

# *Prospering in Volatile Times*

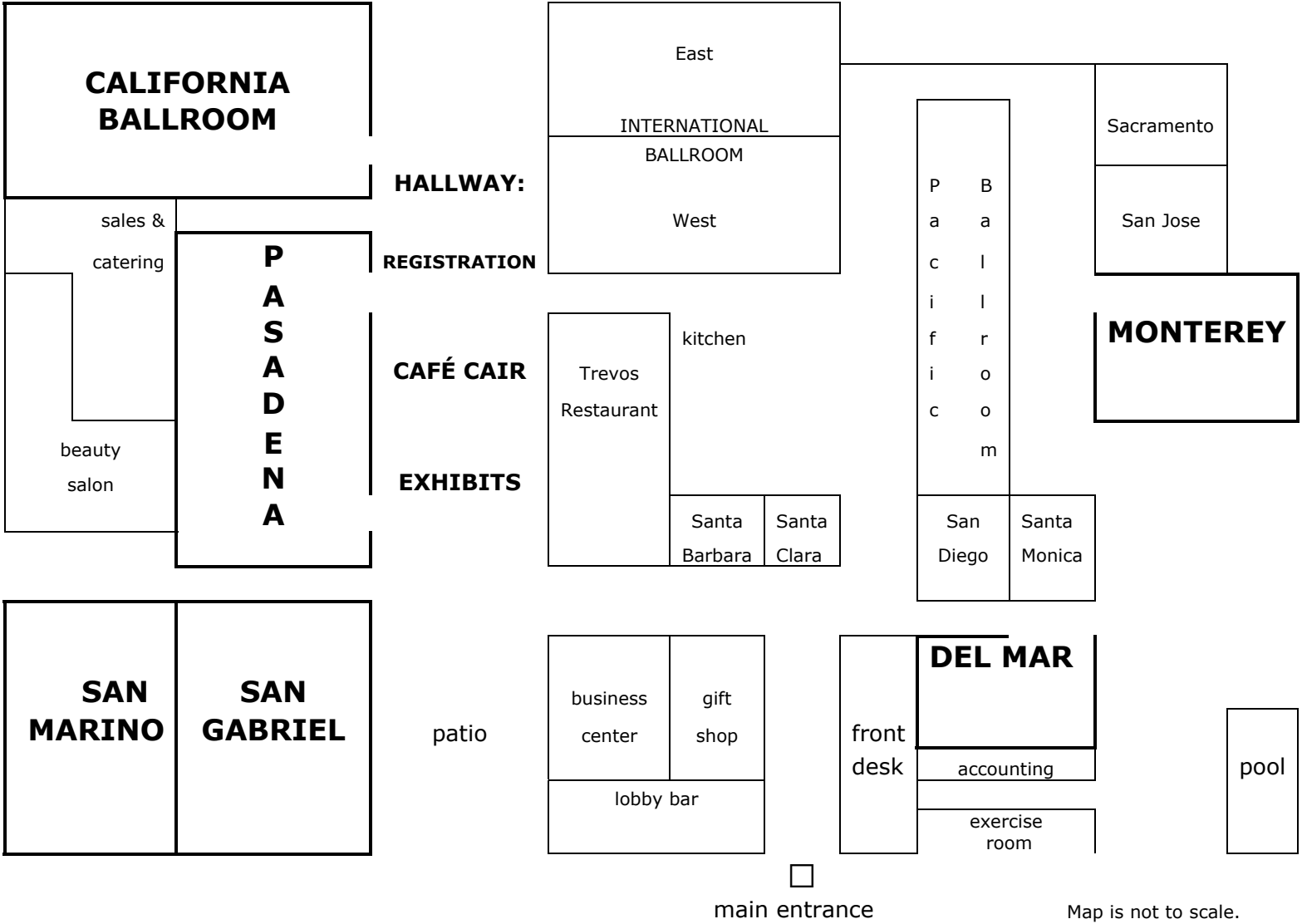


27<sup>th</sup> Annual Conference

November 13-15, 2002  
Pasadena Hilton

**CAIR 2002 Pasadena**

# Hilton Pasadena – Ground Floor CONFERENCE FACILITIES





November 2002

Dear CAIR Colleagues,

Welcome to CAIR 2002 --- the 27<sup>th</sup> Annual Conference of the California Association for Institutional Research. After a year of uncertainties and volatilities, I know you share a sense that it is more important than ever to congregate and touch base with one another.

From last year's conference, themed *What Lies Beyond...*, we found what lay beyond were uncertainties and volatilities. And yet, we believe this is going to be a period of re-thinking and re-tooling from which we will prosper. Hence, we believe this is an era of opportunities for Prospering in Volatile Times.

The current landscape of California higher education is indeed filled with opportunities and crises. They are reflected in the following sub-themes of this conference as laid out in these questions:

- ☞ How do we measure learning in light of the new accreditation standards?
- ☞ What is the renewed interest in Enrollment Management?
- ☞ Where do we go with Institutional Planning now that we live in an era of evidence-based decision-making?
- ☞ How to continually refresh the lifeblood of IR: Information Technology?
- ☞ How best to apply Knowledge Management principles and practices?

To that, you have responded with the highest number of proposals ever received. With that, we have arranged panels, session presentations, and workshops devoted to your top concerns. We will explore learning in order to thrive and to better understand these volatile times, and to enhance the ability to survive and prosper. We have also assembled three keynote speakers who will bring you wisdom and knowledge from diverse fields.

On behalf of the Executive Committee I bid you welcome to Pasadena and extend my warmest wishes for an exciting and productive conference to all. I'd also like to thank the following organizations and individuals for their assistance and support in hosting this conference. Judy Cassada, Research Specialist, Cabrillo College; Wei-I Wang, Proposal Reviewer and our Local Hostess from Pasadena College; Bob Daly, U.C., Irvine, Webmaster; Proposal Reviewers Bettina J. Huber, C.S.U., San Marcos; Pamela Brown, U.C., Irvine, and Beth Benedetti, AICCU; Bob Cox, Dolores Vura for their constant advice and help; Jessica Cross for her first rate editorial skills; Art Amos for his impossible task of registering people; the RP Group and its Executive Board; the Hilton staff; and the wonderful volunteers!

