



CAIR 2008

33rd Annual Conference

Making Good Decisions in: Challenging Times

**Hilton Pasadena Hotel
November 12-14, 2008**

Welcome to Pasadena and CAIR 2008!

Dear Colleagues and Friends,

Welcome to Pasadena and CAIR 2008, the 33rd Annual Conference of the California Association for Institutional Research!

Our conference theme “Making Good Decisions in Challenging Times” reflects the current economic situation in our nation, in our state, and on our campuses. When your CAIR Executive Committee chose this theme in January we knew the health of our economy was likely to be of paramount concern, though perhaps not as downright scary as it has become in the past few weeks and months. This conference also has an unofficial “second theme” which is a follow-up on the presentations on “accountability” at last year’s conference in Monterey: “Assessment and Accountability: What Goes Around, Comes Around.” Both themes are reflected in our keynote sessions as follows:

- A panel of segmental representatives, Dennis Hengstler (UC), Marsha Hirano-Nakanishi (CSU), Patrick Perry (CCC), and Jonathan Brown (AICCU), will discuss their progress on the development of their accountability templates.
- Economist Lucy Lapovsky (Mercy College, New York) looks at our current economic crisis from the national perspective and provides suggestions on what we can do to weather the storm.
- Larry Hershman (UC), Robert Turnage (CCC/CSU), and Harry Hellenbrand (CSU), examine the causes of the current situation from the state perspective and its cyclical and non-cyclical nature.
- Teri Cannon (WASC) discusses the latest thinking on role of accrediting agencies in accountability, including potential changes resulting from the advent of a new administration in Washington.

Both themes, along with other exciting topics, are also reflected in the sessions provided by you and your colleagues. These sessions are so interesting that I had a great deal of difficulty determining how to schedule them. *Please forgive me if your favorite sessions are scheduled opposite one another.*

I want to extend my appreciation to all those who helped with pulling this conference together. Please join me in thanking the CAIR Executive Committee - all of them assisted me in producing this CAIR Conference. I want to thank former CAIR Executive Committee Member, Janel Henriksen Hastings, for identifying Lucy Lapovsky as a keynote speaker, Bob Cox for organizing and facilitating the National Student Clearinghouse Workshop, Julian Fernald for stepping in and serving an extra year as Secretary when I became President, Paula Harmer, for returning to facilitate her Independent Segment even though she has moved to Denver!, and Vice President Sutee Sujitparapitaya, and his staff member Chao Vang for updating our CAIR web site and moving it to its new home on AIRWEB. Of course, *very special recognition* goes to Bob Daly for hosting CAIR web and list servers day-in/day-out for all these years.

I especially want to thank Cel Johnson and Fran Horvath who as organizers of the two previous CAIR conferences provided me with critical advice as well as needed materials. They truly served as my “mentors” and “brain trust” in organizing this conference.

Finally, this year’s conference has returned to the venerable Pasadena Hilton, a popular favorite and watering hole, in a fantastic location. Within your packets are recommendations for things to do and places to eat most within walking distance of the hotel.

Sincerely,
Sam Agronow, CAIR President and Conference Coordinator

7:30-9:00	Continental Breakfast	Monterey
9:00-1:45	UC IR Director's Meeting (<i>Julian Fernald, convener</i>)	San Diego
9:30-2:45	CCC Segment Meeting (<i>Barbara McNeice-Stallard, convener</i>)	Pacific C
9:30-2:45	CSU Segment Meeting (<i>Edward Sullivan, convener</i>)	Pacific A & B
10:30-2:45	Independent Segment Meeting (<i>Paula Harmer, convener</i>)	Del Mar
1:45-2:45	UC Segment Meeting (<i>David Radwin, convener</i>)	San Diego
2:45-3:00	Afternoon Break	Monterey
3:00-5:45	Workshop: National Student Clearinghouse	International Ballroom (West)
	<ul style="list-style-type: none"> • <i>Robert Cox, Office of Analysis and Information Management University of California, Los Angeles, Organizer and Facilitator</i> • <i>Jeff Tanner, Vice President, National Student Clearinghouse</i> • <i>Frost Johnson, Western Region Representative, National Student Clearinghouse</i> • <i>Richard Reeves, Director of Research, National Student Clearinghouse (by telephone)</i> 	
	Discuss the ins and outs of Student Tracker with experts from the Clearinghouse and with your CAIR colleagues who have made use of this and other Clearinghouse data bases.	
5:30-7:00	President's Reception Hosted by Sam Agronow, CAIR President	San Gabriel
	Join your friends and colleagues for stimulating conversation, plenty of yummy food – Pasadena style - and a no-host bar.	

7:00-8:30 **Continental Breakfast** **Monterey**

8:30-9:30 **Keynote Panel** **San Gabriel**

Using Accountability Templates

- *Dennis Hengstler, Assistant Vice Chancellor, Planning and Analysis, University of California Berkeley (panelist and facilitator)*
- *Patrick Perry, Vice Chancellor, Research and Information Services, CCC Chancellor's Office*
- *Marsha Hirano-Nakanishi, Assistant Vice Chancellor, Academic Research & Resources, CSU Chancellor's Office*
- *Jonathan Brown, Executive Director, Association of Independent Colleges and Universities (AICCU)*

Introduction: Sam Agronow, University of California Office of the President

Over the past year a number of "accountability templates" have been created in response to challenges put forth in the Spelling's report and by organizations like NASULGC, AASCU, AAU, and the AICCU. In the panel presentation each segmental representative will present the progress their respective campuses have made on these templates.

