



California Association for Institutional Research
42nd Annual Conference
November 8-10, 2017
Hilton Concord Hotel

Plotting the Course: Showing the Way to Institutional Success

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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
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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

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Welcome

Dear Colleagues,

On behalf of the CAIR Board of Directors, I would like to welcome you to the 42nd Annual CAIR Conference. This year's theme, *Plotting the Course: Showing the Way to Institutional Success* represents a validation of sorts. Many of us are familiar with the narrative of Institutional Research as field of behind the scenes number crunchers. While "data" will always form the core of our field, IR's transition to a more prominent role on college campuses continues to accelerate. Whether deploying the latest data visualization techniques or asking just the right questions, IR professionals are actively "showing the way" to informed decision-making and planning in areas such as accreditation, assessment of student learning, enrollment management, student life, and many others. In a lot of ways, institutional research has arrived!

We are pleased to present three keynote sessions that emphasize our theme:

- **Timothy Renick, Ph.D.** – Vice President for Enrollment Management and Student Success, Vice Provost, and Professor of Religious Studies at Georgia State University will present *How Georgia State University Eliminated Achievement Gaps Using Data and Analytics*.
- **Richard Pattenau, Ph.D.** – President Emeritus and Professor of Political Science at Ashford University will present *Rocks, Shoals and Storms Along the Course to Institutional Success*.
- **Mike Tamada** – Director of Institutional Research for Reed College will present *Change is in the air. What should you do? What should we do?*

In total, the 2017 CAIR Conference will feature over 80 presentations covering topics related to IR Practice and Results, IR Methodology, Assessment, Accreditation & Institutional Effectiveness, and IR Management. The CAIR conference once again serves host to IR professionals spanning all segments of higher education. I invite you take advantage of the opportunities to intermingle and learn from each other.

I also want to express my appreciation to the CAIR Board for donating their time and energy in support of the conference. We are grateful to the dozens of volunteers that assisted the Board throughout the year, including our presenters, without whom this conference would not be possible. Finally, I want to give a special thanks to the 2017 CAIR conference sponsors for their generous support. There will be ample opportunities to interact with each of them throughout the week. Thank you and enjoy the conference!

Sincerely,

Juan Ramirez
CAIR President

CAIR Board of Directors

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Western University of Health Sciences



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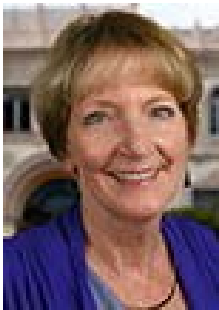


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Concordia University Irvine

General Information

Conference App

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 2017 app by searching for "CAIR 2017" in the App Store™ or in Google Play™, or by using the following links:

iPhone: <https://itunes.apple.com/app/id1292582337>

Android: <https://play.google.com/store/apps/details?>

WebApp: <http://jz8ozg.m.attendify.com/>

Landing Page: <https://attendify.com/app/0ckktv/>

Exhibit Hall

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

Dietary Restrictions and Mobility Needs

Menus are provided in the conference program. If you have any dietary restrictions, please alert a CAIR director or hotel staff to obtain an alternative meal.

Session and Conference Evaluations

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:

https://sjedw.az1.qualtrics.com/jfe/form/SV_eJofrZGO6a1CmBD

Wireless Internet

Complimentary Wi-Fi is provided throughout the hotel in public spaces and in guest rooms. We will share this information with you at the registration desk.

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

Parking

Hotel parking is available at 25% off the current rate (\$19) and valet parking is \$23.

Both hotels have a restaurant and a bar. Some eateries and attractions are within walking distance of the hotel and in nearby cities. You will find recommended options from the CAIR local arrangements committee at the end of the program.

2017 Conference Sponsors

Platinum:



Gold:

NATIONAL STUDENT
CLEARINGHOUSE®



Digital Measures



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Silver:



Conference Map



Orange shading indicates a Highlighted Session; Blue shading indicates a workshop -- No advanced sign up needed -- all are welcome to attend.

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Plotting the Course: Showing the Way to Institutional Success - CAIR 2017 Program at a Glance

Orange shading indicates a Highlighted Session; Blue shading indicates a workshop -- No advanced sign up needed -- all are welcome to attend.

Time Span	Golden Gate D (65 Theatre Seating)	Golden Gate E (65 Theatre Seating)	Club Room 1 (70 Theatre Seating)	Club Room 2 (70 Theatre Seating)	Seminar II (65 Theatre Seating)	Seminar III (65 Theatre Seating)
Thursday, November 9						
7am - 5pm	Conference Registration (Golden Gate Foyer)					
7:00-8:45	Breakfast (Golden Gate Ballroom) and Sponsor Exhibits (Golden Gate Foyer)					
8:00-8:45	Roundtable Discussions (Golden Gate Ballroom) - For a listing of roundtables, see below					
9:00-9:45	Using Tableau to Communicate Complex Analyses (Brown)	Measure Tomorrow with Student Tracker Premium Service Today (Green)	Key Performance Indicators – From Scorecard to Visual Dashboards (Medlen, Reynolds, Alexander, Allen, Cruz)	Campus Sentiment Analysis Using Twitter Data (Karimi, Moon, Murarka)	Assessing Two-Year College Student -Athletes Persistence, Retention and Transfer Rates (Amba, Karpp, Cicuto)	Strengthening Data Culture through a Collaborative Data Literacy Program (Stevenson, Petersen)
9:45-10:15	Refreshment Break and Sponsor Exhibits (Golden Gate Foyer)					
10:15-11:00	The “New School” Method for Unlocking Graduate Outcomes Insights (Shemelya)	Leveraging Alumni Research to Evaluate Institutional Effectiveness (Saw)	Power at Your Finger Tips: Developing an Interactive Dashboard Using Power BI (Rodriguez)	Developing Noncredit Metrics: The Process of Inventing the Wheel (King, Delgadillo, Uppal, Makabali)	Graduation Initiative 2025: Role of Institutional Research to Support Data-Driven Decision at CSU Fullerton (Moon, Karimi, Kuroki, Furuichi, Murarka, Yang)	Associate Degrees for Transfer: Are Community College Students Benefitting? (Greaney, Fadelli)
11:15-12:00	Pending	Digital Transformation in IR: Dashboards in a Day (Nelson, Morales)	WSCUC Updates for Institutional Researchers (Petersen, Powers)	Automated Daily Analytics (Livingston)	Identifying Factors Influencing Timely Graduation: Recent Research and Developments (Kuroki, Moon)	Developing and Implementing a Sustainable Student Success Initiative (Krishnan, Paris, Lakhani, Tarjan)
12:15-2:00	Keynote Luncheon featuring Richard Pattenau (Golden Gate Ballroom)					
2:15-3:00	Student Voices that Lead to Institutional Change (Uppal, Delgadillo, King, Makabali)	Is My Survey Biased? The Importance of Measurement Invariance (Kuroki, Moon)	IR Boot Camp: How to Win Allies and Influence Leadership (Machamer, Thomas, Manor)	Using Institutional Survey Data to Understand the First Year Experience (Alexander)	The Role of Longitudinal Earning Data in Documenting College’s Value (Huber, Moore)	Go Ahead, Be Prepared: Comparing Multivariate Models for Evaluating a Math Preparation Intervention (Willett, Jamoosian, Morris, Blohm)
3:00-3:30	Refreshment Break & Sponsor Exhibits (Golden Gate Foyer)					
3:30-4:15	Navigating Substantive Change (Hausaman)	Using Longitudinal Data with Data Envelopment Analysis to Optimize Resources (Eleuterio)	A Survey Study on Student Basic Needs at University of California (Chang, Canedo, Galarneau)	Automating Common Data Set Preparation Using R (Furuichi, Moon)	Enrollment Data at your Fingertips! (Spear)	Cal Answers (UC Berkeley’s Data Warehouse): Five Years Later (Manor, Acker, Alexander, Machamer)
4:30-5:15	Evaluating US Higher Education Performance (Deraze)	Getting Hired: How the University of California Prepares Students for the Workforce (Zheng, Byrd, Bach, Jackson, Peterson)	Pending	Making Peace with Data Visualization Overload (Leonard, Merlino)	Self-Reported Learning Outcomes and Assessment: Making the Case (Thomson)	Bridging the Gap Between Research and Policy (Christian, Henestroza, Constantouros)
5:30	Dinner on Your Own					
8:00-10:00	Fireside Chat and CAIR-aoke! (Fire Pit Courtyard)					

Plotting the Course: Showing the Way to Institutional Success - CAIR 2017 Program at a Glance

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Friday, November 10						
7am - 5pm	Conference Registration (Golden Gate Foyer)					
7:00-8:45	Breakfast (Golden Gate Ballroom) and Sponsor Exhibits (Golden Gate Foyer)					
9:00-9:45	Institutional Researchers and Faculty: Partners in Improving Student Outcomes (Stormes, Steimetz, Bolkan, Manke)	Program Review for non-Academic Units - IR, too (Krist)	Pending	How Do We Know If Alumni Go on to Graduate School? (Moore-Trieu, Furgieule)	The Path to Data Governance (Popoola, Wahl)	Building a Data-Informed Decision Culture: The Primer I Wish I Had (Le)
9:45-10:15	Refreshment Break & Sponsor Exhibits (Golden Gate Foyer)					
10:15-11:00	The Impact of a Special Advising Program on Students' Progress (Basinger, Hardy)	Wage Earnings Data: How to Get it, What You Need to Know, and What You Can Do with It! (Arredondo, Pankey, Moore-Trieu)	Culture of Analytics (Banta)	IPEDS in the Know – News, Upcoming Changes, and Helpful Resources for Data Providers and Users (Powers)	Pending	Gauging Student Equity: Methods for Measuring Disproportionate Impact (Ramirez-Faghih, Fuller)
11:15-12:00	Data-Informed Decision Cultures (Ross, Greaney, Powers, Tamada)	Using Dashboards to Support Decision-Making in Admission and Enrollment Planning (Wong, Oh)	Addressing Shortages in Classroom Space, a Model of Classroom Utilization (Acharya)	Five Ways of Strategically Using Data to Showcase Institutional Success (Oakes)	Dashboards for Indirect Student Learning Outcomes Assessment (Wahl, Jackson)	Advanced Uses of Qualtrics: from Automated Forms to Interactive Exams (Le, Johnson)
12:15-2:00	Closing Plenary Luncheon featuring Mike Tamada (Golden Gate Ballroom)					

Legend

	Highlighted Sessions - No advanced sign-up needed
	Workshop and Panel Presentations - No advanced sign-up needed.

Schedule is subject to change

#	Roundtable Sessions - Thursday, November 9, 8:00 am - 8:45 am	Presenters	
		First	Second
1	Just How Valuable is a College Degree in 2017?	Chatman	
2	Growing the Future: Developing IR Talent in Your Office	Cooper	
3	Addressing the Faculty-Staff Divide	Wolf	Thomson
4	Data Accessibility and Assessment for Graduate Accreditation	Komura	Munsch
5	How IR Office can Support Program Review	Siegel	

Keynote Speakers



TIMOTHY RENICK has served as Chair of the Department of Religious Studies and Director of the Honors Program. Since 2008, he has directed the student success and enrollment efforts of the university, overseeing among the fastest improving graduation rates in the nation and the elimination of all achievement gaps based on students' race, ethnicity or income level. Dr. Renick has testified on strategies for helping university students succeed before the U.S. Senate and has twice been invited to speak at the White House. His work has been covered by the New York Times, the Wall Street Journal, and CNN and cited by President Obama. He was named one of 2016's Most Innovative People in Higher Education by Washington Monthly and was the recipient of the 2015-16 Award for National Leadership in Student Success Innovation. He currently is principal investigator for a \$9 million U.S. Department of Education grant to study the impact of proactive, predictive-analytics-based advisement on ten-thousand low-income and first-generation students nationally. A summa cum laude graduate of Dartmouth College, Dr. Renick holds his M.A. and Ph.D. in Religion from Princeton University.