Sincerely,

Jing Luan, Ph.D.  
Chief Planning, Research & Knowledge Systems Officer, Cabrillo College  
CAIR 2002 Conference Chair and President-elect

## CAIR 2002 Pasadena

**Conference Registration** 7:30 a.m.-5:30 p.m. Hallway

**Continental Breakfast** 7:30-8:30 a.m. Hallway

**Segment Meetings** 8:30 a.m.-2:30 p.m.  
(Lunch organized by segments)

**California State University** 8:30 a.m.-2:30 p.m. California Ballroom  
Segment Facilitator: Bettina J. Huber, Director of Analytic Studies  
California State University, San Marcos

**California Community Colleges & RP Group** 8:30 a.m.-2:30 p.m. Pasadena  
**Student Learning Outcome Workshop** San Marino  
San Gabriel

**Separate advance registration was required for this workshop, which is now closed,**  
however space is still available at the following Student Learning Outcome workshops:

- February 21, 2003 - Shasta College
- March 21, 2003 - Bakersfield College
- March 28, 2003 - Santa Rosa Junior College
- April 11, 2003 - Mira Costa College

Student Learning Outcome Workshops are being sponsored by the Research and Planning Group (RP Group) of California Community Colleges in collaboration with a number of statewide community college organizations, including Chief Instructional Officers of the California Community Colleges (CIOCCC); Chief Executive Officers of the California Community Colleges (CEOCCC); Community College League of California (CCLC); Association of Instructional Administrators (AIA); California Association for Institutional Research (CAIR); and Chief Student Service Officers (CSSO's). These workshops are led by California Community College practitioners who have direct experience with student learning outcomes systems and assessment tools, many of whom have been involved in early student learning outcomes efforts in the state.

Fees for the one-day workshop series are \$80 per person, and include lunch and materials. Special discounts will be offered to colleges and organizations with seven or more attendees, at \$70 per person. Registration fees must be paid in advance. To register for an upcoming workshop, or for more information, contact Denise Wilkerson at (916) 444-8641, or log on to the RP Group website at [www.rpgroup.org](http://www.rpgroup.org).

**Independent Colleges & Universities** 10:00 a.m.-2:30 p.m. Del Mar  
Segment Facilitator: Beth Benedetti, Director of Research  
Association of Independent California Colleges and Universities (AICCU)

**University of California** 9:00 a.m.-3:00 p.m. Monterey  
Segment Facilitator: Pamela H. Brown, Assistant Director  
and Coordinator of Analytical Studies, University of California, Berkeley

**Break at Café CAIR** 2:30-2:45 p.m. Hallway  
**Workshops**

**A Scorecard Approach to Measuring and Achieving Equity in Educational Attainment** 2:45-5:00 p.m. California Ballroom

- o Estela Mara Bensimon, Center for Urban Education, University of Southern California
- o Marcy Drummond, Research Associate, University of Southern California
- o Daniel Seymour, Dean for Institutional Effectiveness, L.A. City College
- o Janice Love, Assistant Research Analyst at L.A. City College
- o Lan Hao, Research Assistant, University of Southern California

This workshop responds to the increased call for post-secondary institutions to demonstrate effectiveness--as measured by the educational attainment of students--and to employ evidenced-based practices for improving the institutions' performance towards that aim. As California becomes even more ethnically diverse, institutions will need to make progress towards closing the "achievement gap" while at the same time make evident the educational attainment of all students. This workshop "A Scorecard Approach to Measuring and Achieving Equity in Educational Attainment" demonstrates how to create a measurement framework—the scorecard—using existing data to (1) improve institutional performance related to student attainment, (2) monitor progress made towards equitable student attainment, and (3) stimulate evidence-based institutional dialogue.

**SPSS: Smart Viewer – Executive Information Reporting Made Easy** 2:45-5:00 p.m. Pasadena

- o Meta Brown, SPSS Inc.

Revolutionize the way your institution or office disseminates information. Learn how to use Internet-based analysis and reporting to easily distribute information about students, enrollments, demographics and more. See a demonstration of SmartViewer Web Server and learn how it can help you: - MAKE better decisions by sharing strategic information; - CUSTOMIZE results to be viewed in a variety of categories; and - PUBLISH sensitive information in a secure environment.

**IPEDS: Peer Comparison Tools** 2:45-5:30 p.m. San Marino

- o Cel Johnson, Director of Institutional Research, University of San Diego

After a brief introduction to the IPEDS Peer Analysis System, the presenter will work step by step through four exercises, each representing a "typical" question that an IR professional might bring to the system. During the course of solving these exercises, the presenter demonstrates practical ways to use the system: how to save user-defined peer groups and upload them again for further analysis; how to create, save, and upload calculated variables; and how to download results into an Excel spreadsheet and "beautify" them for presentation. Those attending the workshop should leave with an understanding of how to "think like the Peer Analysis System," which is essential for using it effectively.

**Using CIRP Surveys to Assess Student Progress At Three Points in Time** 2:45-5:30 p.m. San Gabriel

- o William Korn, Associate Director for Operations, Higher Education Research Institute (HERI), University of California, Los Angeles
- o Jennifer R. Keup, Project Director, "Your First College Year," Higher Education Research Institute (HERI), University of California, Los Angeles

Bill Korn will present some practical examples of how to use longitudinal data from the Freshman Survey and the College Student Survey (CSS) to answer questions that might be asked about students at his/her institution. Jenny Keup will discuss using the 2002 YFCY data in conjunction with the 2001 Freshman Survey and provide examples of how HERI is using national data to investigate broader questions about how students are affected by their first year in college.

**Community College Environmental Scanning: The Future's So Bright, I Gotta Wear Shades-Community College Opportunities and Challenges** 2:45-5:30 p.m. Monterey

- o Mark P. Champion, Information Analyst, Institutional Research and Planning, Grand Rapids Community College

The acceleration of change, a well-documented trend, has not left the community college unscathed. Tremendous changes in technology, learning, funding, and accountability just to name a few, will make planning for the future a continuous challenge. But within that challenge lie possible futures for community colleges willing to understand the external environment and seize the opportunity to create their own preferred future. Participants of this workshop will be actively engaged in learning environmental scanning techniques that will help them to create that future. Trends and issues affecting community colleges will be presented, revealing a very bright future. Sunglasses provided.

