment and graduation data to the Clearinghouse. Through StudentTracker, you can query our participating institutions' student data to perform all types of educational research and analyses — quickly, easily and affordably. Come and learn about its benefits, what it can do for you, and how it works. Advanced registration is not required.

Presenter(s)

Jill Indugula, *Research Analyst, National Student Clearinghouse*

**9:45am – 10:15am**

### **Refreshment Break**

*Redwood Room*

❖ Coffee and Assorted Teas Available

### **Sponsor Exhibition**

*Redwood Room*

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

## **Sexual Violence: IR's Role in a Safer Campus**

*Oregon Room*

National data reveals that issues of sexual assault, intimate partner violence, sexual harassment, and stalking are serious issues on campus, yet these crimes are among the most underreported (White House Task Force 2014, Krebs et al 2007, Murray and Kardatzke 2007). Last September the AiR Campus Climate Workgroup released a statement saying that, "AIR encourages IR offices to lead as appropriate or to support others with our expertise." This multimedia presentation (video, photos, and text) will prepare institutional researchers with a starting point to answer this call. The presenter will review the work done by the White House Task Force to Protect Students from Sexual Assault (NotAlone), present results and lessons learned from administering a sexual assault survey, and discuss the future of campus climate surveys and federal legislation.

Presenter(s)

Michael Le, *Humboldt State University*

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## **Using Multiple Measures to Enhance Student Placement**

*Nevada Room*

In this session, we will discuss the application of an expanded set of multiple measures to better predict the success of students taking their first course in math and English across the California Community College system. We review the performance of predictive models for each level of the math and English sequences. The predictive power of high school performance data, non-cognitive variables, and self-reported transcript data is put to the test with implications for achievement gaps and equity. Scenarios of the projected impact of applying these rule sets suggest they can be highly effective in recuperating students who are severely underplaced by the current "test-heavy" placement system. We will also have the opportunity to convey the

experiences of colleges currently pilot testing new multiple measures strategies.

Presenter(s)

Terrence Willett, *Cabrillo College*

Craig Hayward, *Irvine Valley College*

John Hetts, *Educational Results Partnership*

Daniel Lamoree, *Educational Results Partnership*

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## **The New UC Information Center – How Did They Do It?**

*Washington Room*

The University of California is continually influenced by both external and internal factors to re-evaluate its decision-making processes and the supporting BI and analytics technology architecture. Although UC has done a lot of work in making pertinent information that concerns the institution available to the public, there is still a need to create a single central source of information about the university that serves the UC community and the public at large. With the increased interest in analytics and data visualization techniques, the opportunity arose to create a one-of-a-kind website that will be the main avenue used to present information about UC. The goal for this site was for it to employ data visualizations that will be narrative in nature and tell the UC story simply and succinctly. This desire has led to the completion and rollout of the new UC Information Center aimed at providing quick, clear and easy access to information about the University of California. This new website is now open to the entire UC system and the general public. The site is aligned with the University of California website and can be accessed via: <http://www.universityofcalifornia.edu/infocenter>.

Presenter(s)

Ola Popoola, *University of California Office of the President*

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## **Partnership for Success: Geeks, Nerds and Techies Collaborate**

*California Room*

As Institutional Research (IR) professionals, we are often faced with complex issues and challenges that

impact the effectiveness of the institutions/organizations for which we work. We are expected to address these challenges and provide solutions that are sustainable, practical and most importantly cost-effective. Forming partnerships and collaboration across departments can be an effective tool/strategy IR professionals can use when confronted with challenging data demands, assessment, research capacity and evaluation issues. Highly motivated and encouraged by serious accreditation sanctions, which included recommendations for increasing research capacity, our institution was forced to innovate in order to meet this noble goal within a short time framework. The nature, complexity and realities of facing this challenge brought the Office of Research, Planning & Institutional Effectiveness and the Technology Services Department together in a special partnership. With members from these two functional areas that deal significantly with data and analysis, the new Solutions and Innovations Work Group (SIG) was formed.