9:40-10:30 **The Transformation of Undergraduate Academic Success at the Public Research University: Causes Consequences and Challenges for Institutional Research** **Pacific A**

- *Gregg Thomson, Director of Student Research
University of California Berkeley*

Facilitator: David Radwin, University of California, Berkeley

In twenty years the four-year graduation rate for fall freshman at a large selective public research university has increased from 29% to 66%. This paper looks at this dramatic increase in detail, critically examining commonly hypothesized causes of this transformation of academic success (e.g., greater selectivity, changing demographics, grade inflation). Particular attention is paid to the consequences for institutional planning and analysis, including the unanticipated impact of academic success on institutional capacity and enrollment management. To meet the evolving challenges of institutional research, several new measures of institutional efficiency are proposed to supplement the traditional measures of retention and time-to-degree

**9:40-10:30 Student perceptions of college costs in private higher education: Pacific B
Contributing factors to a value added proposition**

- *Esau Tovar, Associate Professor/Faculty Leader, Assessment Center
Santa Monica College*
- *Merril A. Simon, Associate Professor, Educational Psychology and Counseling
California State University, Northridge*

Facilitator: Barbara McNeice-Stallard, Mt. San Antonio College

This presentation discusses the experiences of racially/ethnically diverse students' interactions with counselors at one community college. The quality of interpersonal "relatedness" between counselors and students, and how students' perceptions of counselors impacts the degree of counseling meetings and the content of discussions of these meetings will be elaborated. Student racial and ethnic differences will highlight the presentation. Organizational implications, particularly for administration and counseling will be addressed..

**9:40-10:30 Campus Climate in the 21st Century: Experiences of Pacific C
Racial Discrimination Overtime at a Racially-Mixed Institution
Contributing factors to a value added proposition**

- *Berkeley Miller, Associate Director of Assessment, Office of Institutional
Research, San Jose State University*

Facilitator: Sutee Sujitparapitaya, San Jose State University

It is recognized that minority students graduate at lower rates than whites. Virtually all studies documenting discriminatory experiences have been conducted in predominantly white institutions (PWI). But do minorities experience the same level of discrimination in racially mixed institutions (RMI)? This paper uses survey data to explore student experiences overtime at one racially-mixed institution located in large metropolitan area. Data from a survey administered in 1994, 1999, and 2006 will be used to explore the student experiences of racially-insensitive behavior, and how such experiences affect overall satisfaction. The results will be used to evaluate the campus climate literature

**9:40-10:30 Using the Collegiate Learning Assessment (CLA) to Measure San Diego
Institutional Effectiveness and Improve Education
of Learning (GOAL)**

- *Marc Chun, Research Scientist. Director CLA in the Classroom*
- *Chris Jackson, Program Manager*
- *Jeffrey Steedle, Program Manager
Council for Aid to Education (CAE)*

Facilitator: Edward Sullivan, California State University, Fullerton

Conference attendees are encouraged to learn more about the Collegiate Learning Assessment's value-added design. Attendees will learn about the origins of the CLA as well as how it is administered. That said, the CLA is not just a test. Rather, we pride ourselves on our commitment to improve teaching and learning through assessment, research, best practice, community building, and professional development. As such, attendees will learn how the additional features of the CLA—including the CLA Spotlight and CLA in the Classroom—make for a full programmatic experience

10:30-10:45 Morning Break Monterey**10:45-11:15 Are “Millennials Rising”: Initial Findings from the CIRP Freshman Survey Pacific A**

- *Jocelyn Chong, Research Associate, Scripps College*

Facilitator: Paula Harmer, CAIR Representative - Independent Colleges and Universities

The millennial generation work by Neil Howe and William Strauss has gained prominence in higher education over the last few years with terms like “helicopter parents” becoming a part of everyday vocabulary. This session presents preliminary findings of a study that examined whether data from the CIRP Freshman Survey validates Howe and Strauss’ seven distinguishing characteristics of the millennial generation. It also compares the extent to which Millennials differ from Boomers and Generation X on the same characteristics. Results may shed light on preconceived notions of today’s college students, and the manner in which institutions interact with them.

10:45-11:15 From the Many (Records) to the Few (Categories): A Technique for Describing Students’ Course Performance Pacific B

- *Kelly Wahl, Analyst, Office of Analysis and Information Management University of California, Los Angeles*

Facilitator: David Pokorny, University of California, Berkeley

Summarizing enormous quantities of student performance data at the course level can be a daunting task, particularly if the goal is to relate student performance in courses to other outcomes, such as graduation or retention. This demonstration will illustrate how to use a very large flat file containing enrollment records and student grades in SPSS, to distill a handful of groups into which students can be classified, these groups designed to characterize students’ performance in areas of your institution’s curriculum. With performance-based groups established, such categories may prove valuable in accounting for variance in other performance measures.

10:45-11:15 Exploring the Measures of Accessibility and Technical Quality of Web Pages Pacific C

- *Wayne Smith, Lecturer California State University, Northridge*

Facilitator: Edward Sullivan, California State University, Fullerton

A myriad of organizational directives, emerging statutes, and technological specifications articulate specific requirements for web accessibility by physically-challenged (visual, aural, motor, and cognitive) individuals. Between January, 2006 and July, 2007, a research study was conducted to evaluate the relative “accessibility” and “quality” of key web pages at approximately 375 CA higher education institutions. This presentation will present some preliminary findings of the state of accessible and quality web pages for CA institutions. This presentation will also discuss the methodological challenges involved and the concomitant measurement work that is rapidly approaching web accessibility researchers in the future.

10:45-11:15 Use of Data Mining Techniques to Assist Institutions in Achieving Enrollment Goals: A Case Study **San Diego**

- *Tongshan Chang, Principal Administrative Analyst, Admissions Research & Evaluation*
University of California Office of the President
Facilitator: Sam Agronow, University of California Office of the President

This paper provides an overview of various studies in enrollment management using data mining techniques. It, then, introduces a case study using SAS Enterprise Miner to predict the probability that the qualified applicants to admissions systemwide will be included in the referral pool. The institution uses the result to help campuses recruit more students. The study discusses variable selection, missing value imputation, data transformation, modeling process, model assessment, and scoring. Data mining approaches described in this paper include logistic regression, decision tree, neural network, and ensemble.