RICHARD PATTENAUDE joined Ashford University in October, 2012 and served as its President and Chief Executive Officer until May, 2016. Dr. Pattenaude spearheaded Ashford University's strategic planning and accreditation process. In June, 2013 Ashford University obtained initial accreditation from the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC). He is currently a full-time Professor of Political Science at Ashford. His previous leadership positions include Chancellor of the University of Maine System, President of the University of Southern Maine, Vice President for Academic Affairs at Central Connecticut State University, and Associate Dean of Arts and Sciences at Drake University. He served as Vice-Chair and Chair of the Commission on Institutions of Higher Education for the New England Association of Schools and Colleges (NEASC). Active in the community he currently serves on the Boards of San Diego United Way, the California VetFund Foundation, the Council for Adult and Experiential Learning (CAEL), the Council for Higher Education Accreditation (CHEA), and the California Chamber of Commerce. Dr. Pattenaude earned a Ph.D. in Political Science from the University of Colorado and a B.A. in Economics from San Jose State University. He is a Vietnam Veteran. He resides in San Diego, California.



MIKE TAMADA is the Director of Institutional Research at Reed College in Portland, OR. Prior to that, he had worked in institutional research for over 20 years in California and served CAIR in a variety of capacities including independent segment representative on the board of directors and vice-president (and briefly president before departing for Oregon). He is currently on the board of directors for AIR.

CAIR Conference Menu

Tuesday, Nov 7th

Early Bird Reception:

- ✧ Domestic Cheeses & Fresh Fruit (no watermelon) with Assorted Crackers (VEG/GF)
- ✧ Antipasto with Assorted Sliced Italian Meats, Cheeses, Marinated Peppers & Olives with Assorted Crackers & Sliced Baguette (GF)
- ✧ Italian Sausage & Smoked Gouda Mushroom Caps
- ✧ Chilled Prawns with Cocktail Sauce (GF/DF)
- ✧ Pot Stickers (Chicken & Vegetable) (VEG/DF) (Tomato, Mozzarella & Basil with Balsamic Glaze (VEG/GF) (GF/DF)
- ✧ Dungeness Crab Cakes with Lemon Aioli

Wednesday, Nov 8th

Breakfast on your own

Refreshment Break:

- ✧ Assorted KIND Granola Bars
- ✧ Dried Fruits and Assorted Nuts (VEG/VEGAN/GF/DF)
- ✧ Tazo Tea, Natura Ice Water, and Cranberry Juice Service

President's Reception:

- ✧ *Domestic Cheeses & Fresh Fruit (no watermelon) with Assorted Crackers (VEG/GF)*
- ✧ Assorted Crudités with Hummus Dip (VEG/VEGAN/FF/DF)
- ✧ Tomato Bruschetta (VEG/VEGAN/OF)
- ✧ Vegetable Spring Rolls with Chili Sauce (VEG/VEGAN/OF)
- ✧ Caprese Skewers (Tomato, Mozzarella & Basil with Balsamic Glaze (VEG/GF) (GF/DF)
- ✧ Bacon Wrapped Scallops (GF/DF)
- ✧ Bay Shrimp Ceviche in Cucumber Florets (GF/DF)

Thursday, Nov 9th

Breakfast Buffet:

- ✧ Seasonal Sliced Fruit Display
- ✧ Assorted Greek and Soy Yogurts (VEG/VEGAN/GF/DF)
- ✧ Kind Granola (Vanilla Blueberry Clusters & Cinnamon Oat Clusters) (VEG/VEGAN/GF/DF)
- ✧ Quiche with Seasonal Vegetables & Cheddar Cheese
- ✧ Cottage Potatoes (no onions) (VEG/VEGAN/GF/DF)
- ✧ French Toast with Warm Maple Syrup
- ✧ Bacon and Sausage
- ✧ Starbucks Coffee & Tazo Tea
- ✧ Orange & Cranberry Juices

Morning Break:

- ✧ Bottled Smoothies & Trail Mix
- ✧ Freshly Brewed Ice Tea/Natura Ice Waters
- ✧ Starbucks Coffee & Tazo Tea

Luncheon Buffet:

- ✧ BYO Salad Bar with Mixed Greens & Spinach
- ✧ Cherry Tomatoes, Cucumbers, Red Onions, Shredded Carrots, Black Olives, Chickpeas, Diced Ham & Cheese Tortellini, Grilled Asparagus, Roasted Tomatoes and Shitake Mushrooms, Served with a Creamy Balsamic Dressing
- ✧ Hard Boiled Eggs, Crumbled Blue Cheese & Shredded Jack Cheese with Italian, Ranch & Balsamic Dressings on side (VEG/VEGAN/DF/GF)
- ✧ Grilled Vegetable Platter with Balsamic Reduction (VEG/VEGAN/DF/GF)
- ✧ Marinated Cucumber & Tomato Salad (no onion, no cilantro) (VEG/VEGAN/DF/GF)
- ✧ Mediterranean Grilled Chicken with an Artichoke, Tomato & Kalamata Olive Sauce (DF/GF)
- ✧ Grilled Salmon with Lemon-Dill Sauce (GF/VEG)
- ✧ Israeli Couscous (VEG/VEGAN/DF/GF)
- ✧ Fresh Fruit Tarts
- ✧ Ice Tea/Water
- ✧ Starbucks Coffee & Tazo Tea

Afternoon Break:

- ✧ Freshly Popped Popcorn, Roasted Peanuts and Soft Pretzels with Mustard & Honey
- ✧ Chocolate Cake Pops & Assorted Gluten-Free Cookies
- ✧ Assorted Soft Drinks / Starbucks Coffee & Tazo Tea

Friday, Nov 10th

Breakfast Buffet

- ◇ Seasonal Sliced Fruit Display (no watermelon)
- ◇ Assortment of Breakfast Breads, Gluten-Free, Fruit and Bran Muffins
- ◇ Assorted Greek and Soy Yogurts (VEG/VEGAN/GF/DF)
- ◇ KIND Granola (Vanilla Blueberry Clusters & Cinnamon Oat Clusters) (VEG/VEGAN/GF/DF) ◇ Luncheon Rolls Served with Sweet Butter
- ◇ Breakfast Wraps with Scrambled Eggs, Cottage Potatoes (no onions), and Cheddar & Jack cheeses (on side)
- ◇ Egg White Scramble with Spinach & Cherry Tomatoes with Fat-Free Mozzarella (on side)
- ◇ Starbucks Coffee & Tazo Tea
- ◇ Orange & Cranberry Juices

Afternoon Break:

- ◇ Basket of Assorted Whole Fruits

- ◇ Assorted Energy & Granola Bars
- ◇ Fruit Infused Water/ Starbucks Coffee & Tazo Tea

Luncheon Buffet:

- ◇ *Mixed Seasonal Greens Salad with Carrots, Cucumbers, Tomatoes & Sunflower Seeds (on side)* (VEG/VEGAN/GF/DF)
- ◇ Grilled Citrus Chicken with Fruit Segments (GF/DF)
- ◇ Pan Seared Salmon with Red Pepper & Lemon Sauce (GF/DF)
- ◇ Vegetable Quinoa & Seasonal Mixed Vegetables (VEG/VEGAN/GF/DF)
- ◇ Rolls & Butter
- ◇ Strawberry Shortcake & Flourless Chocolate Cake (VEG/VEGAN/GF/DF)
- ◇ Ice Tea/Water
- ◇ Starbucks Coffee & Tazo Tea

Tuesday, November 7th

9:00am – 5:00pm

IPEDS Workshop (Advanced registration required)
Seminar IV

AIR/IPEDS Workshop - Best Practices -- Special
Advanced Registration with AIR Required.

<http://airweb.org/EducationAndEvents/IPEDSTrain/Workshops/Pages/2017CAIRWkshp.aspx>

6:00pm – 8:00pm

Early Bird Reception, Club Room 1

Early to the conference? Come meet the CAIR Board and network with other attendees who have also arrived early.

Board Members:, Juan Ramirez, Brianna Moore-Trieu, Kristina Powers, Kelly Wahl, Paula Krist, Ronald Lopez Ramirez, Erin DeSantis, Kris Krishnan, Leeshawn Moore, Jessica Luedtke, and Deborah Lee.

Wednesday, November 8th

7:00am – 5:00pm

Conference Registration

Golden Foyer

Pick up your name badge at the CAIR Registration Desk. Located at the end of the sponsor exhibits.

8:00am – 12:00pm

California State University Segment Meeting

Seminar IV

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)

Veronica Chukwuemeka, *Cal State University, Monterrey Bay*

James Hershey, *Cal State University, East Bay*

University of California Segment Meeting

Club Room 2

UC 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)

Jenna Allen, *University of California, Merced*

9:45am – 10:00am

Refreshment Break

Golden Gate Foyer

10:00am – 12:00pm

California Community Colleges Segment Meeting

Seminar II

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, *San Jose Evergreen Community College District*

Eric Cooper, *Sierra*

Independent Segment Meeting

Club Room 1

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*

Danyelle Norman, *Association of Independent California Colleges and Universities*

12:00pm – 1:30pm

Sponsor Exhibition

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

Lunch on Your Own

Enjoy catching up with a colleague over lunch. The hotel has a restaurant and there are multiple restaurants within walking distance.

1:30pm – 2:30pm

Welcome & Opening Keynote

Golden Gate Ballroom

Welcoming remarks by Juan Ramirez, CAIR President. Opening keynote address by Timothy Renick: **How Georgia State University Eliminated Achievement Gaps Using Data and Analytics**

Timothy Renick has served as Chair of the Department of Religious Studies and Director of the Honors Program. Since 2008, he has directed the student success and enrollment efforts of the university, overseeing among the fastest improving graduation rates in the nation and the elimination of all achievement gaps based on students' race, ethnicity or income level. Dr. Renick has testified on strategies for helping university students succeed before the U.S. Senate and has twice been invited to speak at the White House. His work has been covered by the New York Times, the Wall Street Journal, and CNN and cited by President Obama. He was named one of 2016's Most Innovative People in Higher

Education by Washington Monthly and was the recipient of the 2015-16 Award for National Leadership in Student Success Innovation. He currently is principal investigator for a \$9 million U.S. Department of Education grant to study the impact of proactive, predictive-analytics-based advisement on ten-thousand low-income and first-generation students nationally. A summa cum laude graduate of Dartmouth College, Dr. Renick holds his M.A. and Ph.D. in Religion from Princeton University.

2:45pm – 3:30pm

Interactive and Animated Data Vis for Decision Support, Insights, and Storytelling (IR Practice)

Golden Gate D

At UC Berkeley, interactive and animated data visualization has become a fundamental way to inform decisions, generate insights, and tell stories. From enrollment modeling, through financial analysis, to graduation rates, course-taking patterns, and major migration, the Office of Planning and Analysis has used D3 (Data-Driven Documents, visualizations popularized by the NY Times), unsupervised machine learning, and other technologies to convey information to campus leaders and the public. Some visualizations are explanatory, aiming to convey insights generated elsewhere, whereas others are exploratory and uncover patterns not otherwise discernible. This session will focus on specific visualizations, how they were customized to support decisions, and how they complement more traditional IR products. Participants will learn key concepts and terminology as well as become familiar with innovative technologies and how to use them to convey information in accessible, nuanced, and flexible ways.

Presenter(s)

Noam Manor, *University of California, Berkeley*
Sara Quigley, *University of California, Berkeley*

Learning Analytics Driven Management Education (IR Practice)

Golden Gate E

Management education has come a long way since Sir Isaac Pitman initiated the first correspondence course in the early 1840's. Today, the business school universe is under growing pressure to engage in significant reforms due to the impacts of globalization, new learning technologies, changing demographics, and unprecedented economic uncertainty. Specifically, the business community is looking for web-savvy, problem-solving graduates. To that end, the increasing use of Analytics in business to improve efficiency and performance suggests that similar possibilities exist for schools of business. The integration of the learning analytics paradigm with wholesale curriculum reform holds out considerable promise for enhancing learning opportunities and outcomes and institutional efficiencies throughout higher education. The purpose of this presentation is to highlight best practices in the use of learning analytics in management education.