Presenter(s)

Mehmet "Dali" Öztürk, *College of the Sequoias*

Tim Hollabaugh, *College of the Sequoias*

**10:15am - 12:00pm**

### **Advanced NSC StudentTracker**

*Monterey/Carmel Room*

**\*\*Advanced registration required for this workshop\*\***

Get a hands on tour of StudentTracker. Access to nationwide postsecondary enrollment and graduation data for your student group as well as student unit level data that you can combine with your own data to analyze educational trends and patterns by any variable you choose. Participants will be provided with a sample file, go through what it entails, the limitations, how the data can be used, etc.

Presenter(s)

Jill Indugula, *Research Analyst, National Student Clearinghouse*

**11:15am - 12:00pm**

### **Making a Difference and How We Know: A Longitudinal Analysis of Fall 2009 FTFTF Cohort Graduation at Fresno State**

*Oregon Room*

In fall 2009, Fresno State launched the graduation rate initiative to raise the six year graduation rate for first time full time freshmen (FTFTF) by 6 percentage points (from 48% to 54%) by 2015. The result is Fresno State achieved 57.5%. Nearly 4 percentage point above target! Now how did we do it? The proposed study is a comparative analysis of the fall FTFTF 2003 and 2009 cohorts. The two cohorts are tracked across 12 terms in the 6-year period. The study consists of three steps: identifying changes and the timing of changes; evaluating the relative importance of the changes; linking the changes to institutional efforts. In this session participants will learn: 1) how to use data visualization and statistical modeling techniques to identify dynamic changes over time and how to evaluate the relative importance of factors affecting graduation, 2) best practices and lessons learned at Fresno State.

Presenter(s)

Hongtao Yue, *California State University, Fresno*

Angel Sanchez, *California State University, Fresno*

### **Moving Towards Aspirational Practice: Expanding Stakeholder Roles with Academics**

*Nevada Room*

Trends in higher education towards disaggregation of information, increased needs for data literacy, and decision making at front-line levels of our institutions are prominent features of AIR's recent Statement of Aspirational Practice in Institutional Research. Reflecting these trends, Bridgepoint Education and Ashford University utilize a shared services model of centralized student learning outcomes data collection and disaggregated data dissemination to multiple user groups. That approach has enabled us to benefit from economies of scale, bringing information closer to users across the University, while simultaneously

enabling ongoing programmatic improvements that benefit student learning. Bridgepoint leverages information technology to collect assessment information and reports it back out via dashboards, visualizations, and other tools to our institutional audiences – especially the Ashford faculty. In this presentation we'll share what we have learned so far from using this model to create mentoring opportunities for faculty, increase assessment data literacy, and develop ideas for further refinement.

Presenter(s)

Joseph Hoey, *Bridgepoint Education*

Elna Van Heerden, *Ashford University*

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### **Data-Driven Approach to Program Assessment and Program Improvement for Co-Curricular Activities**

*Washington Room*

The Muscat Scholars Program (MSP) provides an academically rigorous, community-based, pre-college experience for minority and first generation college students. The success of the program was assessed through focus groups and the MAPWorks survey data. Three cohorts of MSP students were compared on 20 MAPWorks factors to students who either were ineligible or were eligible but chose not to participate. Key findings: MSP students had lower financial means and were more committed to the institution than the comparison groups. Except for the 2014 cohort, MSP students rated themselves statistically significantly higher on interpersonal skills; only the 2014 cohort showed a negative statistically significant difference for academics and intrapersonal skills. The data indicated that the 2014 cohort was different in multiple areas. The follow-up focus group with the 2014 cohort indicated that the coursework was overwhelming and therefore participated less in the social activities. This resulted in extensive program revision for the incoming 2015 cohort.