11:25-12:15 Putting Survey Response Rates into Perspective or: How I Learned to Stop Worrying about Nonresponse Bias and Love Worrying about Everything Else **Pacific A**

- *David Radwin, Principal Analyst, Office of Student Research*
University of California, Berkeley
Facilitator: Robert Daly, University of California, Riverside

Surveys are increasingly important to institutional research, and it is commonly accepted that a high response rate is critical for valid results. Yet despite a lack of consensus on this figure (suggestions range from ten percent to over ninety percent) and scant empirical evidence to support any standard, institutional researchers devote considerable resources to increasing response rates. Rather, this paper argues, a high response rate is neither necessary nor sufficient for valid survey results. It supports this assertion with empirical findings and describes how excessive concern over response rates may actually harm the institutional research process.

11:25-12:15 A Rose by Any Other Name: Definitions of “1st Generation” College Students **Pacific B**

- *Guadalupe Anaya, Research Analyst*
University of California, Riverside
Facilitator: Cel Johnson, University of San Diego

“A Rose By Any Other Name: Definitions of “1st Generation College Students” is essentially a methodological study. Two definitions of 1st generation college student distinguish the level post-secondary education attained by parents: (1) parent(s) has not attended college and (2) parent(s) does not have a 4-year degree. Hypothesis: research conclusions are different when using definition 1 versus 2. The survey sample (432) includes 29% and 53% 1st generation students per the criteria in definition 1 and 2 respectively. Analysis of data on family support and 1st-year adjustment to college identify differences, if any, between 1st and non-1st generation freshmen. Comparison of results using distinct definitions suggests both are fair and viable for use in research on students..

11:25-12:15 Determining Value-Added for the College Experience: Pacific C
Should We Move to Course-Embedded Performance
Assessments Using Longitudinal Data?

- *Philip Garcia, Senior Director, Analytic Studies*
- *Cynthia Desrochers, Director, Institute for Teaching and Learning
California State University Chancellor's Office*

Facilitator: Sutee Sujitparapitaya, San Jose State University

Questions persist about the appropriateness of employing the campus-wide CLA Administration to detect the value added experience of attending a specific institution. At the same time there is a new initiative, CLA in the Classroom, which encourages faculty to use retired CLA instruments to assess course-specific performance. Some CSU faculty members have noted advantages to this type of assessment over the original CLA campus-wide assessment. Still others hold to the idea that the bigger payoff in assessment lies in the use of homegrown tests. This session reviews the drawbacks associated with the campus-wide CLA administration and identifies how the campus-wide assessment might improve if it enjoyed some of the advantages associated with course-embedded assessment. Analysis of CSU data and observations from CSU faculty are part of the discussion. There are three sections. The first two sections address the drawbacks and unresolved issues associated with the campus-wide administration of CLA. The last sections examines the pros and cons associated with using a course-embedded assessment and highlights the strengths of using a homegrown test over using retired CLA tests..

11:25-12:15 Demonstration: New Approaches to Presenting Data on San Diego
Diversity and Affordability for Accountability

- *Matthew Reed, Policy Analyst*
The Institute for College Access and Success (TICAS)

Facilitator: Paula Zeszotarski, University of California Office of the President

Data-driven accountability, diversity and affordability are all hot topics in higher education. However, discussions of accountability often focus on finances and academics. Despite challenges in defining performance indicators for diversity and affordability, existing data shed light on these issues. The presenters will present their work on a new approach to using the web to present comparative data about campus diversity and affordability across a large number of institutions. Participants will be invited to provide feedback on the development of this new web resource and share what they would most like to see on such a website..

12:30-1:50 Lunch and Keynote Session San Gabriel**How to Save Resources: Creative Solutions to Cost Containment**

- *Lucy Lapovsky, past President and current Professor of Economics
Mercy College, New York*

Introduction: Paula Harmer, CAIR Representative - Independent Colleges/Universities

Why do some institutions make a profit and most require subsidies? What is the difference between cost and price and how are they related? Are there creative ways to maintain quality and operate more efficiently? What strategies are available to institutions in the short-run and over the long-term to change their cost structure? What role can Institutional Researchers play in motivating these conversations? This presentation will suggest answers to these questions and will suggest a variety of strategies for cost containment.

For pre-session reading, see Dr. Lapovsky's *Engaging the Board about College Costs* <http://www.emeritihealth.org/taxexempt/assets/lapovsky_2008.pdf>

2:00-2:50 Taking Initiative: How an IR Department Can Inform and Shape University Policy and Educational Effectiveness Pacific A

- *Patty Mullen, Associate Provost, San Francisco Campus*
- *Tracy Heller, Associate Provost of Administration,, Los Angeles Campus*
- *Beth Benedetti, Institutional Research Analyst, Sacramento Campus*
- *Alexis Shoemate, Institutional Research Analyst, San Francisco Campus
Alliant International University*

Facilitator: Paula Harmer, CAIR Representative - Independent Colleges and Universities

The purpose of this panel discussion will be to illustrate how an IR Department can inform and shape university practice and educational effectiveness. This will be demonstrated by using two case examples: Domain G and the Diversity Initiative. In these two cases it was the intent of the IR department to educate administration through data and facilitate discussions that would lead to university practices based on evidence. Another goal was to provide data that would inform administrators where their programs strengths and weaknesses were and to encourage a dialogue on how to improve educational effectiveness and quality..

2:00-2:50 Finding the "Bleeding Spots": How to Indentify At-Risk Groups Pacific B

- *Jing Wang, Director of Institutional Research*
- *Tamara LaPointe, Data Management Analyst, Office of Institutional Research
California State University, Sacramento*

Facilitator: Edward Sullivan, California State University, Fullerton

In order to improve retention and graduation rates, it is necessary to identify those students who were most likely to withdraw from the university or did not graduate within six years. We created a three stage research project to find the "Bleeding Spot": The first stage is to build Cohort Tracking files. The second stage is to diagnose "At-Risk Groups" by analyzing the negative factors. The final stage is to zoom in on the results of the studies and identify the group at highest risk. A regression model has been developed to predict who would be at highest risk for the in-coming cohort. .