Presenter(s)

John Buckingham, *Pepperdine University*

Student Engagement: From Raw Data to Meaningful Visualizations and Conversations (IR Practice)

Club Room 1

In 2016, a quarter (28) of California community colleges administered the Community College Survey of Student Engagement (CCSSE) and a growing number of colleges administered the Survey of Entering Student Engagement (SENSE), which offer tools for measuring progress towards the achievement of important goals in student learning, programs, services, and various initiatives. The informal feedback, however, suggests that many institutions are underutilizing their survey data and mostly rely on summary reports. The purpose of this session is to: (1) share our experience of using survey results as an indirect assessment measure of institutional learning outcomes, pathway models, and institutional effectiveness; (2) share some strategies of using visualizations to present, disaggregate, and disseminate survey results in order to identify areas in which the student educational

experience needs improvement; and (3) have attendees share their strategies regarding the dissemination and utilization of survey results for promoting meaningful data-driven conversations. Survey of Entering Student Engagement (SENSE), which offer tools for measuring progress towards the achievement of important goals in student learning, programs, services, and various initiatives. The informal feedback, however, suggests that many institutions are underutilizing their survey data and mostly rely on summary reports. The purpose of this session is to: (1) share our experience of using survey results as an indirect assessment measure of institutional learning outcomes, pathway models, and institutional effectiveness; (2) share some strategies of using visualizations to present, disaggregate, and disseminate survey results in order to identify areas in which the student educational experience needs improvement; and (3) have attendees share their strategies regarding the dissemination and utilization of survey results for promoting meaningful data-driven conversations.

Presenter(s)

Svetlana Deplazes, *Antelope Valley College*
Meeta Goel, *Antelope Valley College*

A System to Streamline External Reporting Processes in IR Offices (IR Management)

Seminar II

As demand for high-quality data and analyses rapidly increase among internal college and university stakeholders, many IR offices face the challenge of

balancing these growing demands with existing external reporting responsibilities. In this session, we will present a project developed by the Office of Institutional Research and Decision Support (IRDS) at Loyola Marymount University—a private, not-for-profit university located in Los Angeles, California—designed to address this challenge. The goals of the project were twofold: (1) develop best practices for identifying whether the answer to a question should be reported and (2) consolidate existing external survey efforts to reduce redundancy and, thereby, improve the efficiency and ensure the accuracy of all reporting. The session will present the project development and implementation process from both the Director of IRDS' and the IR analyst's perspective.

Presenter(s)

Kelsey Heider, *Loyola Marymount University*
Christine Chavez, *Loyola Marymount University*

Expanding IR Functionality: How Two Campuses Doubled Their IR Personnel and How You Can, Too! (Assessment)

Club Room 2

Since the early 2000s, Institutional Research Offices face the continued and expanded challenge of sating leadership increasing appetite for more data while doing so with little to no additional resources. This session follows two campus case studies across two states, North Carolina and California, and how both were able to double the size of their IR/IE teams even during lean budget years. This session will focus on lessons learned and best practices on team building, marketing, and communicating results in a way leaders stand, take notice, and eventually resource the Office effectively.

Presenter(s)

Lisa Castellino, *Humbolt State University*

Leaving Early: Characteristics and Factors Influencing First Year Stopouts/Dropouts (IR Methodology)

Seminar III

Nationally, over one-third of students starting at four-year institutions fail to attain any degree or certificate within six years, with higher rates for underrepresented minorities and low-income students. Increasing graduation rates depends on

increasing persistence in the first year. Most students who leave then do not graduate and many of those who do not graduate leave in the first year. This project aims to deepen our understanding of first-year “leavers” at a large public research university system. We will present a prototype interactive profile of first-year “leavers” and results of logistic regression analyses looking at the relationship between student characteristics, academic preparation, attitudes (e.g., engagement, satisfaction), academic performance, distance from home to campus, and other determinants of student’ likelihood of leaving the university. We will welcome feedback as we refine our work.

Presenter(s)

Steve Chatman, *University of California, Merced*

Matt Reed, *University of California Office of the President*

Yang Yang, *University of California Office of the President*

Institutional Research Campus Climate Survey (Assessment)

Seminar IV

Turnover and website renovations in the California State University, Long Beach (CSULB) campus prompted an opportunity to revisit the Institutional Research and Assessment (IR&A) mission and to think critically about how our office can provide dynamic resources to promote student success based on the GI 2025 initiative. The purpose of this project was to collect data from the stakeholders themselves to better understand the perspective that stakeholders and the campus community has of (IR&A, what services were valued, and what services stakeholders would like to see added to IR&A moving forward. Subjects were recruited via an email directly sent to department chairs, associate deans, and deans. Also, the survey was sent to department directors who have interacted with IR&A previously by requesting data.

Presenter(s)

Kaitlyn Stormes, *California State University, Long Beach*

Mindy James, *California State University, Long Beach*

3:45pm – 4:30pm

An Uncertain Future: How Prediction Intervals Help Researchers Express the Unknown (IR Management)

Golden Gate D

Institutional Researchers are increasingly being asked to conduct projections about future graduation and enrollment rates. Projections give university leaders a better understanding of the impact policy changes have on the trajectory of academic programs and the likelihood that goals can be achieved. However, even the best estimates about the future are fraught with uncertainty. This session will present two significantly different examples of how institutional researchers at UC Davis have built prediction models that incorporate uncertainty measurement estimates. One predicts future graduation rates of the most recent incoming cohort and the other predicts yield rates of potential admits. We will discuss the models we used and focus on the creation of confidence intervals around those estimates, with special attention to the different ways these estimates of uncertainty play out in our two offices.

Presenter(s)

Erika Jackson, *UC Davis*

Brendan Livingston, *UC Davis*

How Machine Learning and Multiple Measures are Reshaping College Placement (IR Management)

Golden Gate E

Using machine learning, the Multiple Measures Assessment Project (MMAP) developed efficient and effective rules for identifying students who are highly likely to be successful in college-level coursework. Building on work showing that combining high school performance data with placement test information can greatly reduce placement error relative to tests alone, this session presents the results of a paper analyzing three distinct systems for combining test and high school data (i.e., disjunctive, conjunctive, and compensatory). In order to compare the performance of these placement systems, a suite of metrics were developed, including accuracy, positive predictive value, completion rate of remedial cohorts (i.e., throughput rate), and proportion of underrepresented students placed at college level. Results and analysis show which assessment and placement systems are optimal for given local implementation and system goals.

Presenter(s)

Empowering Faculty with Student Success Data: CSUN Data Champions and Data Tools Workshops (IR Practice)

Club Room 1

In 2016-17, the Offices of Institutional Research, Student Success Innovations, and Undergraduate Studies at California State University, Northridge collaborated to launch a series of efforts to get student success data in the hands of faculty. The goal was to empower faculty to make data-informed decisions about how to best serve their students in service of improving student retention and graduation. This involved two complementary efforts: the Data Champions program and college-based data tools workshops. In this presentation, we will discuss the power of using these types of programming to develop buy-in from key faculty on campus, empower faculty with data about their own students, and foster analytic capabilities across a wide range of constituencies. Attendees will have a chance to experience a portion of the data workshops, followed by a discussion of how they might tie in such data with larger student success efforts on their campuses.

Presenter(s)

Janet Oh, *California State University, Northridge*
Kristy Michaud, *California State University, Northridge*
Elizabeth Adams, *California State University, Northridge*

Alumni Insight – A New Way to Track Student Outcomes (Sponsor)

Seminar III

Which employers are hiring our graduates, and for what kinds of jobs? What skills and certifications do they have? Where are our alumni located? Answer these critical questions and others with Emsi's Alumni Insight-student outcomes data encompassing more than 108 million professional profiles.

Presenter(s)

Aaron Olanie, *Emsi*

The Past, Present, and Future of Noncredit Education in

California Community Colleges (IR Practice)

Club Room 2

San Diego Continuing Education (SDCE), the noncredit division of the San Diego Community College District, conducted a comprehensive survey of all 113 Community Colleges in 2016, and again in 2017. Data on the state of noncredit offerings across California is sparse. Thus, with advocacy and impact in mind, SDCE commenced this study to provide insight into adult education statewide. This study delivers the first ever substantive research on the growing field of noncredit education. This presentation will focus on the 2017 survey results and the impact this new research is having on noncredit advocacy and policy within the California Community College system. The objectives of this session include: obtaining information related to the growth of noncredit in California, learning how to facilitate the first study for a state entity and obtaining support from State Offices, and being able to identify top issues related to noncredit instruction, services and operations.

Presenter(s)

Michelle Fischthal, *San Diego Continuing Education/SDCCD*
Jessica Luedtke, *San Diego Continuing Education/SDCCD*

Implementing Campus Survey Coordination: Process, Pitfalls, and Next Steps (IR Methodology)

Seminar II

The proliferation of survey platforms and perception that surveying is the best way to gather feedback have led to increases in surveying on many campuses, creating the potential for decreased response rates on important institutional surveys. Additionally, many who survey have little experience with creating instruments and data analysis or familiarity with campus policies. Thus, in spring 2015 UC Merced formed a Survey Coordinating Committee. Survey coordination goals speak to the importance to the IR field – we seek to cultivate a culture of evidence-informed planning and decision-making. We help stakeholders: (a) recognize that surveys are not the only way to collect information; (b) strategically deploy surveys; (c) consider the broader campus context; (d) adhere to policy; and (e) share data. Attendees will: understand (1) UC Merced's survey coordination goals and (2) our process for implementing survey coordination, including resources and reflection on successes, pitfalls, and future

efforts.

Presenter(s)

Cinnamon Danube, *University of California, Merced*

Jenna Allen, *University of California, Merced*

Beyond Compliance: Turning Your Data into Action (Sponsor)

Seminar IV

What happens when you stop looking at your data in a reactive way and adopt a more proactive approach? When you embrace the logic of emerging standards in higher ed, you can prepare for the future of data use on campus. Join us to learn how an enterprise-wide approach to data management can inspire you to make more informed decisions and drive better results for your institution. 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, *Campus Labs*

4:45pm – 5:30pm

Mapping & Beyond (Platinum Sponsor)

Golden Gate E

Are you curious about mapping in Tableau? Wondering about the spatial connector? Get ready to amp up your geographic data skills and push the boundaries of Tableau mapping! This session spearheads mapping in Tableau. Learn the features of maps, best practices, and visual customization features. We'll show you the basics + more of mapping in Tableau Desktop, map latitude and longitude points, paths within your own data, how to build multi-layered maps using dual axes, out-of-the-box map layers, and custom background images. Use cases for campus mapping are endless.. classroom capacity, campus crime, water use and more...

Presenter(s)

Austin Banta, *Tableau*

Big Data in Small Bytes: Survey Transparency

through Infographics (IR Practice)

Golden Gate E

ISSUE: Generating institutional buy-in for using survey data for decision-making has been a challenge for data reporting offices. Additional challenges include survey transparency, time constraints for reviewing reports, new technology, costs associated with presenting analytics/graphics, and cultivating interest in student surveys/metrics beyond those related to satisfaction. In order to address these challenges, Pepperdine University's Office of Institutional Effectiveness (OIE) launched an online platform for showcasing survey results and analytics, in which infographics and data snapshots replaced text-based reports and data tables.

IMPORTANCE: Survey findings help provide a holistic view of the student experience, beyond traditional IR and IE metrics. Transparency with survey results contributes to student support and responsiveness to survey requests. OBJECTIVES: Participants in this session will be able to identify challenges faced by IE offices with generating buy-in for using survey data; and, determine if using infographics fits the data culture/needs of their institution.