Presenter(s)

Renate Otterbach, *University of San Francisco*

Charlene Lobo Soriano, *University of San Francisco*

### **Don't Reinvent the Wheel: Informing Outcomes Assessment with Existing Survey Data**

*California Room*

Institutions spend vast amounts of resources conducting student surveys and want to ensure the value gained is worth the effort. This session will help IR professionals maximize the usefulness of existing survey data by demonstrating how to expand data analysis beyond the surveys' original purposes. Specifically, the session will provide participants with a framework of strategies for incorporating existing institutional survey data into a variety of outcomes assessment activities already in place. Examples include how to integrate analyses of data from internal and third-party surveys into ongoing retention efforts and the assessment of post-graduation career outcomes.

Presenter(s)

Holly Hoffman, *University of San Diego*

**12:15pm – 2:00pm**

### **Closing Plenary Luncheon**

*Gold Rush Ballroom*

Prizes generously provided by the conference sponsors will be raffled to those in attendance.

Closing plenary session will feature a panel of institutional research leaders from across California's higher education segments. Panel members include Bob Daly (UC Riverside, retired), Paula S. Krist (University of San Diego), Ed Sullivan (CSU Chancellor's Office), and Terrance Willet (Cabrillo College).

Napa Valley Buffet:

- ❖ Garden green salad and assorted dressings
- ❖ Red potato salad and pasta salad
- ❖ Breast of chicken with balsamic brown butter
- ❖ Wild mushroom risotto with baby arugula and parmesan cheese
- ❖ Penne pasta in a light cream sauce
- ❖ Seasonal fresh vegetables
- ❖ Freshly baked rolls and butter
- ❖ Assorted cakes and pies

## WSCUC Graduation Rate Dashboard Workshop

*Gold Rush Ballroom*

**\*\*Advanced registration required for this workshop\*\***

The WASC Senior College and University Commission (WSCUC) has developed the Graduation Rate Dashboard (GRD) to better understand the student enrollment, retention and graduation patterns of its member institutions. Unlike the commonly cited IPEDS 6-Year first-time full-time graduation rates, the GRD method accounts for all completion at an institution, regardless of the student's time to degree, native or transfer, full-time or part-time status. The GRD thus reveals a more comprehensive view of the success rates of students and gives WSCUC and institutions insight into how to support institutional improvements in these areas.

Participants in this workshop will explore in detail the GRD data elements, review example dashboards from a variety of institutions, work in teams on case studies to interpret the trends represented by the data and formulate action plans for use of the tool at their institution. Participants will also get to explore and give feedback on a Tableau-based comparative tool being developed by WSCUC for member institutions.

Presenter(s):