2:00-2:50 Panel: Using Campus Survey Results to Make Good Decisions in Challenging Times Pacific C

- *Michael Roona, Principal Research Analyst, Institutional Planning and Analysis University of California, Merced*
 - *Paula Zeszotarski, Principal Analyst, UCUES Project Manager University of California, Office of the President*
 - *David Radwin, Principal Analyst, Office of Student Research University of California, Berkeley*
 - *Gregg Thomson, Director of Student Research, UCUES Prin. Researcher, University of California, Berkeley*
- Facilitator: Cel Johnson, University of San Diego

A post-secondary educational system biennially administers a survey to all undergraduates at each of the system campuses. The survey captures basic information about student life and engagement similar to that collected by NSSE/CCSSE and various CIRP surveys, but also captures more detailed information. Panel participants will discuss a range of ways recent survey results have been used by different individual campuses and the system office to gain insight into the first year experience of veterans, to tell stories about diversity on campus, and to assess the reliability of self-assessments of student learning.

2:00-2:50 Pathways to Calculus San Diego

- *Brian Stern, Research Analyst, Cal-PASS*
- Facilitator: Sutee Sujitparapitaya, San Jose State University

In times of lean (and getting leaner) budgets, effective student transition is more important than ever. This and the need for more students in the STEM (Science, Technology, Engineering, and Math) disciplines have made this issue as important as ever. Faculty from K-12 and higher education in a region recently asked the California Partnership for Achieving Student Success (Cal-PASS) to examine course taking pathways leading up to calculus and beyond. In particular, they were interested in exploring intersegmental transitions to see where students might be having difficulties. This presentation will describe the methods, results, and faculty response.

2:50-3:10 Afternoon Break Monterey

3:10-4:00 **IPEDS Implementing the New Race/Ethnicity Standards at Your Institution** **Pacific A/B**

- *Peggye Cohen, Institutional Research Specialist and AIR Research Fellow
George Washington University*
- *Elise Miller, IPEDS Program Director
National Center for Education Statistics (NCES)*
- Facilitator: Cel Johnson, University of San Diego

Reporting in IPEDS using new standards for race and ethnicity is imminent. In this session, a representative from NCES will discuss the U.S. Department of Education's guidance on implementing those changes in IPEDS and a representative from the higher education community will cover the impact on postsecondary campuses

3:10-4:00 **Using CIRP Surveys in Accreditation and Decision Making** **Pacific C**

- *Laura C. Romero, Assistant Director
Higher Education Research Institute (HERI),
University of California, Los Angeles*
- Facilitator: David Radwin, University of California, Berkeley

The CIRP Surveys are some of the most widely used assessment tools by American institutions of higher education. As accrediting agencies are more concerned with assessment and using data for institutional improvement, schools using the CIRP Surveys can address specific accrediting report demands and make sound institutional decisions during these challenging fiscal times by using CIRP data. This session will demonstrate uses of CIRP data in the self study process. Because of the longitudinal design of CIRP Surveys and a 40 year history, the surveys can be used to demonstrate institutional effectiveness and assist with the decision making process.

3:10-4:00 Sanctions to Success: Integrating Governance, Planning, and Program Review at the College of Marin San Diego

- *Bernie Blackman, Director of Organization Development and Planning*
- *Yolanda Bellissimo, Academic Senate President, Social Science Faculty*
- *Derek Wilson, Academic Senator, Multimedia Faculty*
College of Marin

Facilitator: Barbara McNeice-Stallard, Mt. San Antonio College

After repeated warnings, spanning over seventeen years, the College of Marin was placed on warning and then probation by the Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges (WASC) for failure to develop and implement a governance system and to complete program reviews. The college was given four months to complete the research and prepare 61 program reviews for all academic and student services programs, and then integrate the findings into budget decisions for the 2008/2009 school year.

This task was accomplished and the College taken off probation. Moreover, the College has been invited to present the governance model and program review template at the WASC training for community colleges currently completing a self study. The model will be described and the electronic program review template demonstrated.

4:10-5:00 IPEDS: Update and Sneak Peak of New IPEDS Data Center Pacific A/B

- *Elise Miller, IPEDS Program Director*
National Center for Education Statistics (NCES)

Facilitator: Cel Johnson, University of San Diego

NCES staff will present a general update on IPEDS and review recent changes, including the impact of the Higher Education Opportunity Act of 2008 on IPEDS reporting, training opportunities, a report on Technical Review Panel activities, current IPEDS research and development projects. NCES staff will also discuss the features of the new IPEDS Data Center. Whether you're a veteran user of the IPEDS Peer Analysis System and Dataset Cutting Tool, or you're new to IPEDS data use, the Data Center has features you'll love. The Data Center makes data retrieval easy, while retaining the powerful advanced components of the PAS.

4:10-5:00 Campus Climate, Diversity and Program of Study Pacific C

- *Steve Chatman, SERU/UCUES Project Director and Senior Researcher
University of California, Berkeley*

Facilitator: Julian Fernald, University of California, Santa Cruz

The 2008 version of the Student Experience in the Research University (SERU) survey contained greatly expanded campus climate and student development content areas in the common core completed by all respondents. The survey core also included items by which students could indicate their political affiliation, religious beliefs, social class, gender, and sexual orientation. Race and ethnicity were available from university records. With an overall nine-campus response rate of 40% to this census survey of the undergraduate population, there are about 63,000 opportunities to better understand the interrelationships among campus climate and student development, institutional characteristics, and student characteristics (e.g., major, geographic origin). This session will be a first presentation of initial findings and will consider the contribution of academic field of study..