Presenter(s)

Jazmin Zane, *Pepperdine University*

Reenergizing Your Role – Professional Development for Seasoned Institutional Researchers (Panel Session)

Club Room 1

Openness and collaboration amongst academics and practitioners in quantitative fields has created a global environment in which the development of open source and free tools for data analysis is reaching impressive levels of sophistication and availability. The Office of Institutional Research and Assessment (IR&A) at California State University, Long Beach (CSULB) has employed the free open source Python as its predictive analytics platform. The Python machine learning libraries offer flexibility, transparency, modularity and consistency of modeling implementation. As a case study, IR&A at CSULB has trained, tested and validated a prototype

of predictive ensembles to perform classification and prediction on various student outcomes. Throughout the predictive model building process, thousands of individual models were created and blended to boost prediction performance. The preliminary prototype performance is promising and potentially can be expanded, and reused with minimum modifications for other institutions.

Presenter(s)

Kristina Powers, *K Powers Consulting, Inc.*

Kelly Wahl, *University of California, Los Angeles*

Sereeta Alexander, *University of California, Berkeley*

Heather Brown, *Cal Poly Pomona*

Erika Jackson, *University of California, Davis*

Repairing the Education Pipeline: Data and Strategies for Targeted Interventions (IR Practice)

Club Room 2

This session will focus on assessing the UC pipeline for California public high school students from the under-represented minority (URM) groups African American and Chicano/Latino, including academic characteristics associated with lower rates of application, admission, and enrollment. By drawing together data from multiple sources --- including the California Department of Education, the College Board, and the UC Data Warehouse --- we identify subgroups of URM students most likely to benefit from specific forms of intervention, along with projected enrollment gains. For example, UC seems to have already "tapped" the available pool of African American graduates with high-school GPAs between 3.5 and 4.0, and an increased application rate for the largely "untapped" pool of African American graduates with high-school GPAs under 3.5 would likely produce a much greater number of UC enrollees than an increased application rate for graduates with high-school GPAs above 4.0.

Presenter(s)

Isaiah Lankham, *UC Office of the President*

Elizabeth Halimah, *UC Office of the President*

Institutional Research 101: What Is Institutional Research, Anyway?

Seminar IV

This session will briefly describe the evolution of the field of institutional research. Most of the session will elaborate on the primary functions of institutional research, such as data collection and management, data mining, and reporting. Participants will better understand the scope of the institutional research office and will leave with a short list of helpful references.

Presenter(s)

Paula Krist, *University of California, San Diego*

Effects of Various Factors on Student Persistence and Graduation (IR Methodology)

Seminar II

This presentation will address several factors that may influence student persistence and graduation. This is based on a study of the students of a medium-sized public university in California. We use regression analysis to determine the relationship between a student's success and his/her characteristics. Specifically, we analyze how three success measures are correlated to a student's academic department, gender, ethnicity, high school GPA, SAT and ACT scores (for native students) or transfer GPA (for transfer students), residency (i.e., in California or another jurisdiction), and military status (veteran or not). We determine these characteristics based on the enrollment data of each student when he/she enters the university for the first time. We use binary explanatory variables to represent department, gender, ethnicity, residency, and military status, which are categorical variables. The objectives of the session are to get attendees thinking about what affects student success and give our results. creation of website pages and resources, data and report management activities, as well as various uses of the relatively recent SAS Output Delivery System (ODS). The usefulness of shared macro libraries and ODS Style templates will be illustrated and discussed.

Finally, a list of references that the office finds useful in optimizing its use of SAS will also be provided.

Presenter(s)

Jon Phillips, *Cal Poly Pomona*

Shunto Kobayshi, *Cal Poly Pomona*

Chaos to Order: Integrating Clearinghouse Data into a Data Warehouse

Seminar III

The National Student Clearinghouse can provide a great deal of information about students who have left and applicants who did not attend your institution. The data provided can be difficult to interpret and integrate with other information in a data warehouse. We will demonstrate the process of requesting and receiving this data, show how we extract and add this information to our data models, and present visualizations that support Admissions and Recruitment.

Presenter(s)

Ward Headstrom, *Humboldt State University*

Ronda Stemach, *Humboldt State University*

Michael Le, *Humboldt State University*

5:45pm – 7:45pm

President's Reception & Sponsor Exhibition

Golden Gate Foyer

Join us for some good food, good drinks, and good company with conference attendees and sponsors. Enjoy Light hors d'oeuvres before you go to dinner. Don't forget your drink tickets to redeem at the hosted bar (found in your name badge). Sponsors will be on hand to discuss their services and products.

Thursday, November 9th

7:00am – 5:00pm

Conference Registration

Golden Gate Foyer

Pick up your namebadge at the CAIR Registration Desk. Located at the end of the sponsor exhibits.

7:00am – 8:45am

Breakfast and Sponsor Exhibits

Golden Gate Ballroom and Golden Gate Foyer

8:00am – 8:45am

Roundtable Discussions

Golden Gate 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:

Just how valuable is a college degree in 2017? (IR Methodology)

A college degree has been viewed as an investment greatly benefiting the graduate and that argument has helped to justify shifting the expense to the student, less public support, encouraging debt accumulation, and supporting a cost of attendance inflation rate that always exceeds the CPI. The high cost to attend along with better income data and recognition of excessive debt burden are causing many to publicly question the value of a college degree. For example, differently investing the \$120,000 that it costs a California resident UC student to finish in four years can largely offset the expected increased lifetime earnings. If we assume that IR will be asked to do analysis in this area, it behooves us to anticipate the arguments. Bring your arguments or come and listen.

Presenter(s):

Steve Chatman, *University of California, Merced*

Growing the Future: Developing IR Talent in Your Office (Assessment)

The field of Institutional Planning, Research, and Institutional Effectiveness has changed nearly continuously since its inception in the 1950's. However, the rate of change appears to be increasing rapidly, and the roles of the IR and IE professionals seem to be in flux and vary considerably from college to college. In order to manage this changing landscape and the changing skills it requires, IR leaders and managers need to seek out mechanisms to not just manage their own professional development, but the professional development of the people who work for them and with them. This session will use Robert Daly's "Six Stages of Growth for the IR Professional" and the AIR "Statement of Aspirational Practice for Institutional Research" as a framework for planning professional development for IR staff at all stages of their career.

Presenter(s):

Erik Cooper, *Sierra College*

Addressing the Faculty-State Divide (Assessment)

There is extensive work on campus climate for students and faculty but little research on campus climate for staff. An exception is the recent University of California survey which found that: "A higher percentage of staff respondents reported experiencing exclusionary, intimidating, offensive, and/or hostile conduct, compared to faculty or students." At Saint Mary's College, in a concerted effort to build a more inclusive community, our campus has conducted climate surveys that have included staff biennially since 2006. But these surveys have failed to examine the specific dynamics of faculty-staff relations, sometimes referred to as the "faculty-staff divide" (Krebs, 2003). To address this issue we developed the Staff Who Work in Academic

Departments survey. 80 staff were invited to participate and 56 responded. This session shares the results of our survey. We identified several dimensions of faculty-staff interactions including those aspects of faculty-staff relationships where staff experience the greatest divide.

Presenter(s):

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

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

Data Accessibility and Assessment for Graduate Accreditation

Generally speaking, student outcomes data for graduate education is difficult to find. The purpose of this table talk is to discuss current or potential data sources that would allow graduate programs access to benchmark their performance.

Presenter(s):

Kiriko Komura, *Keck Graduate Institute*

Joshua Munsch, *University of California, Santa Barbara*

How IR office can Support Program Review (Assessment)

Have you used it to shift the way your office prioritizes projects and disseminates information? Are you daunted by the aspirational nature of the statement? Whether you are an IR veteran in a well-established office, or (gulp) establishing the very first IR office at your institution, this discussion will have something relevant for you. Join us for a lively discussion as we consider the above questions and more.

Presenter(s):

Staoko Siegal, *Western University*

9:00am – 9:45am

Using Tableau to Communicate Complex Analyses *Golden Gate D*

The IR office was challenged to develop and rapidly implement an assessment of a baccalaureate nursing program. In this session, you'll hear how the

researcher worked with faculty and program directors to compile an extensive array of data (which spanned pre-admission data, early academic performance, achievement throughout the nursing program, along with Kaplan and NCLEX test scores). Subsequent regression analyses identified factors significantly associated with outcome measures (performance in first year of nursing, Kaplan tests, etc.). Ultimately, the results were communicated to stakeholders using Tableau in discussion sessions and via our Tableau server environment. Come to this session to hear how Tableau helped to engage faculty and program leaders in thoughtful discussions about how the data suggested the need to change entrance requirements and curriculum.

Presenter(s):

Heather Brown, *California State Polytechnic University, Pomona*

Measure Tomorrow with StudentTracker Premium Service Today (IR Practice) (GOLD Sponsor)

Golden Gate E

Academic institutions are facing considerable pressure with declining student enrollments coupled with an increase in admission applicants. A paradox that transpires across colleges and universities, which simply challenges the ability to predict enrollments. The Clearinghouse is provided Enrollment Reporting for 96.2% of the university reported students across California and enables our StudentTracker service to 94.0%. StudentTracker allows universities to follow student pathways from applicants to current enrolled students and former and alumnus. We have launched a StudentTracker Premium Service, which transforms our base service into a more intuitive, interactive, and comprehensive solution. Embrace yourself to explore a new service, which combines analytics with visualizations. Our StudentTracker focus is to extend use-cases across functional campus departments to help institutions better predict future enrollment by leveraging previous enrollment reporting.

Presenters(s)
Joseph Green, *National Student Clearinghouse*

Key Performance Indicators- From Scorecard to Visual Dashboards (IR Practice)

Club Room 1

The session will walk attendees through the collaborative approach taken to move the ownership of the production of Key Performance Indicators (KPIs) into the Office of Educational Effectiveness and Institutional Research (EEIR). Presenters will share how they transformed the original KPI Scorecards into a series of visual dashboards. Discussion will include steps taken to gain ownership of the project, establish a formal process for collecting, compiling and transforming data points into user friendly visual documents, and how KPI dashboards are being used in an effort to “close the loop” in the development of the new Strategic Plan.

Presenter(s)
Melinda Medlen, *California Lutheran University*
Andrea Cruz, *California Lutheran University*
Rodney Reynolds, *California Lutheran University*
Cathy Alexander, *California Lutheran University*
Samantha Allen, *California Lutheran University*

Campus Sentiment Analysis Using Twitter Data (IR Practice)

Club Room 2

Sentiment analysis is the practice of applying natural language processing and text mining techniques to identify and extract tone and subjective information from text. For this project, we utilize Twitter’s Application Programming Interface (API) to query and retrieve tweets related to Cal State Fullerton. We then attempt to extract sentiments from the tweets to get insight about the authors’ attitudes and reactions towards the university. This can help us learn more about the campus community’s opinions and impressions of our campus. In the presentation, we will use RapidMiner (an open source tool) to retrieve Twitter data through its API and to build sentiment analysis and text mining processes, and will use Tableau to visualize the results. We will also review

some of the challenging issues related to sentiment analysis

Presenter(s)
Afshat Karimi, *California State University, Fullerton*
Sunny Moon, *California State University, Fullerton*
Rohit Murarka, *California State University, Fullerton*

Assessing Two-year College Student Athletes’ Persistence, Retention and Transfer Rates (IR Management)

Seminar II

The federal government and the National Collegiate Athletic Association (NCAA) have both taken actions to address issues of academic integrity in college athletics. In 2003, the NCAA created the Academic Progress Rate (APR) and Graduation Success Rate (GSR) as key components of an academic reform program. The purpose of the study was to follow first-time freshmen cohorts for 16 different athletic programs at a California community college for the past four years. Persistence and retention rates were compared among student-athletes to a comparable non student-athlete group. In addition, student-athletes transfer and graduation rates to four-year universities will be examined.

Presenter(s)
Conrad Amba, *Glendale College*
Edward Karpp, *Glendale College*
Chris Cicuto, *Glendale College*

Strengthening Data Culture Through a Collaborative Data Literacy Program (IR Management)

Seminar III

Institutional research professionals often lament that stakeholders are unable to develop sound research questions, expect complex data to be available at the push of a button, and don’t do enough with the results. Recognizing a need to enhance organizational capacity for evidence-based planning, evaluation, and

decision-making, Institutional Planning & Analysis and the Office of Undergraduate Studies at California State University, San Marcos are piloting a data literacy program for staff, administrators, and faculty. Presenters will discuss the importance of data literacy, describe the pilot program, and share lessons learned from the inaugural cohort.