Chris Cullander, *CIRCUS*

Henry Hernandez, *WASC Senior College and University  
Commission*

Maureen Maloney, *WASC Senior College and University  
Commission*

Dmitri Rogulkin, *California State University, Fresno*

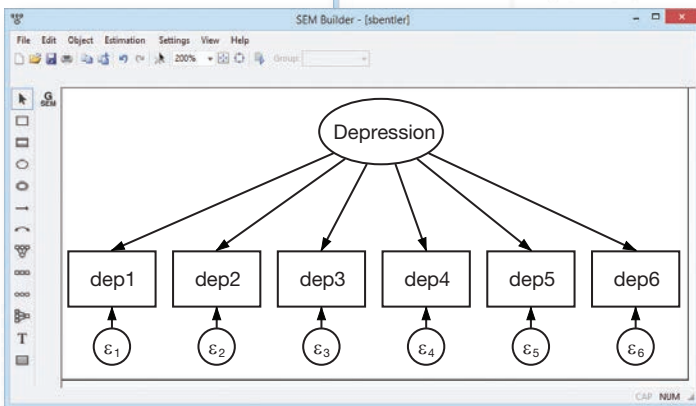
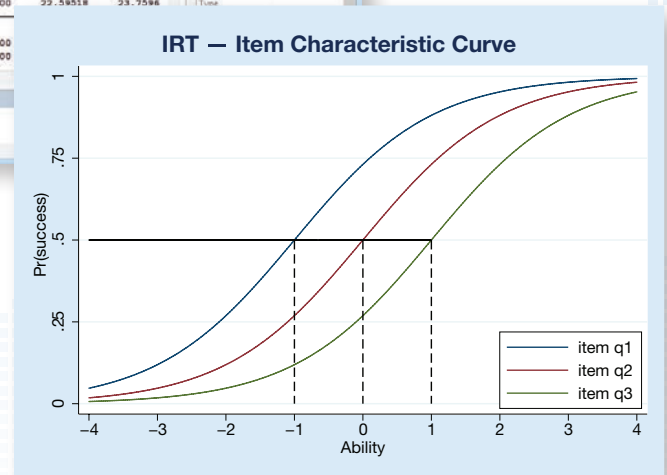
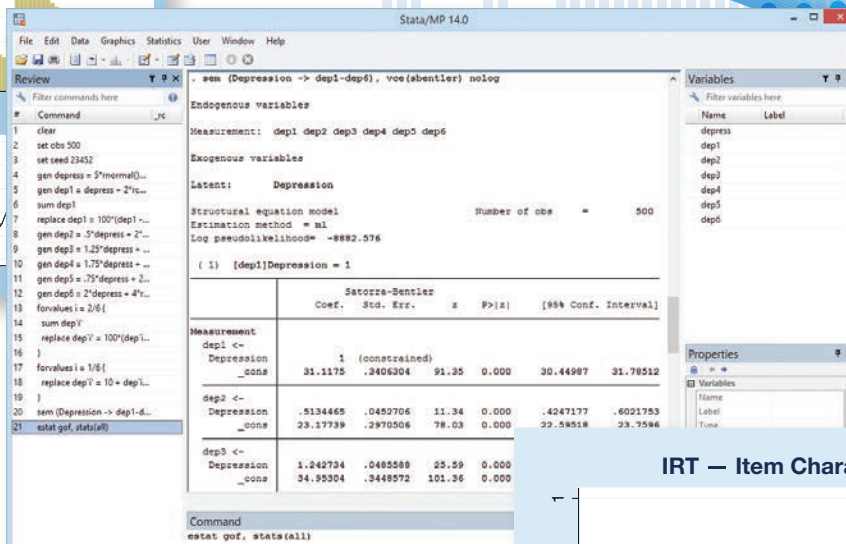
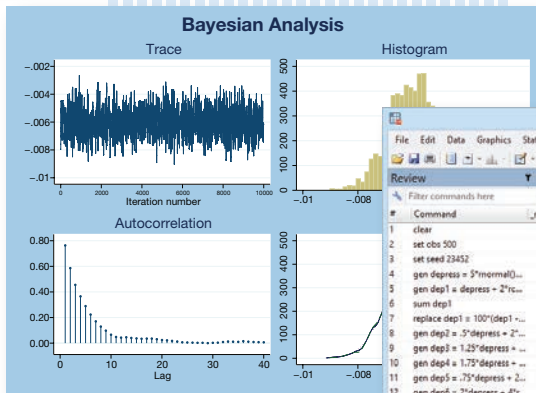


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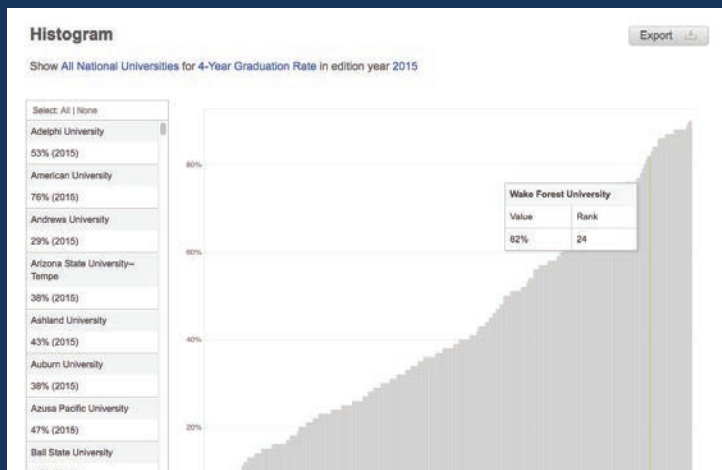