**4:10-5:00 Data into Action: Faculty Panel on How Research San Diego
Informs Practice**

- *Brian Stern, Research Analyst, Cal-PASS*
- *Pam Devlin, English Teacher, Santa Rosa High School*
- *Bruce Arnold, Professor of Mathematics UC San Diego*
- *Melanie Brown, Science Coordinator, Sweetwater Unified School District*

Facilitator: Sutee Sujitparapitaya, San Jose State University

Faculty are increasingly becoming the primary consumers of much institutional research to inform instructional practice, curriculum development, and program efficacy. Many faculty are also becoming primary research partners by posing actionable questions, reviewing baseline data, and playing key roles in interpreting findings, and planning evaluations for interventions. This panel features faculty in California Partnership for Achieving Student Success (Cal-PASS) Professional Learning Councils (PLC) who utilize data and research from a variety of sources in their work. Examples of data driven instruction will include initiatives related to language arts, English as a second language, mathematics, and science.

5:30-7:00 Gala Reception San Gabriel

Join your friends and colleagues for a buffet of hors d'oeuvres and a no-host bar.
Good food and conviviality

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

8:15-9:15 **Keynote and Panel** **San Gabriel Room**

Making Good Decisions in Challenging Times

- **Larry Hershman, Vice President of Budget (Retired),
University of California Office of the President**
 - **Harry Hellenbrand, Provost and Vice President for Academic Affairs
CSU Northridge**
 - **Robert Turnage, Assistant Vice Chancellor for Budget, CSU System,
Former Vice Chancellor for Fiscal Policy, California Community Colleges**
- Introduction: Sam Agronow, University of California Office of the President**

How did we get into the current fiscal crisis? Is it cyclical, or something new and worse? Vice President Hershman and his colleagues will address this issue and how they have to managed university budgets when crises of this type have occurred in the past and how they recommend we deal the current one.

9:25-9:55 **What Does it Cost to Educate a UC Student?** **Pacific A**

- *Dennis Hengstler, Assistant Vice Chancellor, Planning and Analysis*
 - *Alan Underwood, Principal Analyst, Planning and Analysis*
 - *Pamela Brown, Principal Analyst, Planning and Analysis
University of California, Berkeley*
- Facilitator: Robert Daly, University of California, Riverside

This paper examines the cost to educate a UC student using multiple measures and denominators (headcount vs. FTE). It also looks at the costs by college, student level (undergraduate vs. graduate) and college by level. A second analysis compares the overall costs with other campuses in the UC system, and a third analysis examines the Marginal Cost of Instruction for UC a campus versus the UC system. Noticeable differences were observed. Implications of the study for future funding and the allocation of resources are discussed.

9:25-9:55 **Improving Mathematics Remediation and First-Year Retention in a Challenging Budget Environment** **Pacific B**

- *Jeffrey Marks, Lead Analyst
Cal State San Marcos*
- Facilitator: Edward Sullivan, California State University, Fullerton

Although the current CSU budget situation is ominous and CSU campuses cannot expect munificent funding in the near future, some simple measures can be taken to improve the mathematics remediation success rate and first-year student retention in general.

This presentation will share some recent frugal yet successful retention and mathematics remediation strategies used at Cal State San Marcos. Methods including student tracking and focused communication efforts, first-time freshman cohort groups, and simply guiding students to take a key course early in their academic career have combined to increase remediation clearance rates and first-year retention rates

9:25-9:55 Building Useful Factors and Scales to Aid in the Assessment of Learning Gains and Other Student Outcomes Pacific C

- *Linda DeAngelo, CIRP Assistant Director for Research*
- *Jessica Sharkness, Research Analyst
Higher Education Research Institute
University of California, Los Angeles*

Facilitator: Paula Zeszotarski, University of California Office of the President

Using data from the CIRP surveys at the Higher Education Research Institute, this session will demonstrate how developments in factor analysis, scale building, and measurement can be used to advance research and assessment on student learning and other educational outcomes. The session will review how to use factor analysis for item analysis and selection, discuss methods related to reliability and validity, including building scales when survey items themselves have different scales. The strength of using factors/scales developed and tested with large data sets for research and assessment at the institutional and system level will be the focus of the presentation.

9:25-9:55 Turning Information Assets into Digital Assets: Podcasts as a Tool in Leverage Institutional Research Functions and Activities San Diego

- *Nathan Durdella, Director, Research and Planning, Cerritos College*
- *Caroline Sheldon, Dean, Institutional Research, Santa Monica College*
- *Young Kim, Research Analyst, Cerritos College*

Facilitator: Barbara McNeice-Stallard, Mt. San Antonio College

This demonstration illustrates the use of Pod Casts to build evaluation capacity among instructional, student services, and other support programs undergoing program review. Participants will view the PodCast and engage in dialogue about necessary tools and infrastructure, content, collaborations with media services, the development and implementation of digital assets to support programmatic needs, and the ability of digital assets to leverage the resources of the Institutional Research Office.

10:05-10:35 Supporting Academic Program Review with the SERU Academic Profile Pacific A

- *David Pokorny, Programmer / Analyst
Steve Chatman, SERU/UCUES Project Director and Senior Researcher
University of California, Berkeley*

Facilitator: David Radwin, University of California, Berkeley

The SERU Academic Profile is an IR support tool for analyzing the cumulative results of the UCUES survey developed in 2008 at UC Berkeley. Since the survey has a common core across campuses, it is possible to perform cross-campus comparisons for each academic program. The ability to tailor survey analyses to generate reports for academic departments---with substantially less effort than with traditional methods---distinguishes the UCUES survey from similar national surveys. The Academic Profile can also be used to explore survey results based on registration (class level, transfer status) as well as demographic (ethnicity, gender) factors.