**CAIR President's Welcome Reception** 5:30-7:00 p.m. San Gabriel


**Dinner – On Your Own**

*The following pre-conference workshop took place at Pasadena College Tuesday, November 12, 2002:*

**Designing Custom Optical Mark Read Surveys and Questionnaires Using the Magenta Software Tool**

- o Stephen R. Aquino, Research Associate, San Jose State University
- o Melanie Borchers, Research Technician, California State University, Northridge
- o Jeanette Alosi, Research Technician, California State University, Chico
- o Lynn Cunningham, Survey Systems, Inc.

This workshop demonstrated the powerful and flexible features of the Magenta software tool for designing and processing customized OMR forms. Participants learned 'hands-on' how to convert and organize surveys and questionnaires into opscannable forms in minutes right at their workstation.



**RESEARCH  
EVALUATION  
ASSESSMENT  
PLANNING**

**REAP Change Consultants** – specializing in  
Services for Higher Education and Non-profit Organizations

Stephen C. Maack, Ph.D.  
Founder and Chief Consultant – 20 years experience  
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Los Angeles, CA 90077-2024  
(310) 384-9717 or [smaack@earthlink.net](mailto:smaack@earthlink.net)

**REAP CHANGE CONSULTANTS**

<p><b>Research</b></p> <ul style="list-style-type: none"> <li>● Database Design</li> <li>● Statistical Analyses</li> <li>● Surveys</li> <li>● Focus Groups</li> <li>● Qualitative Research</li> <li>● Longitudinal Studies</li> <li>● GIS Analysis</li> <li>● Census 2000</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>● Evaluation Design</li> <li>● Academic Programs</li> <li>● Administrative Programs</li> <li>● Grant Evaluations</li> <li>● Formative or Summative</li> <li>● Evaluation Training</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>● Academic Programs</li> <li>● Administrative Services</li> <li>● Needs Assessments</li> <li>● Accreditation Self-studies</li> <li>● Assessment Training or Facilitation</li> </ul>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>● Strategic Planning</li> <li>● Scenario Analysis</li> <li>● Program Planning</li> <li>● Environmental Scans</li> <li>● Feasibility Studies</li> <li>● Planning Training</li> <li>● Performance</li> <li>● Standard Setting</li> </ul>
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<b>Conference Registration</b>	7:30 a.m.-5:30 p.m.	Hallway
<b>Continental Breakfast</b>	7:30-8:30 a.m.	California Ballroom
<b>General Session: Keynote Presentation</b>	8:30-9:30 a.m.	California Ballroom

**Welcome to CAIR 2002: *Prospering in Volatile Times***

- o Dolores H. Vura, President, California Association for Institutional Research
- o Jing Luan, Vice President, California Association for Institutional Research

**Keynote Presentation: An Update on System-Level Intersegmental Research**

**Patrick Perry**, Vice Chancellor, Chancellor's Office, California Community Colleges provides a snapshot of important intersegmental research efforts and a lighthearted view of life working in a system office.

- o Patrick Perry, Vice Chancellor Patrick Perry serves the Chancellor's Office and the California Community College system with a wealth of skills in managing and administering public sector Technology and Research programs. In his six years at the Chancellor's Office, Vice Chancellor Perry has performed a variety of innovative work in support of system information technology and research interests.

<b>Break at Café CAIR</b>	9:30-9:45 a.m.	Hallway
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<b>Panel: Helping Colleges Meet the Challenges of Learning Outcomes with Technology and Research</b>	9:45-11:15 a.m.	California Ballroom
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- o Robert Cox, Moderator; Manager, Office of Academic Planning & Budget, U.C.L.A.
- o Dolores Hope Vura, Assistant Vice President for Institutional Research and Analytical Studies, California State University, Fullerton
- o Judy Shoemaker, Director, Research, Evaluation and Grants, U.C., Irvine
- o Victor Borden, Associate Vice Chancellor, Indiana University-Purdue University Indianapolis
- o Linda Umbdenstock, Dean of Planning, Long Beach City College
- o Fred Trapp, Administrative Dean, Academic Services/Institutional Research

Panelists representing key segments of higher education will lead the discussions on issues and tasks related to measuring student learning. They will exchange new ideas concerning learning and debate over the pros and cons of various practices. Panelists will respond to questions brought forward by the audience and other practitioners. Audience members are strongly encouraged to participate in the discussions. Through interacting with the experts, IR professionals will get answers to their questions and possible new concepts and plans for action.

<b>The Integration of Institutional Research in the Partnership for Excellence Process</b>	9:45-11:15 a.m.	Pasadena
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- o Cynthia A. Lopez, Research Analyst, Pasadena City College

The recent statewide budget constraints imposed on California community colleges have increased the demand for administering state funds in the best possible ways. A local community college has integrated institutional research in the accountability and evaluation of Partnership for Excellence (PFE) projects and programs to ensure that resources are utilized to improve student outcomes. This gives the Institutional Research Office a central role in the process. The purposes of this paper are to: define the PFE process, describe the roles of the collaborators, and summarize the necessary steps taken to ensure it produces the desired quality and outcome.

**Whatever Happened to Students Who Entered In Fall 1995?**

9:45-11:15 a.m.

San Marino

- Stephen C. Maack, Founder and Principal Consultant, PACER (Planning, Assessment, Change, Evaluation, and Research)

Whatever Happened to Students Who Entered in Fall 1995? Application of an Input-Environment-Outcomes research approach yielded a nuanced understanding of community college persistence and enrollment management over a six-year period. Crosstabulation and logistic regression analyses uncovered different factors associated with term-to-term and year-to-year persistence. "Usual suspects" like ethnicity, spoken English facility, and disability were not significantly associated with persistence using either analysis. Age trumped gender in crosstabulations but both disappeared in logistic regression – until women entered in year six. Matriculation services were important, but not at all times and not always at the same strength. Other factors entered the logistic regression models at four time points.

**Tracking Student Success Through Multiple Institutions and Segments III**

9:45-11:15 a.m.