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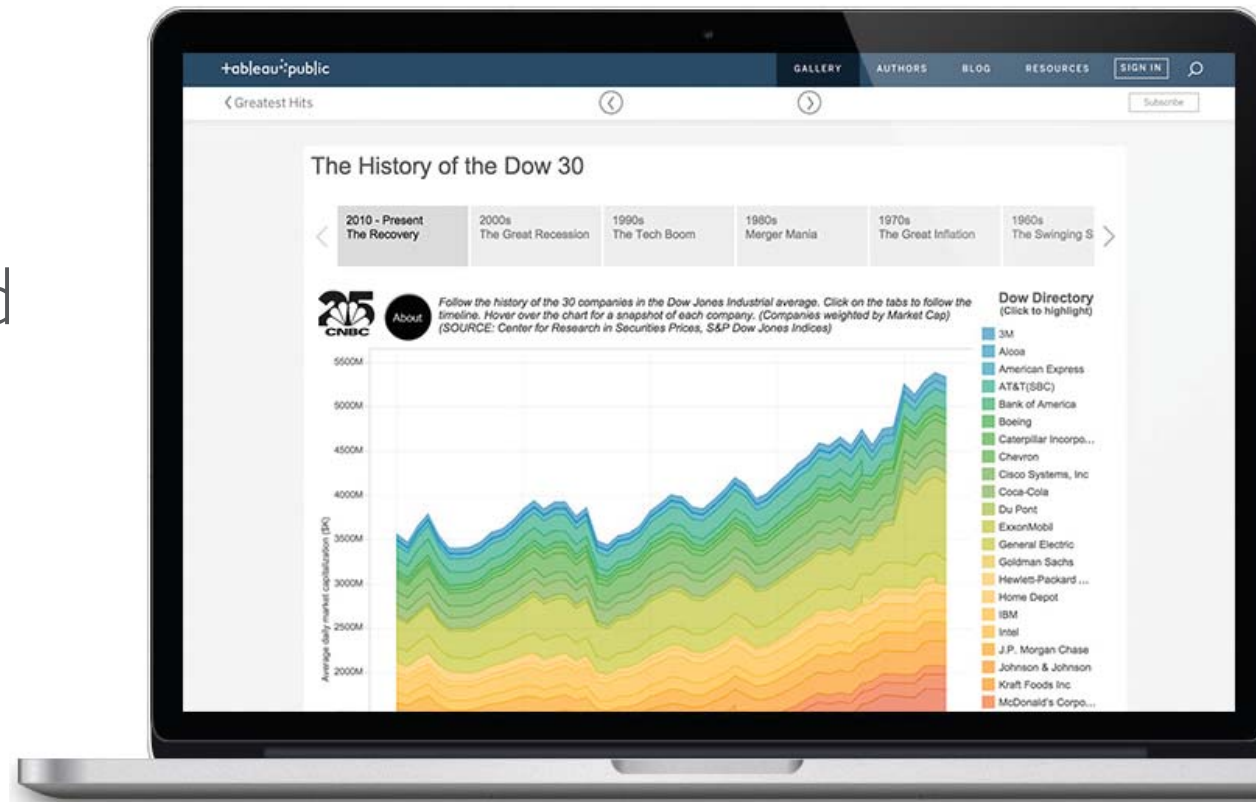
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Short Description	NVivo 11 for Windows brings exciting new flexibility and functionality to qualitative software. No matter where you are in your research journey, there's an edition of the most advanced qualitative software to suit your specific data organization and analysis needs				
	<p>NVivo 11 Starter is for those working with text based data that need to organize and understand their data and want to use simple query and visualization tools. Easier to learn and for those with less complex research needs</p> <p>Spend your time getting insights, not learning software. Software that is less complicated for your simple research needs</p> <p>NVivo 11 Starter delivers an easy and approachable way to organize data and gain insight with less effort</p>	<p>NVivo 11 Pro supports a wide range of data sources. From text to surveys and social media, it offers advanced data management, query and visualization tools, so you can ask increasingly complex questions of your data</p> <p>The most comprehensive set of tools for you to analyze, explore and draw conclusions from data effectively and accurately, offered in one software package</p>	<p>NVivo 11 Plus includes all the functionality of NVivo 11 Pro, plus, social network structure analysis tools and innovative research automation features. It's for those who need to visualize, analyze and understand social network structures and quickly understand key concepts and sentiment so you can reach conclusions faster</p> <p>For anyone looking to reach conclusions faster for timely decision making</p> <p>NVivo 11 Plus offers the largest feature set in qualitative research analysis software to get the most in-depth insights from data faster and with less effort, through automated analysis for timely decision-making</p>	<p>NVivo for Mac is a native Mac application that allows you to work with qualitative content from documents, PDFs, audio, video, datasets, web pages, and social media. It provides the ability to organize, analyze and explore data using queries and visualizations so insights can be uncovered faster, while using a familiar Mac interface</p> <p>The widest data source support on a native Mac application for qualitative analysis</p> <p>For those who want to conduct qualitative analysis using a native Mac application while making sense of a wide variety of data</p>	<p>Combine the powerful data analysis tools of NVivo for Windows with NVivo for Teams, and take advantage of sophisticated multi user and data management capabilities. Your team can make informed decisions faster with effortless collaboration, streamlined project administration and the ability to work with larger volumes of data</p> <p>Harness the power of collaborative project work. Take advantage of streamlined collaboration and project administration, larger datasets and enhanced security</p> <p>For those working in teams who need streamlined collaboration and project administration, the ability to work with larger data sets plus project security</p>