Presenter(s)

Adam Petersen, *California State University, San Marcos*

Cameron Stevenson, *California State University, San Marcos*

9:45am – 10:15am

Refreshment Break & Sponsor Exhibits

Golden Gate Foyer

Bottled Smoothies and Trail Mix with our sponsors
Come learn about new products and changes from our sponsors.

10:15am – 11:00am

The “New School” Method for Unlocking Graduates Outcomes Insights (Gold Sponsor)

Golden Gate D

If you’re not able to provide your stakeholders with graduate data that’s real-time, longitudinal, and free from self-reporting falsehoods, consider your methods “old school”. Today, IR professionals have “new school” options available to more effectively gain insight on graduate outcomes and better support on-campus demands for data. In this presentation by Equifax, attendees will learn how to revolutionize their data collection processes used for key research areas such as first destination, mid-career income and industry, and more. Best practices and mini case study examples from current Equifax Graduate Outcomes projects will also be shared during this session.

Presenter(s):

Alan Shemelya, *Equifax*

Leveraging Alumni Research to Evaluate Institutional Effectiveness (IR Methodology)

Golden Gate E

Given their perspective, alumni perceptions and experiences can help illuminate how well an institution is implementing its mission, curriculum, student services, program reviews, accreditation practices, and marketing and outreach. Through common themes and practices in alumni research, both nationwide and international, participants can see the best practices that facilitate impactful alumni research. In addition to best practices, this session will highlight both common alumni research pitfalls and tools that will support insightful alumni research. Conceptual frameworks to measure and understand the alumni experience can be useful. Case studies of how other institutions have examined post-graduation outcomes will be reviewed. We will also explore how other resources and data sources can shed light on alumni outcomes. This session seeks to enable participants to engage in meaningful alumni research no matter where they are in the process.

Presenter(s):

Amanda Saw, *Bridgepoint Education*

Power at Your Finger Tips: Developing an Interactive Dashboard Using Power BI (Assessment)

Club Room 1

Power BI is business intelligence tool that IR offices are utilizing to make data more readily accessible to different departments and individuals within their respective colleges/universities. However, Power BI not only has the capacity to make data more readily accessible but also enables IR professionals to develop dashboards that are user friendly and visually appealing for the end user. In this session, attendees will participate in a hands-on workshop that will demonstrate the steps necessary to build a dashboard using Power BI. By participating in this workshop, attendees will learn how to upload data into Power BI, receive instructions on developing an interactive dashboard, and finally learn how to publish the dashboard. At the completion of this

workshop, participants will obtain the knowledge necessary to build dashboards on their own and develop a better understanding on how to utilize Power BI for data reporting purposes at their own colleges. individuals within their respective colleges. Moreover, Power BI not only has the capacity to enable an Office of Institutional Research to make data readily accessible, but allowing the user to interact with data, and specifically dashboards, in a way that's user friendly, appealing, and visually stimulating. This session will provide attendees the opportunity to develop a dashboard using Power BI. The presenter will provide a general overview of the tool and will also conduct a hands on portion of the session that will provide instruction on how to upload data into Power BI, how to develop a dashboard, and finally instruction on how to publish the dashboard. Participants of this workshop are required to bring a laptop with Excel 2010 or Excel 2013 and Power BI installed. Power BI desktop can be downloaded and installed for free by visiting powerbi.microsoft.com/en-us/desktop/data resources.

Presenter(s)

Jaime Rodriguez, *Moreno Valley College*

Developing Noncredit Metrics: The Process of Inventing the Wheel (IR Management)

Club Room 2

This session sheds light on how a noncredit institution's newly established research department began the process of developing noncredit metrics. We exhibit the process of creating buy-in with various institutional constituents at various levels to adopt these metrics. Given the recent policy changes in California, with the equalization of noncredit Career Development and College Preparation (CDCP) courses being reimbursed at the same rate as credit courses, noncredit assessment and evaluation will become a focus for institutional researchers where noncredit courses are offered. The objective is to provide the audience an overview of noncredit courses, its students, metrics that can be used to evaluate institutional effectiveness. In addition,

presenters will share how collaboration with departments, such as the registrar's office and program directors, was key to developing noncredit metrics.

Presenter(s)

Tina King, *NOCCCD, North Orange Continuing Education*

Dulce Delgadillo, *NOCCCD, North Orange Continuing Education*

Harpreet Uppal, *NOCCCD, North Orange Continuing Education*

Jason Makabali, *NOCCCD, North Orange Continuing Education*

Graduation Initiative 2025: Role of Institutional Research to support Data-Driven Decision at CSU Fullerton (IR Practice)

Seminar II

In many higher education institutions, the role of IR professionals have recently been expanded as data utilization and information are necessary to assist evidence-driven decision process. The functionality of IR varies from mandated reporting to conducting strategic analysis, particularly in support of student success – timely graduation and elimination of achievement gaps. Since CSU (California State University) launched system-wide GI (Graduation Initiative) 2025, IR professionals in each CSU campus has been actively involved in conducting sophisticated statistical analysis as well as providing dashboard or technical tools to support campus stakeholders' data-driven decision making. In this session, we will share on how Cal State Fullerton IR office has been promoting data utilization, evidence-based culture shift, and supporting GI 2025 in regard to student successful and timely graduation while closing the gap.

Presenter(s)

Sunny Moon, *California State University, Fullerton*

Afshin Karimi, *California State University, Fullerton*

Yusuke Kuroki, *California State University, Fullerton*

Alexis Furuichi, *California State University, Fullerton*

Rohit Murarka, *California State University, Fullerton*

Susan Yang, *California State University, Fullerton*

Associate Degrees for Transfer: Are Community College Students Benefitting? (IR Methodology)

Seminar III

Associate Degrees for (ADTs), mandated by Senate Bill 1440 in 2010, enabled the California Community Colleges and the California State University to collaborate on the creation of ADTs. The goal was to streamline the process for transfer students, to eliminate course repetition, and ultimately to allow transfer students to achieve their educational goals more efficiently. Seven years hence, we can begin to assess how well this innovation has served students. Santa Rosa Junior College (SRJC) began awarding ADTs in 11/12 and awarded over 600 ADTs in 15/16.

Presenter(s)

Jeanne Fadelli, *Santa Rosa Junior College*

11:15am – 12:00pm

Digital Transformation in IR: Dashboards in a Day (IR Practice)

Golden Gate E

Working with data can be arduous, at times ineffective. But new developments in AI, BI and Big Data technologies are beginning to simplify and expand what is possible when it comes to integration, modeling, visualizing and sharing data. In this session, we present real-world examples on how issues are addressed and solved using dynamic Analytic Reports and collaborative Dashboards. We explore scenarios that include internal Student, Faculty and Program data, as well as scenarios where external data sources come into play.

Presenter(s):

Nelson Ken, *Loma Linda University*

Jason Morales, *Microsoft*

WSCUC Updates for Institutional Researchers (Assessment)

Club Room 1

This session is designed for Institutional Researchers at WSCUC institutions, and will provide updates on

data collection efforts. The primary focus will be on the Graduation Rate Dashboard (GRD), and will include the interpretation and application of results for a range of institution types. Factors affecting the Absolute Graduation Rate will be addressed, and the use of these data beginning in spring 2018 as part of accreditation, reaffirmation, and mid-cycle reviews will be discussed.

Presenter(s):

Linda Petersen, *WSCUC*

Kristina Powers, *K Powers Consulting, Inc.*

Automated Daily Analytics (Assessment)

Club Room 2

Time is a scarce resource. Processing and cleaning data as well as creating standard reports is a necessary yet inefficient use of our time. Researchers can shift vast portions of these tasks from work hours to non-work hours using tools already available to us. This session will focus on how our analytical unit created a workflow that combines our statistical software program with Task Scheduler, ODBC, Excel, Box Sync and Visual Basic to produce automated daily reports. Every morning at 4:30 am, the procedure queries Banner, cleans the data, runs regressions on the updated data, and creates numerous reports shared with campus partners all by 6:00 am. You do not need to be an expert programmer or run daily reports to benefit from this session as most commands are one line and many of the innovations apply to annual reports.

Presenter(s)

Brendan Livingston, *University of California, Davis*

Identifying factors influencing timely graduation: Recent research and developments (IR Practice)

Seminar II

Graduation rate is arguably the most important metric of student success. We performed logistic regression to identify predictors of 4-year graduation for first-time freshmen and 2-year graduation for transfer students. For FTF, predictors included student demographics (e.g., age, gender, ethnicity, Pell status, parental education), academic ability (high school GPA, SAT, college preparatory

completion in various subjects), majors, local-area and total number of units taken in the first term. For transfer students, predictors included student demographics, transfer GPA, total number of units taken in the first term, major and SB 1440 status. The study aims to promote campus discussions of policy change and interventions that improve student success.

Presenter(s)

Yusuke Kuroki, *California State University, Fullerton*

Sunny Moon, *California State University, Fullerton*

Developing and Implementing a Sustainable Student Success Initiative (Panel Discussion) *Seminar III*

The importance program of student success in academia continues to rise, as does the demand for institutional accountability. The California State University, Bakersfield (CSUB) is committed to student success and is currently engaged in an examination of its academic and co-curricular processes and practices to ensure that they are student-centered and that do not create barriers to student success

Presenter(s)

Kris Krishnan, *California State University, Bakersfield*

Lori Paris, *California State University, Bakersfield*

Vikash Lakhani, *California State University, Bakersfield*

John Tarjan, *California State University, Bakersfield*

12:15pm – 2:00pm

Keynote Luncheon Featuring Richard Pattenau
Golden Gate Ballroom

Rocks, Shoals and Storms Along the Course to Institutional Success

2:15pm – 3:00pm

Student Voices that lead to Institutional Change (IR Management)
Golden Gate D

This session provides an overview of how qualitative data can complement quantitative findings that may lead to institutional change. Our institution conducted two focus groups with students to explore their experiences at the institution, uncover specific barriers to their success, and identify effective support systems that help them persist. The objective of this session is to provide participants a case study of how focus groups were conducted within an institutional setting, the analytical process used once data was collected, the dissemination of findings, and how these findings have been used to make data-driven decisions.

Presenter(s)

Harpreet Uppal, *NOCCCD, North Orange Continuing Education*

Dulce Delgadillo, *NOCCCD, North Orange Continuing Education*

Tina King, *NOCCCD, North Orange Continuing Education*

Jason Makabali, *NOCCCD, North Orange Continuing Education*

Is my survey biased? The importance of measurement invariance (IR Practice) *Golden Gate E*

Survey research is a common method in IR/IE and is used to measure latent factors, such as high-impact practices, engagement, sense of belonging, etc. An important question we must ask ourselves is - are survey items biased against certain group? Given our diverse student population, we must ensure that we are measuring the same latent factors in all populations. This can be directly tested in confirmatory factor analysis. Using NSSE data, this session will demonstrate how to read SPSS data into R and test measurement invariance across different student subgroups.

Presenter(s)

Yusuke Kuroki, *California State University, Fullerton*

Sunny Moon, *California State University, Fullerton*

IR Boot Camp: How to Win Allies and Influence Leadership (Assessment)
Club Room 1

In higher education, leadership is constantly shifting, there are increased calls for transparency and efficiency, and campuses are striving to be data driven. IR professionals have the tools to help leadership make evidence-based decisions. How do we get to and remain at the table? IR Boot Camp! UC Berkeley's Office of Planning & Analysis has a menu of seven presentations on hot topics such as: Enrollment Management, Survey Management, and The Funding Model for Instruction. As new senior leaders come onboard, we schedule an in person session and present the 3 or 4 most relevant topics for that individual. The Boot Camp has been wildly successful for OPA and immensely popular for senior leadership. It established long-lasting relationships and trust. At this workshop, participants will develop a list of hot topics, target audiences, and a communication plan. You'll have all the tools you need to run your own IR Boot Camp!