San Gabriel

- Fran Horvath, Director of Institutional Research and Planning Institution, California State University Northridge
- Amy Matsubara, Administrative Analyst, Institutional Research, CSU Northridge
- Lawrence Jordan, Director of Analytical Studies, CSU Los Angeles
- Genevieve Patthey-Chavez, Project Director, Fund for Student Success Grants, Los Angeles City College
- Joan Thomas-Spiegel, Los Angeles Harbor College
- Paul Dillon, IPASS Researcher, Los Angeles City College

A three-year-old data-sharing partnership, comprised of a community college district and local four-year institutions, has tracked transfer student success across institutions and segments. This panel presentation will discuss impacts of academic preparation (English and Mathematics) at two-year institutions on transfer students' performance at four-year institutions. Community college students' various pathways to English and Mathematics basic skills will be presented. Also discussed will be the increasing reality of multiple-institution attendance, both sequential and concurrent, in relation to transfer student success at a four-year institution.

**Examining Degree Migration Within a College or University**

11:15 a.m.-12:00 p.m.

Pasadena

- Edward Sullivan Ph.D., Director Research and Reporting for Office of Academic Records, University of Southern California

This presentation provides a way to look at the degree pursuit migration of first time freshmen from enrollment to eventual degree attainment or departure from the university. Degree migration provides a way to monitor the movement of a student through a university. The mobility study provided a way to show migration away from some programs and into other programs of study. Implications for undergraduate persistence and retention will be discussed. Considerations for planning a similar study at other institutions will be provided.



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**Redefining “Nontraditional” Students: Exploring Students’ Self-perceptions in Los Angeles Community Colleges** 11:15 a.m.-12:00 p.m. San Marino

- Karen A. Kim, Doctoral Student, University of California, Los Angeles
- Linda J. Sax, Associate Professor, University of California, Los Angeles
- Jenny J. Lee, Postdoc, University of California, Los Angeles
- Linda S. Hagedorn, Associate Professor, University of Southern California

This study shows that students who have been classified based on age as “nontraditional” represent a complex and diverse population. Thus, using role theory as a conceptual framework and employing discriminant analysis, this study focuses on community college students’ self-perceptions of their primary roles as students, employees, and parents, thereby offering an alternative to utilizing pre-defined categories in order to distinguish between groups (e.g., based on age). This study highlights an alternative approach to studying the diverse community college student population that may inform institutional planning and our understanding of “nontraditional” students in community colleges.

**Exploring New Frontiers: The Road to Organizational Efficiency Using MS Project** 11:15 a.m.-12:00 p.m. San Gabriel

- Amy Taczanowsky, Administrative Analyst, California State University, Stanislaus
- Lisa M. Tristan, Research Assistant, California State University, Stanislaus

For a department with campus-wide responsibilities such as Institutional Research, Planning, and Accountability, other offices generate much of the data required for reporting. One missed deadline in the chain of preparation can lead to a domino effect for the rest of the process. This paper will explore how we developed three tracking systems in Microsoft Project 2000 of varying complexity to ensure that Institutional Research departmental and campus-wide internal deadlines are met and requests for data are handled expeditiously.

**Longevity and Lifelong Learning** 11:15 a.m.-12:00 p.m. Del Mar

- Barbara Silverman, Director, Research & Institutional Research  
Mt. San Antonio College

In order to better serve the needs of mid-life and older adults, the College is considering the establishment of a Center for Longevity and Lifelong Learning (CLLL). The Center would link continued learning, life transition and creative retirement planning, the transitioning to post-retirement careers, educational travel, peer teaching, leadership, community service, and wellness to the College’s non-credit and credit programs. The Center’s mission would be to foster a supportive environment for lifelong learning and life transitions for mid-life and older adults, while channeling the knowledge and talents of older adults to support each other and the community through intergenerational activities on campus and in the community. Results will be presented of the needs assessment survey for a CLLL.

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**CAIR Luncheon & Keynote Presentation** 12:00-1:30 p.m. California Ballroom

**Keynote Presentation: Sailing Through Turbulent Times: IR as Institutional Rudder - Victor M. H. Borden**, Associate Vice Chancellor, Indiana University-Purdue University, Indianapolis (IUPUI) will discuss the volatile times upon us, and the ways in which Institutional Researchers are in a unique position not only to weather the storm, but to play an important role in helping their institutions navigate through these troubled times of budget crises, access for diverse populations, enrollment pressures, questions of affordability, and the other critical issues which abound.

- o Victor (Vic) Mark Haifleigh Borden, Ph.D. is Associate Vice Chancellor for Information Management and Institutional Research at Indiana University-Purdue University Indianapolis (IUPUI). He is also an associate professor for IUPUI's Psychology Department and adjunct Associate Professor in the Indiana University School of Education (Educational Leadership and Policy Studies).

**The Emerging Relationship Between Planning, Assessment, and IR: Organizational Strategies for Volatile Times** 1:45-2:45 p.m. Pasadena

- o Linda C. Dalton, Executive Vice Provost and Chief Planning Officer  
Cal Poly San Luis Obispo
- o Bonnie Krupp, Deputy Director, Institutional Planning and Analysis, Cal Poly, San Luis Obispo
- o Justine Nielsen, Institutional Research and Publications Specialist, Cal Poly San Luis Obispo

What's in a name - Institutional Research, Planning, and/or Analysis? Changing "IR" office titles reflect shifting university priorities, but can raise questions about identity. This paper will share findings of a 2002 CSU survey, comparing results with a 1998 survey by Hengstler, and with national studies of IR functions. The analysis will lead to a discussion of how emerging IR functions can help strengthen individual offices and IR as a professional activity. In addition, the paper will explore how integrating planning and analysis can contribute to a university's ability to "prosper in volatile times" through improved policy and decision making.

**Compressing Instruction: The Effects of an Academic Calendar Change** 1:45-2:45 p.m. San Marino

- o Edward Karpp, Director of Institutional Research, Glendale Community College

Many California community colleges are moving to "compressed" calendars in order to operate more efficiently and to take advantage of state funding formulas. This presentation describes one college's move from a traditional 18-week calendar to a compressed calendar with a new winter intersession. The presentation focuses on methods used to evaluate the calendar change, including satisfaction surveys and objective measures of student success. The calendar change met with some resistance from faculty but strong support from students. Objective measures of student success showed mixed results. The presentation will cover in detail both positive and negative results of the change.

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**Expect the Unexpected: Survey Research  
During A Time of Change**

1:45-2:45 p.m.