10:05-10:35 Building an Item Bank of Standards-lined Survey Items for Accreditation **Pacific B**

- *Xi Zhang, Research Analyst*
San Diego Community College District
- Facilitator: Paula Zeszotarski, University of California Office of the President

This study described a model of banking standard-linked survey items for accreditation. Two surveys with a total of 258 items were administered, and 619 surveys were returned. A detailed psychometric analysis on each survey item was conducted applying the Rasch model. The analysis estimated item calibrations, assessed item functioning, and evaluated response scales. Problematic items were examined, and new items were added. The surveys were combined, and the same procedure of data collection and item functioning analysis was performed. The combined survey was revised, and new items were banked into the survey using equating techniques. The study banked a total of 142 survey items for accreditation.

10:05-10:35 Reaching Out to Your Feeder High Schools: Identifying Whose Students Persist **Pacific C**

- *Bettina J. Huber, Director of Institutional Research,*
California State University, Northridge
- Facilitator: Edward Sullivan, California State University, Fullerton

This presentation will summarize the findings from a small study of the first time freshmen sent to Cal State Northridge during the 2003-06 period by the university's top feeder high schools to illustrate how institutional research, by identifying schools whose graduates are unusually likely to persist at college, can provide the basis for identifying local high schools that might have developed effective practices that could serve as models for their counterparts among the university's important feeders.

10:05-10:35 Towards A Framework for Analyzing Online Enrollment: Data from Online Instruction in the Los Angeles Community Colleges **San Diego**

- *George Prather, Chief of the Office*
 - *Stan Levin, Research Analyst*
 - *Edward Pai, Research Analyst*
Los Angeles Community College District
- Facilitator: Barbara McNeice-Stallard, Mt. San Antonio College

Online instruction in the Los Angeles Community College District has grown dramatically over the past five years. Enrollments have increased over three fold from the academic year 2003-04 to the present. The analysis of these enrollments focuses on differences by college in terms of range and types of subjects offered and the extent to which online students are a different group from "traditional" students. While trends in the LACCD may not be true of all community colleges, the examination of this data identifies concepts and methodologies that provide a fuller understanding of online students/learning.

10:35-10:50 Morning Break**Monterey****10:50-11:20 Time to Answer the Right Accountability Questions****Pacific A**

- *Robert F. Daly, Assistant Vice Chancellor, Academic Planning and Budget
University of California, Riverside*

Facilitator: Julian Fernald, University of California, Santa Cruz

Colleges and universities continue to be asked more and more accountability and assessment questions. Institutional researchers are spending countless hours trying to answer these questions but seem to be making little progress. The problem is that IR professionals are answering the wrong questions. This presentation discuss how to shift the paradigm from providing narrow views about the details of college and university operations to providing wide-angle view that can identify and answer the accountability questions that are being asked.

10:50-11:20 Analyzing Data with Appropriate Methods for a Class Schedule Mode Survey**Pacific B**

- *Xi Zhang,, Research Analyst*
- *Jessica Luedtke, Research Analyst
San Diego Community College District*

Facilitator: Cel Johnson, University of San Diego

The present study conducted a survey research to explore students' satisfaction and preferences regarding three types of class schedules they used to make registration decisions. An online survey questionnaire containing 22 questions was developed and distributed, and 2,165 respondents returned the survey. An ANOVA analysis was conducted on the responses collected from independent samples. For the responses collected from dependent samples, repeated measures ANOVA tests were performed to find the statistical significance. Results revealed no obvious differences in students' satisfaction with the schedules. Nevertheless, there's a slight difference in students' preferences for one type of class schedules.

10:50-11:20 Quick Survey – Fall 2007: Comparing Three Methods of Administration**Pacific C**

- *Pete Van Hamersveld, Associate Director, Institutional Research, Assessment,
and Planning, California State University Dominguez Hills*

Facilitator: Edward Sullivan, California State University, Fullerton

During fall 2007, a short student survey which ascertained information about students' backgrounds and finances was administered by means of three sampling strategies (in-class, on-line, and email). The strengths and weaknesses of each method will be compared in terms of response rates and representation to the population parameters on known demographic variables. These comparisons demonstrated that each method had different advantages. There was also an advantage of administering this very small thematic survey that took under 5 minutes to complete. The administration of this short survey to the in-class sample was a huge success in regards to faculty cooperation.

10:50-11:20 The Student Digital Experience: A Summary of Student Use of Information Technology at LACCD San Diego

- *Edward Pai, Research Analyst*
- *Stan Levin, Research Analyst*
- *George Prather, Senior Research Analyst,
Los Angeles Community College District Office*

Facilitator: Paula Zeszotarski, University of California Office of the President

Conventional wisdom tells us that significant numbers of Community College students are using information technologies to meet their educational needs. From online registration services to using computers on campus to college and library websites, students have an increasing array of college services delivered through various information technologies. This paper will present data on technology use collected from the 2007 Los Angeles Community College District (LACCD) Survey. Data from over 19,000 students attending the nine Colleges are summarized to provide an overview of student information technology use in the LACCD.

11:30-12:20 Immigrant Generation, Cultural Capital, Ethnicity and Gender: Undergraduate Diversity at the Public Research University, 1998 - 2008 Pacific A

- *Gregg Thomson, Director of Student Research
University of California Berkeley*

Facilitator: Cel Johnson, University of San Diego

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

**11:30-12:20 Addressing Gaps in Research on First-Year Student Success: Pacific C
Gauging the Influence of High School Environment, Part-Time
Faculty, and Diversity Using Objective Metrics**

- *Serge Herzog, Director, Institutional Analysis
University of Nevada, Reno*

Facilitator: Sutee Sujitparapitaya, San Jose State University

Results from a series of mixed-level (hierarchical) linear and logistic regression models suggest that ten popular measures of the high school environment bear little relevance to level of academic preparation of new freshmen net of student socio-demographic characteristics and motivation to enter college. In contrast, academic performance of low-income students at the end of the first year is negatively associated with several high school features. Retention of low-income freshmen may be affected negatively by exposure to part-time instructors. Ethnic/racial diversity in the classroom appears to enhance retention of non-Asian minority students, but it may elevate the dropout risk of non-local students.