Presenter(s)

Amber Machamber, *University of California, Berkeley*

Audrey Thomas, *University of California, Berkeley*

Noam Manor, *University of California, Berkeley*

Using Institutional Survey Data to Understand the First Year Experience (IR Practice)

Club Room 2

Surveys are an essential tool to understanding students' early transition experiences, the services they use and find helpful, their financial concerns and challenges, and their campus climate experiences around diversity and inclusion. Each year, UC Berkeley administers the Survey of New Students (SONS) to all incoming Fall freshmen and transfer students. Every two years, the UC Undergraduate Experience Survey (UCUES) is administered by UC Office of the President to all Berkeley undergraduates in the Spring term. This presentation will focus on data from the last completed SONS to UCUES cycle for an insightful view into changes in the student experience across the first year. One of the primary goals of this session is to share an example of how

longitudinal survey data from two different sources can be leveraged, and merged with administrative data, to generate new decision support insights. comparisons to department and college levels by constructing a peer institution from disaggregated components.

This presentation will demonstrate the methodology using National

Presenter(s)

Seereta Alexander, *University of California, Berkeley*

The Role of Longitudinal Earning Data in Documenting College's Value *Seminar II*

This session describes a regional effort to make the case for higher education's value to multiple audiences. The benefits of higher education are widely questioned these days, with critics contending that it no longer pays off for students or contributes to the larger economy. This session's presentations describe how CSU campuses in the Los Angeles Basin created a system that tracks the earnings and employment sectors of all entering students (both graduates and dropouts, as well as freshman and transfer entrants), down to the program level. The resulting data, therefore, yield insight into labor market outcomes for both CSU and CCC students. The session's presenters and audience will discuss the following: describing and explaining higher education's individual and collective value to skeptical audiences; the politics of working with earnings data; and the value of comprehensive systems to track alumni earnings, along with the key methods and issues underlying such tracking. critics contending that it no longer pays off for students or contributes to the larger economy. This session's presentations describe how the CSU campuses in the Los Angeles Basin created a system that tracks the earnings and employment sectors of all entering students (both graduates and dropouts, as well as freshman and transfer entrants), down to the program level. A short demonstration of the on-line system developed to display the data is featured. / The session's presenters and audience will discuss

the following: describing and explaining higher education's individual and collective value to skeptical audiences; the politics of working with earnings data; and the value of comprehensive systems to track alumni earnings, along with the key methods and issues underlying such tracking.

Presenter(s)

Bettina Huber, *California State University, Northridge*

Richard Moore, *California State University, Northridge*

Go Ahead, Be Prepared: Comparing Multivariate Models for Evaluating a Math Preparation Intervention (IR Management)

Seminar III

Math Plus is a short term intensive math preparation program designed to prepare students for retaking the placement test and succeeding in their next math class. Modelled after Pasadena and Cañada College's Math Jam programs, Cabrillo's Math Plus shows promising initial results and is a featured intervention in the campus' Equity Plan for reducing achievement gaps. However, as with most interventions, evaluating Math Plus requires wrestling with self-selection issues and confounding factors. This session will compare several quasi-experimental techniques including logistic regression, regression based propensity score matching (PSM), and a newly developed machine learning based PSM method. Discussion will include software considerations, sample code from STATA and R, and implications for equity and placement system implementation.

Presenter(s)

Terrence Willett, *Cabrillo College*

Leila Jamoosian, *Cabrillo College*

Terra Morris, *Cabrillo College*

Stephen Blohm, *Cabrillo College*

3:00pm – 3:30pm

Refreshment Break & Sponsor Exhibits

Golden Gate Foyer

Coffee and Tea talk with sponsors. Come learn about new products and changes from our sponsors while enjoying an afternoon energy boosting snack.

3:30pm – 4:15pm

Navigating Substantive Change (Invited Session)

Golden Gate D

Recent changes in WSCUC policy will be discussed and examples of good practices and model elements, including resources and templates will be shared. We will also look at common reasons why substantive change proposals are not approved and how to avoid them. The session is included in the conference registration.

Presenter(s)

John Hausaman, *WSCUC*

Using longitudinal data with Data Envelopment Analysis to optimize resources Future for IR: AIR's Statement of Aspirational Practice (IR Practice)

Golden Gate E

Academic bench-marking by four-year institutions in higher education can be improved by focusing on discipline-level characteristics, using longitudinal data combined with innovative statistical modeling methods to offer actionable guidance for departmental improvements. Data envelopment analysis (DEA) shifts the focus from bench marking averages to the optimal performance in a peer group and uses their efficiencies to guide departmental improvement. Data from several years of the Delaware Cost Study participating institutions are used with a structural equation model to build peer clusters for discipline focused analysis. The variables in the model include the number and type of faculty along with their cost, the amount and type of instruction, research and service provided by that faculty and the student credit hours and degrees awarded by the department.

Presenter(s)

Tom Eleuterio, *University of Delaware/Higher Education Consortia*

A Survey Study on Student Basic Needs at University of California (IR Methodology)

Club Room 1

Basic needs security is vital to student success and has been increasingly recognized as an important policy issue in higher education. Unfortunately, many students are experiencing basic needs insecurity. With consistent increase of tuition and the cost of living, students even face more challenges to afford their basic needs. This study examines the situation of basic needs, as defined as access to food and housing, of undergraduate and graduate students at University of California using survey data. We hope results can help UC increase awareness about the prevalence of basic needs insecurity and plan future strategies to address the issue.

Presenter(s)

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

Ruben Canedo, *University of California Office of the President*

Tim Galarneau, *University of California Office of the President*

Automating Common Data Set Preparation Using R (IR Management)

Club Room 2

Many institutions prepare a Common Data Set (CDS) as it is often used as a basis for external survey reporting. It is annually updated, and preparing the data manually can be cumbersome and time consuming. At California State University, Fullerton, we developed a process to compute the needed statistics and prepare the file using R. R is a free program anyone can download and use. It is a versatile and simple but powerful program that can not only do computations but also create documents. By automating the computations in R, we shortened the time it takes to prepare the data. Using R to export outputs into documents, we eliminated the process for manual input, reducing the possibility for data entry error. We would like to share the process

and the codes so that other institutions may benefit from them.

Presenter(s)

Alexis Furuichi, *California State University, Fullerton*

Sunny Moon, *California State University, Fullerton*

Enrollment Data at your Fingertips! (Sponsor)

Seminar II

Understanding and tracking student enrollment for Community Colleges has long been a priority. This session will show you how the Foothill-De Anza Community College District partnered with Higher Education Profiles to create an online resource to track enrollment in real time. Presenters will discuss the various types of reports available, how to create and automate customized reports, how to filter reports by student and/or course characteristics, and how to explore trends over time. This tool has not only enabled end users to access and analyze data when convenient to them, but also enhanced the ability to have focused conversations regarding student enrollment. Please join us!

Presenter(s)

Eric Spear, *HigherEd Profiles*

David Ulate, *Foothill-De Anza Community College District*

Cal Answers (UC Berkeley's Data Warehouse): Five Years Later (IR Practice)

Seminar III

Five years ago, UC Berkeley set out to reimagine how the campus used and accessed institutional data. Guided by the motto "One Question, One Answer," this initiative endeavored to rebuild the data warehouse and make it available to the entire campus via Cal Answers, an Oracle Business Intelligence EE implementation. This session will focus on the evolution of this initiative, from the initial design phase, through roll-out, training and adoption, governance, and documentation to the

present day, catering to the evolving needs of a maturing data culture. The focus has now shifted to customizing dashboards to the needs of specific initiatives and decision-makers and the implementation of a training program for super users and a campus-wide student data community of practice. The presentation will cover lessons learned, collaboration between IR and

IT, and the need to combine traditional IR tools with other technologies, such as Google Charts and D3.

Presenter(s)

Noah Manor, *University of California, Berkeley*

Russ Acker, *University of California, Berkeley*

Sereeta Alexander, *University of California, Berkeley*

Amber Machamer, *University of California, Berkeley*

4:30pm – 5:15pm

Evaluating US higher education performance - WSJ/Times Higher Education College Rankings 2018

Golden Gate D

Times Higher Education just published its second iteration of the US College Rankings, in partnership with the Wall Street Journal. After 13 years of publishing the research-focused World University Rankings, this was our first teaching-focused and national ranking, and as such came with its own set of challenges and idiosyncrasies. In this session we will explain in detail our approach to measuring performance in the world of US higher education, the metrics that we chose and the data we used, and examine several noteworthy results that came out of our analyses.

Presenter(s)

Emma Deraze, *Times Higher Education*

Getting Hired: How the University of California Prepares Students for the Workforce (IR Methodology)

Golden Gate E

In this session we will explain in detail our approach to measuring performance in the world of US higher education, the metrics that we chose and the data we used, and examine several noteworthy results that came out of our analyses.

Presenter(s)

Xiaohui Zheng, *UC Office of the President*

Daniel Byrd, *UC Office of the President*

Cheryl Bach, *University of California, Davis*

Erika Jackson, *University of California, Davis*

Kimberly Peterson, *UC Office of the President*

A longitudinal of study of SBP's effect using propensity score weighting

Club Room 1

Making Peace with Data Visualization Overload (IR Practice)

Club Room 2

Data dashboards are becoming essential tools for data-driven decision-making but there is an overwhelming volume of software to consider. In this presentation, we will discuss our decision process and examine programs that have been used to make data dashboards at two community colleges with a focus on Power BI and Tableau. We will go over back end data infrastructure, determining specifications with end users, methods and tips to create the dashboards, user training, and troubleshooting. We will conclude with comparing Power BI and Tableau packages and identifying other options including Excel, R, Looker, and locally developed interfaces. Slicers allows users to easily filter through reports in a dashboard-type style that can be customized using Excel's design features. By creating easy-to-use interactive reports, users can build customized reports to extract their data of interest to aid in the continual improvement of the campus.

Presenter(s)

Megan Leonard, *Cabrillo College*

Tina Merlino, *San Joaquin Delta College*

Self-Reported Learning Outcomes and Assessment: Making the Case (IR Management)

Seminar II

The prevailing view is that student self-reports of learning gains (SRLG) lack validity (Porter, 2013). However, using a “then-now” SRLG method with gains calculated as the difference between perceived initial and current levels of proficiency can produce valid indirect measures of learning outcomes. Two studies are reported here. The first is an analysis of SRLG for nineteen thousand seniors enrolled at large public research universities across fifteen fields of study from the combined 2014 UCUES and SERU results. The results confirm distinct discipline-specific patterns of selection (proficiency levels at entry), socialization (gains since entry), and outcome (variation in current ratings corresponding to “objective” measures) effects. The second is an exploratory study at Saint Mary’s College of California comparing 2017 NSSE SRLG results with “then-now” SRLG results from a local 2017 survey. The presentation concludes by advocating that academic departments use “then-now” SRLG for the assessment of learning outcomes calculated as the difference between perceived initial and current levels of proficiency are valid indirect measures of learning outcomes. The results of two studies are reported here. The first is a new statistical analysis of SRLG for nineteen thousand seniors enrolled at large public research universities across fifteen fields of study from the combined 2014 UCUES and SERU results. The results show distinct discipline-specific patterns of selection (proficiency levels at entry), socialization (gains since entry), and outcome (variation in current ratings corresponding to “objective” measures) effects. The second is a study of the use of the “then-now” SRLG method to assess learning outcomes at Saint Mary’s College of California where an analysis of the results for 900 undergraduates suggests the validity of SRLG.