San Gabriel

- o Mark Pavelchak, Director of Student Outcomes Research,  
University of Southern California

When an institution is undergoing rapid changes in its student body, an ongoing assessment program increases in importance. Historical survey data serves as a baseline against which changes can be measured and can point to the need for changes in programs and services. Results to be discussed include sometimes surprising changes – or lack of changes – in student needs, levels of engagement, and outcomes – that have occurred as our student body has increased in academic preparedness over the past few years. Relevant methodological issues, such as the effect of changes in peer comparison groups and non-response biases will also be discussed.

**Outcomes from a Comprehensive Review of  
Freshman Admission Applications at U.C., Berkeley**

1:45-2:45 p.m.

Del Mar

- o Samuel J. Agronow, Director of Policy, Planning and Analysis, University of California,  
Berkeley
- o Rhoda Freelon, Principal Administrative Analyst, Office of the AVC-Admissions &  
Enrollment, University of California, Berkeley

Comprehensive review, a process by which each application for freshman admission is read cover-to-cover by at least two admissions evaluators, is assessed in terms of the academic and demographic characteristics of applicants and admits, and academic outcomes after enrollment. Longitudinal data for freshman classes admitted under comprehensive review are presented and compared with similar statistics for freshman classes admitted under a formulaic approach that preceded it. The scores given by admission evaluators in the comprehensive review process are also compared with traditional academic indicators (test scores and high school grades) in terms of these variables ability to predict college grades and other outcomes.

**Factor Analysis of the College Student Experience  
Questionnaire for White and Other Than White Students**

2:45-3:45 p.m.

California Ballroom

- o Dr. L. Rose Bruce, Associate Vice President, Analytical Studies and Planning  
Sonoma State University

This study replicated a CAIR presentation in November of 2001 by Drs. William B. Armstrong and Heidi M. Carty at the University of California, San Diego (UCSD). Unlike UCSD, our campus is a small, residential California State University campus with a very low percentage of All Other Races students. One of the major differences was between our All Other Races students' and White students' factors. For All Other Races students Discussions with Students who Differ from Self (Factor 1) was more important than Emphasis on Practical Skills, Academics and Diversity (Factor 2), whereas for White students the order of the factors was reversed. Since our findings seem to match UCSD's, we would suggest doing similar analyses at other universities to see if they too would match. Additional authors are: Keri Bronson, Student, Sonoma State University; Sally Graffin, Student, Sonoma State University; Heidi Sager, Student, Sonoma State University.

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**College Choices of Underrepresented Minority Freshman Admits** 2:45-3:45 p.m. Pasadena

- Rhoda Freelon, Principal Analyst, University of California, Berkeley
- Samuel J. Agronow, Director of Policy, Planning and Analysis, Office of the AVC-Admissions & Enrollment, University of California, Berkeley
- Dorothy Carnegie, Senior Statistician, Office of Student Research, University of California, Berkeley

This study analyzes two years of data from surveys of admitted underrepresented minority freshman that enrolled at competing educational institutions. The surveys explore factors that influence which colleges these students will attend and links their responses to data elements from our campus admissions, outreach, and financial aid databases. The results reveal key information about students' college choices and provide direction for retooling financial aid policies and current outreach efforts to increase the yield rates of students.

**Beating the Base Rate and Other Considerations In Setting Cut Scores** 2:45-3:45 p.m. San Marino

- Steven Spurling, M.A., Institutional Researcher, City College of San Francisco

The presenter will discuss prior research dealing with setting cut scores that focuses heavily on maximizing correct identifications. However, there are other approaches that may present different cut scores. Receiver operating curves (ROC) with their focus on sensitivity and specificity also can be used. Other criteria can be used that are implied by California Community College Matriculation regulations and are based on differences in conditional probabilities of success of selected versus unselected students. How these criteria play out in educational and other settings will be discussed using real and simulated data.

**Increasing Persistence With an Experimental Intervention Directed By Data Mining and Statistical Predictive models** 2:45-3:45 p.m. San Gabriel

- Terrence Willett, Director of Research, Gavilan Community College

Models from classical statistics and data mining predicted Fall to Spring persistence for a group of students enrolled in Fall 2001 based upon data from six previous years. The most accurate model (C5.0 boosted five fold) was chosen. Counselors contacted a random selection of 100 students predicted not to re-enroll. Among students predicted not to re-enroll, those contacted re-enrolled at significantly higher rates than the control group. Overall model accuracy may have been improved with more student experience variables and parental education level. Also, the open admissions and goal diversity found in community college appears to complicate prediction efforts.

**Using the Web for Course Evaluation: Background & Best Practices** 2:45-3:45 p.m. Del Mar

- Kevin Hoffman, Director of Evaluation Services, eCollege

Each year millions of paper-based forms are distributed throughout higher education for the purpose of gathering feedback on course quality and instructor performance. However, in the wake of significant budget reductions and efforts to streamline the administrative activities in higher education the traditional paper-based methods of collecting student feedback are being reexamined. This session will review a series of cases where Web-based evaluation processes were implemented, and share a set of actionable best practices for those interested in this area.

**Break at Café CAIR**

3:45-4:00 p.m.

Hallway

**Degrees of Institutional Attachment**

4:00-5:30 p.m.

California Ballroom

- Steve Chatman, Director of Student Affairs Research and Information  
University of California, Davis

When asked in an unstructured response format to report what helps them feel closely tied to the college, undergraduate students identified a variety of social, sport, employment and academic associations. This session will explore the relationship of these loci of attachment, student enrollment behavior (persistence), and student response to Likert survey items regarding satisfaction and sense of belonging. Results add to a growing body of research about the relative contribution of social and academic attachments to student persistence and global satisfaction.

**The Effect of Advanced Placement Credit on Time to Degree**

4:00-5:30 p.m.

Pasadena

- Paul Eykamp, Ph.D., Coordinator Long Range Enrollment Analysis  
University of California, Office of the President

Students bring a large number of Advanced Placement (AP) units with them to college for a variety of reasons. Conventional wisdom says this number is high and rising and that these units allow students to graduate more quickly. An examination of University of California entering freshman cohorts indicates that the number of AP units has been high for some time, and that units have a small impact on time to degree for most students. This paper examines how the analysis was conducted, provides some general results, and discusses the effect on continuing student projections and university policy.