11:30-12:20 Demonstration: UC StatFinder - A Tool for Transparency and Accountability

- *Sam Agronow, Coordinator of Admissions Research and Evaluation
University of California Office of the President*

Facilitator: Tongshan Chang, University of California Office of the President

UC StatFinder (<http://statfinder.ucop.edu>) provides access to an interactive data base containing multiple years of undergraduate admission and outcomes data for each University of California campus and for the UC system as a whole. This demonstration will highlight the main features of UC StatFinder including the recent addition of persistence, graduation, time-to-degree and UC GPA outcomes data. It will also discuss in Phase 3, slated for release early in 2009, that will provide similar data for each California high school and community college; and the inclusion of financial aid statistics.

**12:30-2:00 Lunch and Keynote Session San Gabriel Room
Update on Accountability, Transparency and Accreditation –
What a New Administration in Washington will Bring**

- *Teri Cannon, Executive Associate Director,
WASC, Senior College Commission*

Introduction: Fran Horvath, Naval Postgraduate University, Monterey

Over the past year there has been more attention and activities to accountability and to roles regional accrediting bodies should play. Ms. Cannon will discuss the Commission's positions and activities in this arena, including those planned for the upcoming year. The potential impact of a new administration in Washington will be discussed. In addition, Ms. Cannon will present any new WASC Standards that the Commission considered at its meeting the previous week.

CAIR Executive Committee, 2008**Officers**

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Immediate Past President: Cel Johnson, University of San Diego
Vice President: Sutee Sujitparapitaya, San Jose State University
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California State University: Edward Sullivan, California State University, Fullerton
University of California: David Radwin University of California, Berkeley
Independent Colleges & Universities: Paula Harmer, Western University of Health Sciences

CAIR Conferences

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

CAIR 2008

1988	San Francisco	Planning for the 21 st Century	Sandy Smith, Kenneth Green
1989	San Diego	Measures of Success: Student and Institutional Outcomes	William Moore, Patrick Callan
1990	Sacramento	Future Issues in California Higher Education	Lynn Reaser, Mark Lipsey
1991	Fresno	Institutional Research: Raisin' Issues	Peter Mehas, Dennis Nef
1992	Ontario	Institutional Research: Bridge Over Troubled Waters	Elizabeth Hill, Dennis Galligani, et al.
1993	San José	Reclaiming the Dream: The Future of Higher Education in California	Joni Finney, Christopher Cabaldon, Barbara Beno, William Storey, Kirk Knutsen
1994	San Diego	Calls for Accountability: A Professional Response in a Political Environment	David Breneman, Patrick Callan, Elizabeth Griego, et al., Ray Bachetti
1995	Sacramento	Trends and Changes in Higher Education: Institutional Researchers' Evolving Roles	Robert Zemsky, Trudy Bers, et al., Robert Threlkeld, Peter Smith
1996	Costa Mesa	Partnerships for the Future	Patrick Callan, Carlos Cortés, Sarah Lubman, et al.
1997	San Francisco	The California Institutional Research CAIR-A-VAN: Where Is It Headed?	Marvin Peterson, Kevin Starr, David Wolf/ Judy Wexler, Dennis Hengstler, et al.
1998	San Diego	Meeting the Challenges of Change in California Higher Education	William Pickens, Chris McCarthy, Roger Benjamin
1999	Sacramento	Institutional Researchers Face the Challenges of the Millenium	Buzz Breedlove, et al., Christopher Cabaldon, Warren Fox
2000	Pasadena	CAIR Year Zero: Starting All Over Again	William Tierney, Erick Splaver, Ralph Wolff, William Massy
2001	Sacramento	What Lies Beyond...	Ralph Wolff, Dorothy M. Knoell, Paul Duguid, Fran Horvath, Brad Phillips
2002	Pasadena	Prospering in Volatile Times	Patrick Perry, Victor M. H. Borden, Carlos E. Cortés
2003	Rohnert Park	Institutional Research Rootstock and Varietals	Martha West and Michael Cohen, Peter Schrag, Ralph Wolff, Mark Wilson, Richard Stivers, Richard Shavelson
2004	Anaheim	Measuring Effectiveness	J. Frederick Volkwein, Elizabeth Griego, Patricia Anderson, Jerrold Prichard, Deborah Blue, Nancy Shulock, John C. Hayek, Jennifer Franklin
2005	San Francisco	Equity in Higher Education	Rubén Lizardo, Deborah Reed, John Douglass, Claudia Lavenant
2006	Pasadena	Anticipating Change: Institutional Research Looks Ahead	Jack Schuster, Cliff Adelman, Ralph Wolff, Paula Mishima, Dan Walters
2007	Monterey	Assessment and Accountability: What Goes Around, Comes Around	David Schulenburger, Catharine Beyer, Ralph Wolff
2008	Pasadena	Making Good Decisions in: Challenging Times	Lucy Lapovsky, Larry Hershman, Teri Cannon, Inter-Segmental Accountability Template Panel