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

Bridging the Gap Between Research and Policy

Seminar III

This session will provide an opportunity to bridge the gap between analysts who advise state policymakers (representing several branches of government and state offices) and the researchers upon whom those policymakers rely for information on postsecondary education. The presenters will provide an overview of state policymaking processes, including the legislative and budget processes, and the ways in which external parties can engage in those processes; describe existing laws and recent legislation regarding collection--and reporting--of information by postsecondary educational institutions; discuss how those reports are used in the various processes; and present areas of potential future interest. Attendees will have the opportunity to share opportunities for potential collaboration in areas of shared interest and for possible efficiencies in this kind of collection and reporting.

Presenter(s)
Osmena Christian, *California Department of Finance*
Monica Henestroza, *California State Assembly Speaker's Office*
Jason Constantouros, *California State Assembly Speaker's Office*

5:30pm

Dinner on Your Own

8:00 pm – 9 pm Fireside Chat Hotel Courtyard

Curl up by the fire and chat with other CAIR attendees and sponsors while sipping Hot Cocoa and sampling fireside treats.

9:00 pm – 10pm CAIR_aoke !!Hotel Courtyard

You're invited to rock on and sing the night away at CAIR-aoke!

The fun will begin at 9 pm (right after Fireside Chat).

Hope to see you all there!

Friday, November 10th

7:00am – 5:00pm

Conference Registration

Golden Gate Foyer

Pick up your name badge at the CAIR Registration Desk. Located at the end of the sponsor exhibits.

7:00am – 8:45am

Breakfast and Sponsor Exhibits

Golden Gate Ballroom & Golden Gate Foyer

9:00am – 9:45am

Institutional Researchers and Faculty: Partners in Improving Student Outcomes (IR Methodology)

Golden Gate D

Through a unique collaboration between a major university's institutional researchers and faculty, we identify factors affecting the chances that first-time freshmen will graduate within four years, along with analyzing impediments to reaching the fourth year. An application of modern estimation methods to longitudinal student data reveals several important findings that can inform policies to improve student outcomes. The key to achieving those results was forming a partnership between institutional researchers and faculty at the research program's inception. For example, institutional researchers played an early and essential role in developing empirical models, guided by their institutional perspective and knowledge of available data. We present our empirical findings together with our experiences and insights on how such partnerships can be designed to promote student success.

Presenter(s)

Kaitlyn Stormes, *California State University, Long Beach*
Seiji Steimitz, *California State University, Long Beach*
San Bolkan, *California State University, Long Beach*
Beth Manke, *California State University, Long Beach*

Program Review for non-Academic Units - IR, too (Assessment)

Golden Gate E

In addition to academic program reviews, WSCUC is now expecting institutions to conduct regular reviews of student affairs and administrative units. More important to CAIR attendees, CFR 4.2 indicates, "Periodic reviews are conducted to ensure the effectiveness of the institutional research function and the suitability and usefulness of the data generated." This session presents a model for non-academic unit review that has been launched at the University of San Diego. You will also be provided a look at how an IR office has conducted the self-study component of this review process.

Presenter(s)

Paula Krist, *University of San Diego*

How do we know if alumni go on to graduate school? (IR Management)

Club Room 2

Unlike student success measures such as graduation rates and employment outcomes, comprehensive statistics on graduate school outcomes of undergraduates are largely unavailable. There are two common methods used to assess how many undergraduates go on to graduate school; alumni surveys or the National Student Clearinghouse (NSC). How accurate is the NSC data for identifying graduate school enrollment? This session reviews the data available from NSC subsequent enrollment request to assess graduate school enrollment and completion of University of California undergraduate alumni. Presenters explore strategies for using NSC data to measure graduate school outcomes, along with estimates of graduate enrollment and completions for UC alumni using each strategy. Presenters use the results to propose tips to address false positive of graduate school enrollments, such as excluding

community college enrollments. Attendees will be encouraged to give feedback on these strategies and share their own experiences with NSC to track graduate school outcomes.

Presenter(s)

Brianna Moore-Trieu, *UC Office of the President*

Chris Furguele, *UC Office of the President*

The Path to Data Governance (IR Practice)

Seminar II

The need for consistent, reliable data across business and academic units is creating an unprecedented push toward strong data governance practices on college and university campuses. Higher education institutions are dedicated to the creation and dissemination of knowledge, so it is crucial that they lead the world in data governance. More often than not, institutions have existing data governance practices spread throughout the institution, under a variety of names. Inventorying and consolidating those disparate functions should constitute the first stage of developing a set of sound data governance practices. This session will introduce how the University of California's path to data governance using processes such as Metadata Management, Database Management, Data Security Management, Document, Record and Content Management and Data Quality Management.

Presenter(s)

Ola Popoola, *UC Office of the President*

Kelly Wahl, *UCLA*

Building a Data-Informed Decision Culture: The Primer I Wish I had (IR Practice)

Seminar III

This multimedia presentation (video, photos, and minimal text) will focus on best practices for creating a data-informed decision culture and how a business intelligence tool can help drive the paradigm shift. Case studies will be used to illustrate real life examples of campuses that have transformed their campus culture. This session will serve as an

introduction to building a data-informed decision culture by (1) Discussing how the field visual analytics is tackling the problem of analyzing data and turning it into actionable intelligence, (2) Exploring what it means to have a data-informed decision culture, (3) Tactics and tools for Institutional Researchers to use in their everyday work to change the way their campus uses data.

Presenter(s)

Michael Le, *Humbolt State*

9:45am – 10:15am

Refreshment Break and Sponsor Exhibits

Golden Gate Foyer

10:15am – 11:00am

Culture of Analytics (Platinum Sponsor)

Club Room 1

Institutions today are on a journey to become data-driven. The pace and growth of data demands that every employee in your organization becomes a "data person" but shedding the hangover of the last 30 years of BI might be difficult. How can you leverage empowered analytics (self-service) to change the way your organization works? In this session, we'll cover: How to get there and the stages of this journey

Presenter(s)

Tamara Phillip, *Tableau*

Austin Banta, *Tableau*

The Impact of a Special Advising Program on Students' Progress (IR Methodology)

Golden Gate D

This hands-on workshop will focus on how participants could create dashboards in excel to display labor market demands, program completions and employment outcomes. Excel dashboards are an excellent tool for concisely displaying information that would assist faculty/staff, deans and administrators with Strong Workforce Funding, Program Review, CTEA grants, etc.

Presenter(s)
Matthew Basinger, *Sacramento State*
Nancy Hardy, *Sacramento State*

Wage Earnings Data: How to get it, what you need to know, and what you can do with it! (IR Practice)

Golden Gate E

While a college education provides a multitude of benefits, the ability to obtain a high-paying job after graduation is an increasingly important measure of return on investment, often sought after by parents and prospective students. In the past, institutions had to rely on self-reported data on alumni earnings, today this method is no longer the only option. It is now possible for institutions to obtain actual wage data from the California Employment Development Department (EDD) to supplement data from traditional surveys, like the First Destination Survey. This session will introduce participants to the process of obtaining these data, provide some insights about them, and will share different approaches to how these data are being used at a private institution and public institution. measured for each student who completed the survey. The indicators included: Higher-Order Learning, Reflective & Integrative Learning, Learning Strategies, Quantitative Reasoning, Collaborative Learning, Discussions with Diverse Others, Student-Faculty Interaction, Effective Teaching Practices, Quality of Interactions, and Supportive Environment. Student cumulative GPA was used as a measure of academic performance. Regression analysis was applied to identify which indicators had a significant impact on GPA for each of the colleges. A Tableau visual dashboard was built for data exploration and presentation of the results to the campus audience.

Presenter(s)
Marisol Arredondo Samson, *Chapman*
Robert Panke, *Chapman*
Brianna Moore-Trieu, *UC Office of the President*

IPEDS in the Know – News, Upcoming Changes, and Helpful Resources for Data Providers and Users

Club Room 2

Are you the IPEDS keyholder or help to provide data and information for the IPEDS surveys? Do you use IPEDS data for reports and analyses? Presented by a seasoned national IPEDS Educator, serving more than 10 years, important information for data providers and data users will be shared: 1) the latest information and upcoming changes to IPEDS surveys for the 2017-18 reporting cycle, 2) on-demand resources regarding IPEDS, and 3) lesser-known IPEDS resources, that are helpful to completing submissions and using IPEDS data.

Presenter(s)
Kristina Powers, *K Powers Consulting, Inc.*

Gauging Student Equity: Methods for Measuring Disproportionate Impact

Seminar III

To enhance student success and to build inclusive classrooms, researchers have used technical tools and educational expertise to yield insight into problems many undergraduate students experience in higher education. A collaborative research effort explored how k-means cluster analysis can reveal contrasting patterns in the distribution of letter grades among large course offerings. Consistent with previous studies, our findings showed that norm-referenced grading practices exacerbate an existing achievement gap, while a criterion-referenced grading approach enhances student learning and overall success in school. This workshop will provide a hands-on opportunity for attendees to learn about different mining techniques by using SPSS, with datasets and syntax available during the session for data mining skills development.

Presenter(s)
Caroline Ramirez-Faghih, *CA Community Colleges Chancellor's Office*
Ryan Fuller, *CA Community Colleges Chancellor's Office*

Data-Informed Decision Cultures

Golden Gate D

Data-informed decision cultures are rooted in an institution's approach to data use and data capacity. These cultures recognize and support expanded sets of decision makers (data use) and the IR function (data capacity). Yet realization of a data-informed decision culture is not a destination. Rather, it is a journey that requires institutional commitment to use of data in decision making, and the leadership of a dedicated senior-level administrator who thinks and strategizes about data and their use across the institution. In its most mature state, a data-informed decision culture is a highly dynamic and interactive network of units that support each other in the pursuit of institutional goals. This session features the pillars of data-informed decision cultures, considers different lenses with which to examine these cultures, and encourages dialog about the ways in which IR professionals can help institutions achieve and sustain them. and the IR function (data capacity). Yet realization of a data-informed decision culture is not a destination. Rather, it is a journey that requires institutional commitment to use of data in decision making, and the leadership of a dedicated senior-level administrator who thinks and strategizes about data and their use across the institution. In its most mature state, a data-informed decision culture is a highly dynamic and interactive network of units that support each other in the pursuit of institutional goals. This session features the pillars of data-informed decision cultures, considers different lenses with which to examine these cultures, and encourages dialog about the ways in which IR professionals can help institutions achieve and sustain them.

Presenter(s)

Leah Ross, *Association for Institutional Research*
KC Greaney, *Santa Rosa Junior College*
Kristina Powers, *K Powers Consulting, Inc*
Mike Tamada, *Reed College*

Using Dashboards To Support Decision-Making in Admission and Enrollment Planning

Golden Gate E

Being a leader in institutional research is complex. That is due to the lack of focus of the role of IR, and the perception by many senior college administrators that an IR professional is nothing more than a "clerk with a computer". This presentation will focus on the primary role of IR and how IR professionals can become leaders and obtain that elusive "seat at the table".

Presenter(s)

Clare Wong, *Cal State University, Northridge*
Janet Oh, *Cal State University, Northridge*

Addressing shortages in classroom space, a model of classroom utilization

Club Room 1

Growing enrollment has put pressure on our existing classroom infrastructure and how it's being managed. As a result, there's a gut feeling that classrooms are close to the breaking point. However, the data were lacking to readily illustrate this. IR offices are uniquely positioned to offer rigorous work in this area because of ready access to classroom data and an unbiased perspective of how to interpret the information and guide decision making. This session will talk about the context of the project and demonstrate the classroom utilization dashboard that was developed using Tableau.

Presenter(s)

Govind Archaya, *University of California, Davis*

Five Ways of Strategically Using Data to Showcase Institutional Success

Club Room 2

Join us to hear five ways data can inform and measure institutional success, including case studies showing how faculty data can drive fact based-decision making and highlight stories of university success. Digital Measures will share how they collaborated with clients to create custom reports and tools that uncover information needed for strategic planning, measuring faculty impact on

experiential activities and other student success metrics, accreditation reporting and much more.