**C.A.M.P. Research: Fostering Professional Development on a Shoestring Budget**

4:00-5:30 p.m.

San Marino

- Dr. Barry Gribbons, Executive Dean of Institutional Development and Technology at  
College of the Canyons
- Marc S. Beam, Research Technician - Antelope Valley College
- Nedra Root, Research Projects Coordinator / Computer Operations Specialist -  
Rio Hondo College
- Cynthia Lopez, Research and Planning Analyst - Pasadena City College
- Odette Richardson, Research Assistant - Mt. San Antonio (Mt. Sac) College

Institutional researchers from five Southern California Community Colleges have formed a group designed to provide a forum that fosters professional development; as well as a setting where a multitude of research issues can be addressed, including sharing of data and other research resources. The group was started by the Executive Dean of Institutional Development and Technology, at one of the community colleges, to address topics of interest and to network with area community college researchers. This group of community college researchers has been able to foster professional development, and offer many valuable tools and information without impacting their respective budgets.

**Behaviors, Values and Brand Loyalty:  
A Study of Class Schedule Marketing**

4:00-5:30 p.m.

San Gabriel

- Cathy L. Hasson, Ed.D., Director, Research, Planning & Grants, Saddleback College
- Susan Lemkin, Public Information Officer, Saddleback College

The presenter will discuss the findings from a recent market research study examining the effectiveness of the college class schedule as a recruitment tool and enrollment management strategy. The study utilized focus group technology to capture data on student behaviors, preferences, values and expectations. Participants in the study were asked to react to the general design and images of class schedules from various colleges, and to describe specific behaviors when using the class schedule. The data revealed behavioral patterns and value propositions that provided input for target marketing, schedule design, and images for building brand loyalty.

**CAIR Reception**

5:30-7:00 p.m.

San Gabriel

**Dinner – On Your Own**

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**Conference Registration** 7:30-11:30 a.m. Hallway

**Continental Breakfast at Café CAIR** 7:30-8:30 a.m. California Ballroom

**CAIR Annual Business Meeting** 7:30-8:15 a.m. San Marino

- Dolores H. Vura, President, California Association for Institutional Research
- Arthur K. Amos, Jr., Treasurer, California Association for Institutional Research

**General Session: CAIR Capstone  
CAIR Leadership Transition  
Election Results** 8:30-9:30 a.m. California Ballroom

**Break at Café CAIR** 9:30-9:45 a.m. Hallway

**Human Subjects Review and IR: Lessons  
Learned from UCUES** 9:45-10:45 a.m. California Ballroom

- Judy Shoemaker, Director, Research, Evaluation and Grants, Division of Undergraduate Education, University of California, Irvine
- Robert Cox, Manager, Office of Analysis and Information Management, University of California, Los Angeles
- William Armstrong, Director, Office of Student Research and Information, University of California, San Diego
- Steven Peckman, Associate Director-Human Subjects Research, Office for Protection of Research Subjects, University of California, Los Angeles

This panel will discuss what was learned about Human Subjects review and the practice of institutional research while working on a systemwide University of California survey of undergraduate students. Three U.C. institutional research directors and one campus IRB coordinator will discuss 1) why Human Subjects review was required, 2) how the review process was implemented on each of the three campuses represented in this session, and 3) implications of our experiences for other IR offices. Handouts related to the IRB approval process also will be provided.

**Creating an Online Community:  
Theory to Practice** 9:45-10:45 a.m. Pasadena

- Jannett N. Jackson, Ph.D., Associate Dean of Instruction, Learning Resources Center, Fresno City College

There has been an explosion in the number of computer-mediated courses offered at colleges and universities. This growth has spurred the development of a new construct; computer supported collaborative learning (CSCL). This qualitative case study focused on four instructors teaching distance education online courses in English, mathematics, history and management. Its purpose was to observe the pedagogical practices used by online instructors, examine the interactions of those students taking online courses, then, compare these findings to what research says is needed to support and foster CSCL. This workshop presents the basic tenets of CSCL and several themes that emerged from the faculty focus groups.

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**Managed Content Design and Data Marts: Minimizing the Lifecycle Costs of Interactive Institutional Data Websites** 9:45-10:45 a.m. San Marino

- Russ Acker, Principal Policy Analyst, University of California, Berkeley
- Alan Underwood, Principal Policy Analyst, University of California, Berkeley
- Pamela Brown, Assistant Director Analytical Studies, University of California, Berkeley

Websites are a flexible, easy to use medium for making institutional data available to a wide audience and range from simple static pages to large, expensive data warehouse applications. Content management and data marts, however, combine the best aspects of both approaches, while still minimizing total lifecycle costs. In the first part of this demonstration, the authors will show several IR websites and discuss their design, along with practical issues such as software selection and costs. The second, more technical part will include discussions of programming practices for the software tools that the authors use (Access, ColdFusion, and PopChart).

**Prospering in Volatile Times: Generic Approaches to Web Enablement of Survey Research and Analysis** 9:45-10:45 a.m. San Gabriel

- Ken Wahl, Ph.D., Demonstrator 1, Programmer/Analyst, Office of Student Research University of California, Berkeley
- Judi Sui, Workshop Host, Director of Data Management and Services, Graduate Division, University of California, Berkeley
- Marc Goulden, Ph.D., Demonstrator 2, Principal Analyst, Graduate Division, University of California, Berkeley

The following are just a few of the data-related tasks that have been automated and will be demonstrated by the presenters. Although they use different programming languages (PERL and SAS), the effect is the same--mundane repetitive tasks have been eliminated through the construction of general purpose programs. With a few keystrokes and a click of the mouse:

- A new survey question is added to an HTML draft.
- An HTML survey is parsed and the CGI scripting and underlying dataset are automatically created.
- A series of dummy or interaction variables are coded and ready for regression analysis. The effect is the same—to eliminate mundane, repetitive tasks through the construction of general purpose programs.