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1987-88 – 2007-08**

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

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1987-88	Jeannine Raymond, CSU Fresno	Brenda Barham Hill, Scripps College
1988-89	Jeannine Raymond, CSU Fresno	Randy Nelson, UC Santa Cruz
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1990-91	Jane Low, UC Davis	Peter P. Lau, UC Riverside
1991-92	Jane Low, UC Davis	Brad Brazil, Los Rios CCD
1992-93	Jane Low, UC Davis	Robert W. Starkey, UC San Diego
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1994-95	Anne Machung, UC Berkeley	Jean Suhr Ludwig, CPEC
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1996-97	Dolores H. Vura, CSU Fullerton	Fran Horvath, Loyola Marymount
1997-98	Dolores H. Vura, CSU Fullerton	Sam Agronow, Samuel Merritt College
1998-99	Debbie Ellis, UC Berkeley	Sam Agronow, Samuel Merritt College
1999-00	Debbie Ellis, UC Berkeley	Gwendolyn Kuhns, UC Santa Barbara
2000-01	Arthur K. Amos, Jr., UC Davis	Gwendolyn Kuhns, UC Santa Barbara
2001-02	Arthur K. Amos, Jr., UC Davis	Jessica Cross, UC Office of the President
2002-03	Bettina Huber, CSU San Marcos	Marie Richman, UC Irvine
2003-04	Bettina Huber, CSU San Marcos	Marie Richman, UC Irvine
2004-05	Bettina Huber, CSU San Marcos	Marie Richman, UC Irvine
2005-06	Bettina Huber, CSU Northridge	Julian Fernald, UC Santa Cruz
2006-07	Bettina Huber, CSU Northridge	Julian Fernald, UC Santa Cruz
2007-08	Fran Horvath, Naval Postgraduate School	Julian Fernald, UC Santa Cruz

CAIR Segment Representatives, 1987-88 – 2007-08

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1988-89	Vivian Calderon, CCSF	Desdemona Cardoza, Los Angeles
1989-90	Colin Bell, Foothill	Robert A. Schwabe, San Bernardino
1990-91	Nancy Mattice, College of the Canyons	Robert A. Schwabe, San Bernardino
1991-92	Mark Fetler, Chancellor's Office	Kenneth B. Gash, Dominguez Hills
1992-93	Mark Fetler, Chancellor's Office	Kenneth B. Gash, Dominguez Hills
1993-94	Julie Slark, Rancho Santiago	Gerald V. Sharp, Sacramento State
1994-95	William B. Armstrong, San Diego CCD	L. Rose Bruce, Sonoma State
1995-96	William B. Armstrong, San Diego CCD	L. Rose Bruce, Sonoma State
1996-97	David Torres, Riverside	Donald L. Coan, Long Beach
1997-98	Nancy Mattice, College of the Canyons	Donald L. Coan, Long Beach
1998-99	Edward Karpp, Glendale	Jack L. Williams, San Jose State
1999-00	Edward Karpp, Glendale	Kimberly Sinha, San Diego State
2000-01	Patrick Perry, Chancellor's Office	Bettina J. Huber, San Marcos
2001-02	Wei-I Wang, Pasadena City College	Bettina J. Huber, San Marcos
2002-03	Wei-I Wang, Pasadena City College	Leone Rodriguez, Hayward
2003-04	Marc Beam, Long Beach Comm College	Roseann Hogan, Hayward
2004-05	Terrence Willett, Galavan College	Sutee Sujitparapitaya, Sacramento State
2005-06	Terrence Willett, Cal-PASS	Sutee Sujitparapitaya, Sacramento State
2006-07	Barbara McNeice-Stallard, Mt San Antonio	Edward Sullivan, Fullerton
2007-08	Barbara McNeice-Stallard, Mt San Antonio	Edward Sullivan, Fullerton
	Independent Colleges & Universities	University of California
1987-88	Rosemary Cliff, Loyola Marymount	Thomas A. Cesa, Berkeley
1988-89	Elizabeth Griego, Samuel Merritt	Jane Low, Davis
1989-90	Brenda Barham Hill, Scripps	Darlene Morell, San Diego
1990-91	Brenda Barham Hill, Scripps	Darlene Morell, San Diego
1991-92	David McFadden, Claremont	Jane Low, Davis
1992-93	Juan Yniguez, AICCU	Dennis Hengstler, Santa Barbara
1993-94	Juan Yniguez, AICCU	Mary Jo Anderson, Davis
1994-95	Dwayne Little, Point Loma Nazarene	Mary Jo Anderson, Davis
1995-96	Dwayne Little, Point Loma Nazarene	Margaret Heisel, Office of the President
1996-97	Michael K. Tamada, Occidental	Robert S. Cox, UCLA
1997-98	Michael K. Tamada, Occidental	Robert S. Cox, UCLA
1998-99	Stephen C. Maack, La Verne	Ashish Sahni, San Francisco
1999-00	Stephen C. Maack, La Verne	Marie L. Richman, Irvine
2000-01	Chris Antons, Mount St. Mary's College	Marie L. Richman, Irvine
2001-02	Beth Benedetti, AICCU	Pamela H. Brown, Berkeley
2002-03	Beth Benedetti, AICCU	Pamela H. Brown, Berkeley
2003-04	Cel Johnson, University of San Diego	Gregory Thomson, Berkeley
2004-05	Janel Henriksen Hastings, Scripps College	Gregory Thomson, Berkeley
2005-06	Janel Henriksen Hastings, Scripps College	Sam Agronow, Office of the President
2007-08	Paula Harmer, Western Univ. of Health Sci	David Radwin, UC Berkeley

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1987-88	—	1993-94 Jean Suhr Ludwig, CPEC
1988-89	Joan S. Sallee, CPEC	1994-95 Kevin Woolfork, CPEC
1989-90	Dorothy M. Knoell, CPEC	1995-96 Kevin Woolfork, CPEC
1990-91	Dorothy M. Knoell, CPEC	1996-97 Dorothy M. Knoell, Independent
1991-92	Dorothy M. Knoell, CPEC	1997-98 Dorothy M. Knoell, Independent
1992-93	Joan S. Sallee, CPEC	1998-99 (position discontinued)

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Eleanor Langlois, UC Berkeley	1973, 1978-81
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Judith Moss, San Francisco CCD	1976, 1978-81
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S. Godwin Wong, UC San Francisco	1979-80
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**CAIR 2009
November 18-20, 2009
Sacramento, California**

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