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Use powerful data management tools that automatically group data based on your set criteria.</p> <p><b>Exploration</b> Powerful Queries to ask complex questions and identify new meaning in your data. Find and analyze words and phrases, or discover the most frequently occurring words within your data. Ask questions of your categorized data to discover emerging themes. Check analysis among team members to ensure consistency across projects.</p> <p><b>Visualizations</b> Gain insights into your project data through a variety of visualizations that have been designed to allow you to both explore and unearth patterns in your data, or create stunning visual outputs to share your findings in reports, publications and presentations.</p> <p><b>Data interoperability</b> Easily interchange data from other research tools, such as Reference Management software, Online Surveys, and Note taking tools.</p>	<p><b>Data Source Support</b> Greater breadth of support for data in different formats, such as Text, PDF, Audio, Video, Image, Webpage, Spreadsheet, Online Survey and Social Media</p> <p><b>Analysis</b> More powerful ways to categorize and classify data, with a range of analysis tools, including time-saving auto coding and data summary options.</p> <p><b>Data Management</b> Keep all your information in one place. 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Find and analyze words and phrases, or discover the most frequently occurring words within your data. Ask questions and find patterns based on your coding</p> <p><b>Visualizations</b> Gain insights into your project data through Word Trees and Word Clouds visualizations and share your findings in reports, publications and presentations.</p>	<p><b>Team collaboration</b> Teams can collaborate in real time sharing data, expertise and insights. Save time and frustration by avoiding merging of separate projects and unnecessary duplication of work.</p> <p><b>Data Management and Security</b> Store project data securely in one central location and use the power of server technology to manage data back-up plans. Avoid the cost of lost or stolen work.</p> <p><b>Account management</b> Control access levels to projects with role based permissions. Ensure no unauthorized changes can be made.</p> <p><b>Audit Trails</b> Provide clear and accountable evidence that stands up to scrutiny. 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