**How Much Money Would Make A Difference? A Logit Approach to Evaluating Evidence from the 2001 Undergraduate and Graduate Student Support Surveys** 10:45-11:30 a.m. Pasadena

- Cynthia T. Peete, Principal Research Analyst, University of California, Office of the President
- Beth Anderson, Principal Research Analyst, Office of the President, University of California

Preliminary analyses of the 2001 Undergraduate and Graduate Student Support Surveys included detailed cross-tabulations and other descriptive statistics and gave us much useful information about respondents' decision-making processes in their choice of institutions. In an attempt to expand on and clarify these preliminary findings, the logistic regression procedure in SAS was used to estimate a predictive model of student choice. The analyses were intended to help quantify the extent of additional funding that would be required to influence enrollment decisions and identify potential strategies for effectively targeting monies to increase yield and take rates. The presentation will focus on the benefits and limitations of using logistic regression and predictive modeling to answer these kinds of institutional research questions.



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**Reconsidering the SAT-I in College Admissions: Analysis of Alternate Predictors** 10:45-11:30 a.m. San Marino

- William Armstrong, Director, Student Research, University of California, San Diego
- Dr. Heidi M. Carty, Assistant Director, Student Research and Information University of California, San Diego

The University is engaged in the elimination of the SAT-I Verbal and Mathematics tests as a requirement for freshman admission. Opponents of the SAT-I argued that the tests do not measure the outcomes of the high school curriculum and hence did not reflect student learning in secondary school. Proponents counter that while the SAT-I tests are imperfect predictors, they perform a useful role in selecting applicants who have a strong likelihood of college success. This presentation will discuss the policy background of this debate, and present analyses of data of curriculum-based measures such as the SAT-II tests.

**Influences on Incoming Students' Anticipated Time to Degree** 10:45-11:30 a.m. San Gabriel

- Ruan Hoe, Principal Administrative Analyst, University of California, Los Angeles
- Judith Richlin-Klonsky, Director, Student Affairs, Information, and Research Office (SAIRO), University of California, Los Angeles

Tidal Wave II will soon hit American colleges and universities and institutions scramble to find ways to embrace it. One widely recommended strategy is to shorten average time to degree (TTD). This study explores incoming first year students' anticipated time to degree (ATTD) and the factors and perceptions that influence it. Students reported that leading reasons for anticipating more than 4 years to a degree are GPA goals and double majors, followed by extra-curricular activities and part-time employment. Perceived time to degree by other students, academic aspiration, intended major field, and expectation of change of majors and career choices are also associated with ATTD. A multiple regression model looks further into these variables' influence on ATTD.

**CAIR Luncheon & Keynote Presentation** 11:45 a.m.-1:00 p.m. California Ballroom  
**Keynote Presentation: The Changing Face of America, Carlos E. Cortés**, Professor Emeritus of History - In his talk, Professor Cortes will examine the social and cultural implications of America's current demographic revolution. In particular, he will focus on how such themes as race, ethnicity, religion, age, and gender are now intersecting in new, surprising, and often overlooked ways. In addition, he will suggest some of the implications of these changes for higher education institutions and institutional research.

- Carlos E. Cortés, Professor Emeritus of History, College of Humanities, Arts, and Social Sciences, History, University of California, Riverside. Since 1990 he has served on the summer faculty of the Harvard Institute for Higher Education, and is also on the faculty of the Summer Institute for Intercultural Communication. His new book is *The Children Are Watching: How the Media Teach About Diversity* (Teachers College Press, 2000).

**Bringing the Message Home: A Conversation With Carlos Cortés** 1:00-2:00 p.m. Pasadena

- Carlos E. Cortés, Professor Emeritus of History, College of Humanities, Arts, and Social Sciences, History, University of California, Riverside

A close and personal session with Professor Carlos Cortes to ask questions that drill deeper into the insights and thoughts of this thinker and literary giant. How would the intriguing, yet difficult and sensitive subjects of race, religion and other attributes be dealt with in our everyday institutional research lives?

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**Using Predictive Modeling to Target Student Recruitment: Results of a Replication** 1:00-2:00 p.m. San Marino

- Gillian Butler, Administrative Analyst, University of California, Davis

This session will discuss the goal of increasing the efficiency of recruitment efforts by identifying the “fence-sitters” among admitted students, those most likely to be persuaded to enroll by additional recruitment efforts. Using logistic regression estimates of probabilities of enrollment, experimental groups were identified to receive additional recruitment contacts. This study is a partial replication of experiments conducted by Thomas, Reznik, and Dawes (2001) at an institution similar to U.C. Davis. The results in this case are ambiguous. Implications are discussed.

**Online Polling Via the Campus Web Portal** 1:00-2:00 p.m. San Gabriel

- Mary Lehman, Co-Presenter, Assistant to the Director, University of California, Davis
- Alex Alfieri, Programmer, University of California, Davis
- Steve Chatman, Director, Student Affairs Research and Information, University of California, Davis

You've seen single item polls on the web, the San Francisco Chronicle's "The Question", for example. The QuickSurvey on our portal has moved single item polling from the realm of entertainment into the Institutional Researcher's toolbox. Control over populations receiving polls, control over question structure and branching, and production of immediate numbers and charts for researchers will be covered as the product is demonstrated, and results presented. Join this discussion of the path that was followed and how other campuses might implement a similar system.

**Class Engagement Leads to Student Success** 2:00-2:45 p.m. California Ballroom

- Wei-I Wang, Ph.D., Research and Planning Analyst, Pasadena City College

The Pasadena City College Institutional Research office conducted a study that found students receive higher grades when they are more engaged in class activities. This statistically significant finding occurred regardless of ethnicity and was even more pronounced for low performing students. Although extensive research has been conducted on class engagement, active learning, and cooperative learning, faculty and administrators at our community college needed to see the success of these techniques to endorse their value at our campus. The study was conducted by asking students to rate how often they engaged in six activities in a certain class and by examining their corresponding class grade.

**Accessing Data and Reporting** 2:00-2:45 p.m. Pasadena

- Barbara Silverman, Director, Research & Institutional Research, Mt. San Antonio College

The purpose of this session is to outline the current process being undertaken at a Community College to determine what next steps should be taken to provide easier access to data and reporting. It is currently being proposed that a decision-support system (DSS) could be the answer. A DSS is an “interactive computer-based tools used since the 1960's by decision-makers to help answer questions, solve problems and support or refute conclusions” (Hall, 2002). An outline of the steps being taken and software evaluated will be presented.