Presenter(s)

Scott Oakes, *Digital Measures*

Dashboards for Indirect Student Learning Outcomes Assessment

Seminar II

Students' self-reported level of skills acquisition unites with transcript data in a dashboard that visualizes where in the curriculum core competencies are gained. Best practices in learning outcomes assessment leverage these indirect measures of student learning – grades, survey data, and degree completion – alongside direct learning outcomes assessment, such as the evaluation of student work products. With accreditors focusing on the assessment of student learning, the use of readily available data sources (such as extracts from the student records system and data collected with the University of California Undergraduate Experience Survey, or UCUES) can generate insight within a complex matrix of interacting program level and institutional level learning outcomes. In this how-to presentation, dashboards will be created to identify patterns of self-reported skill improvement, degree completion, and course grades, revealing specifically where, among courses taken, students may be experiencing the strongest foundation for their success.

Presenter(s)

Kelly Wahl, *University of California, Los Angeles*

Erica Jackson, *University of California, Davis*

Advanced Uses of Qualtrics: from Automated Forms to Interactive Exams

Seminar III

Most teaching and learning activities happen in classrooms, but data collection during a class has a very limited use for the current cohort of students. The primary reason for this is that their responses are collected thru paper-format surveys or scantron forms that require more time, and therefore more money, for data entry and cleansing. Secondly, even when collecting data online, survey results and analyses are often compiled after the class finishes, when the cohort is already moving onto their next level. To regularly provide a performance report that includes instructors' feedback to the current students, the IR Department at Life Chiropractic College West leveraged some functionalities of Qualtrics Research Suite and Target Audience to create secure, interactive assessment instruments. This session demonstrates these advanced features that help streamline and automate data collection for faster results, and is especially effective for professional practice programs.

Presenter(s)

Hao Lee, *Life Chiropractic College West*

12:15pm – 2:00pm

Closing Plenary Luncheon

Mike Tamada, *Reed College*

Golden Gate Ball Room

Change is in the air. What should you do? What should we do?

Local Area Dining & Attractions

Name	Address	City	Type of Place	Price	Telephone	Walking Distance (Y/N)
Benihana	1989 Diamond Blvd	Concord	Hibachi Chain (Japanese)	\$\$\$	925-827-4220	Y
Buffalo Wild Wings	2090 Diamond Blvd	Concord	Sports Bar	\$\$	925-609-9784	Y
Claim Jumper Restaurant	1981 Diamond Blvd	Concord	American	\$\$	925-798-4300	Y
Eureka	1975 Diamond Blvd	Concord	American	\$\$	925-265-2120	Y
Jamba Juice	1975 Diamond Blvd D-5	Concord	Juice Bar	\$	925-969-9430	Y
Lazy Dog Restaurant	1961 Diamond Blvd	Concord	American	\$\$	925-849-1221	Y
Panera Bread	1975 Diamond Blvd	Concord	Bakery	\$\$	925-825-1582	Y
Plate & Vine	1970 Diamond Blvd	Concord	American	\$\$	925-680-1700	Y
Sunvalley Shopping Center	1 Sun Valley Mall	Concord	Mall	\$\$	925-825-2042	Y
Impulse Room Jazz Club	1501 N Broadway Ste 138	Walnut Creek	Jazz & Buffet	\$\$	925-476-5040	N
Broderick	1548 Bonanza St	Walnut Creek	Burger & Beers	\$\$	925-945-6960	N
Dan's Irish Sports Bar	1524 Civic Dr	Walnut Creek	Bar	\$	925-932-1331	N
Havana	1516 Bonanza St	Walnut Creek	Cuban	\$\$	925-939-4555	N
In-N-Out	570 Contra Costa Blvd	Pleasant Hill	Fast Food, Burgers	\$	800-786-1000	N
Limon Rotisserie	1524 Locust St	Walnut Creek	Peruvian	\$\$	925-378-3816	N
Lucille's Smokehouse BBQ	486 Sun Valley Mall	Concord	BBQ	\$\$	925-677-7427	N
Milk Tea Lab	1972 Contra Costa Blvd	Pleasant Hill	Coffee & Bubble Tea	\$	925-349-4784	N
Modern China Cafe	1525 N Main St	Walnut Creek	Chinese & Cocktails	\$\$	925-988-8008	N
Montecatini Ristorante	1525 Civic Dr	Walnut Creek	Italian	\$\$	925-943-6608	N
Prima Ristorante	1522 N Main St	Walnut Creek	Italian & Wine	\$\$\$	925-935-7780	N
Rooftop	1500 Mt Diablo Blvd Ste 300	Walnut Creek	American & Beer	\$\$	925-300-3540	N
Sauced BBQ	1410 Locust St	Walnut Creek	BBQ	\$\$	925-433-5957	N
Thai Osha	1968 Contra Costa Blvd	Pleasant Hill	Thai	\$\$	925-825-2148	N
Walnut Creek Yacht Club	1555 Bonanza St	Walnut Creek	Seafood	\$\$\$	925-944-3474	N

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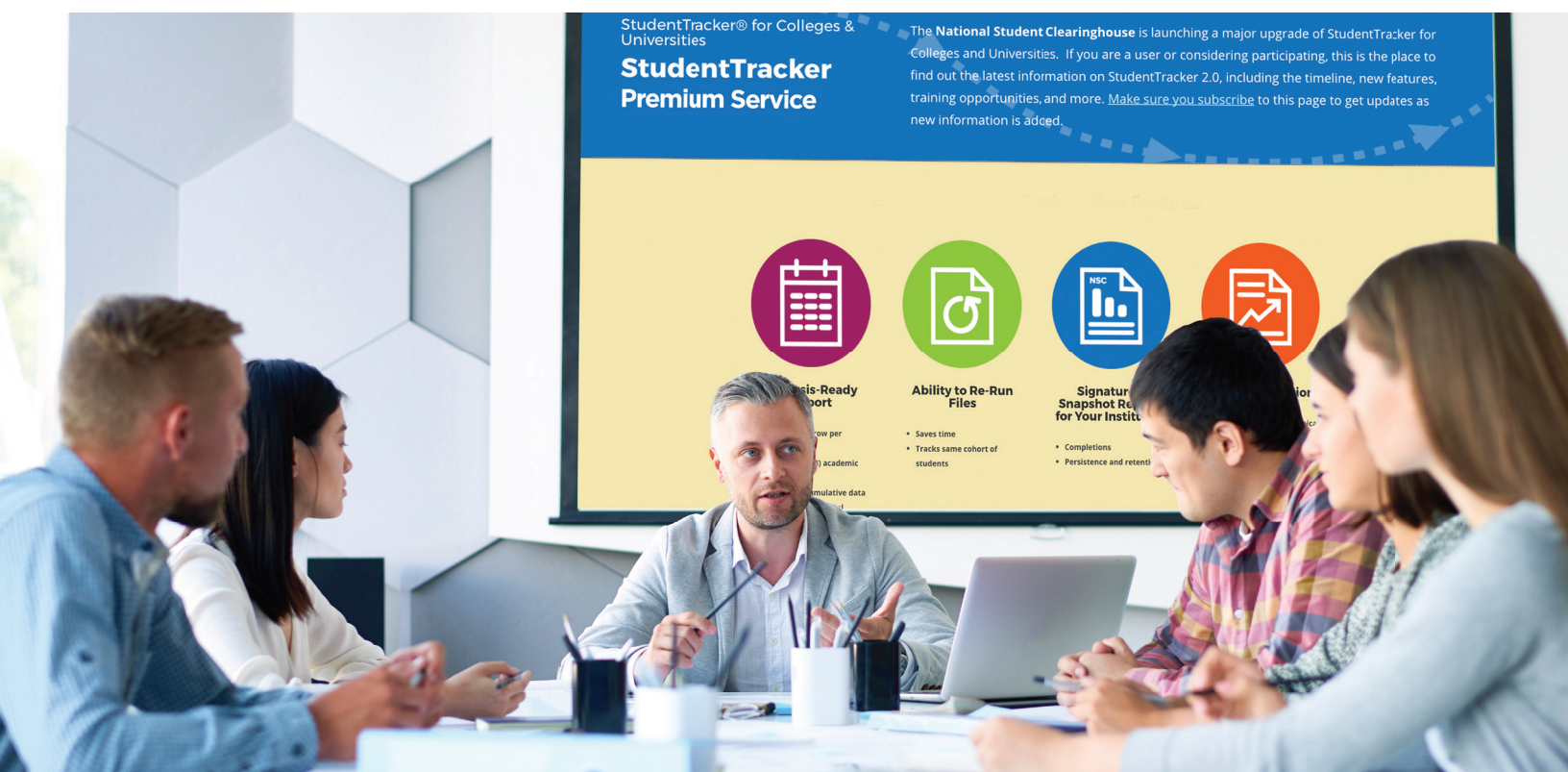


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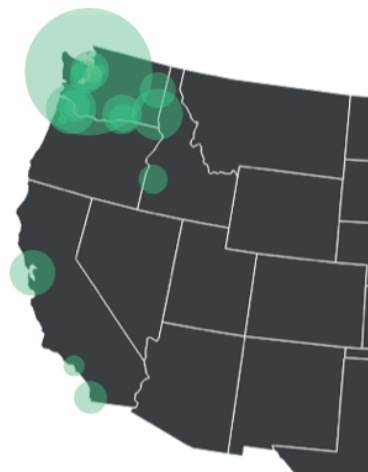
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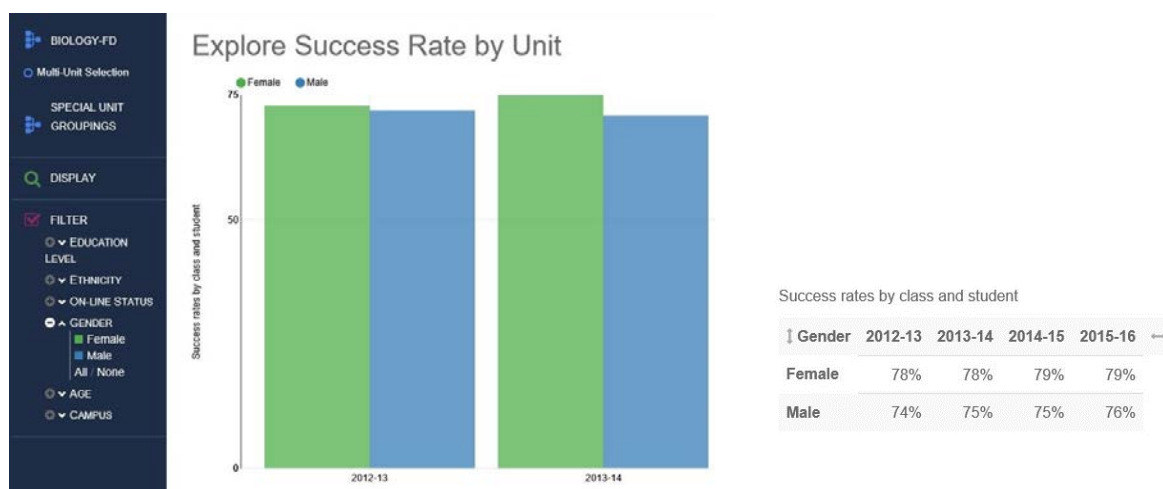
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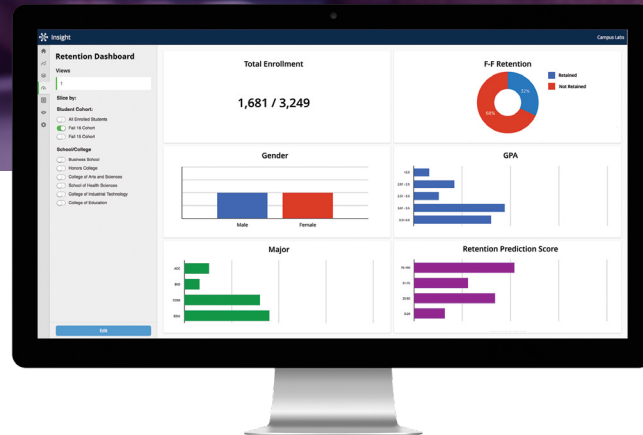
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*-Dr. Jennifer Green
Associate VP for
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