**Prospering With Volatile Clients: How to Survive the 'Interesting' World of Institutional Research** 2:00-2:45 p.m. San Marino

- Judith Richlin-Klonsky, Director, Student Affairs Information and Research Office (SAIRO), University of California, Los Angeles

Institutional researchers often face politically and interpersonally challenging conditions when undertaking research on behalf of client groups whose members strongly disagree about the project; when the topic under investigation is highly sensitive; or when a project presents special ethical concerns. This session will analyze the methodological, ethical, and strategic issues that arose in two highly charged assessment projects conducted on behalf of campus groups. It identifies specific issues and obstacles to successful data collection, analysis, and reporting under these circumstances, and describes strategies for successfully responding to them. Recommendations are applicable to many circumstances faced by institutional researchers "in the trenches."

**Using Unsupervised and Classification and Regression Trees Algorithms to Develop a Student Learning Outcomes Typology** 2:00-2:45 p.m. San Gabriel

- Jing Luan, Ph.D., Chief Planning, Research and Knowledge Systems Officer, Cabrillo College

Establishing typologies of learning will help institutions better understand learners as well as improve the delivery of learning, and ultimately, the outcomes of learning. This session discusses findings from exploring the concept of establishing typologies of student learning at a suburban community college. The technologies for the work include data mining algorithms and a data warehouse. The session will proceed from a brief introduction of clustering and classification techniques to discussions of potential typologies that can be validated within and across algorithms.

**CONFERENCE ADJOURNS** 2:45 p.m.

**\*\*\*See you at CAIR 2003 \*\*\***

***Save the Date!***  
**November 12-14, 2003**  
**Doubletree Hotel, Sonoma Wine Country**  
**Rohnert Park, CA**

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## **CAIR 2002 Conference Arrangements and Special Thanks**

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Wei-I Wang, Pasadena City College (Proposal Review and Local Arrangements)

## CAIR CONFERENCE LOCATIONS, THEMES & KEYNOTE SPEAKERS

<u>Year</u>	<u>Location</u>	<u>Theme</u>	<u>Keynote Speakers</u>
1971	Burlingame	Why CAIR?	Sidney Suslow
1972	San Diego	Can You Manage It?	Earl Cheit
1973	San Francisco	Current Trends In Higher Education	Allan Cartter, J.B. Hefferlin, William McInnes SJ, Warren Martin, Errol Mauchlan, et al.
1974	Los Angeles	Decreasing Enrollments And Increasing Costs	James Wilburn, Lyman Glenny, John Minter, et al.
1975	San Francisco	Evaluating Accreditation For Non-Traditional Vs. Traditional Programs	Kay Anderson, Louis Batmale, Jonathan Warren, Terry Lunsford, et al., Charles Neidt
1976	San Francisco	State Commissions On Postsecondary Education And The Four (Five?) Segments	Donald McNeil, T.K. Olson, John Vasconcellos, Richard Peterson, et al., William Haldeman, et al., Stanley McCaffrey, Dorothy M. Knoell, et al.
1977	San Diego	Management And Planning "Illusions And Reality"	Lewis Mayhew, Stephen Horn, Clarence Bagley, et al., Roy Mikalson, Owen Knorr, et al., Georgia Mellon, et al.
1978	San Francisco	Accommodating Student And Faculty Aspirations In A Changing Society	Marjorie Wagner, Raoul Teilhet, Clarence Bagley, et al., Herbert Sussman, Reynold Colvin
1979	Burlingame	Can We Manage Without Research?	Thomas Jenkins, Patrick Callan, Kenneth Doane
1980	San Francisco	Planning For The Anxious Eighties	William Pickens, Edward Harmon, George Proctor, et al., Charles Hall
1981	San Francisco	Resources In The Anxious Eighties	Patrick Callan, et al., Martin Trow, Walter Holmann, Samuel Kipp, et al., Robert Bess, et al.
1987	Los Angeles	Why We CAIR	Laura Saunders, William Pickens, Lee Kerschner
1988	San Francisco	Planning For The 21 <sup>st</sup> Century	Sandy Smith, Kenneth Green
1989	San Diego	Measures Of Success: Student And Institutional Outcomes	William Moore, Patrick Callan
1990	Sacramento	Future Issues In California Higher Education	Lynn Reaser, Mark Lipsey
1991	Fresno	Institutional Research: Raisin' Issues	Peter Mehas, Dennis Nef
1992	Ontario	Institutional Research: Bridge Over Troubled Waters	Elizabeth Hill, Dennis Galligani, et al.
1993	San Jose	Reclaiming The Dream: The Future Of Higher Education In California	Joni Finney, Christopher Cabaldon, Barbara Beno, William Storey, Kirk Knutsen

### CAIR Conference Locations, Themes & Keynote Speakers, continued

1994	San Diego	Calls For Accountability: A Professional Response In A Political Environment	David Breneman, Patrick Callan, Elizabeth Griego, et al., Ray Bachetti
1995	Sacramento	Trends And Changes In Higher Education: Institutional Researchers' Evolving Roles	Robert Zemsky, Trudy Bers, et al., Robert Threlkeld, Peter Smith
1996	Costa Mesa	Partnerships For The Future	Patrick Callan, Carlos Cortés, Sarah Lubman, et al.
1997	San Francisco	The California Institutional Research CAIR-A-VAN: Where Is It Headed?	Marvin Peterson, Kevin Starr, David Wolf/Judie Wexler, Dennis Hengstler, et al.
1998	San Diego	Meeting The Challenges Of Change In California Higher Education	William Pickens, Chris McCarthy, Roger Benjamin
1999	Sacramento	Institutional Researchers Face The Challenges Of The Millenium	Buzz Breedlove, et al., Christopher Cabaldon, Warren Fox
2000	Pasadena	CAIR Year Zero: Starting All Over Again	William Tierney, Eric Splaver, Ralph Wolff, William Massy
2001	Sacramento	What Lies Beyond . . .	Ralph Wolff, Dorothy M. Knoell, Paul Duguid, Fran Horvath, Brad Phillips
2002	Pasadena	Prospering in Volatile Times	Patrick Perry, Victor M. H. Borden, Carlos E. Cortés

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1997-98 Michael K. Tamada, Occidental  
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1995-96 Kevin Woolfork, CPEC  
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