

CAIR 2007

32nd Annual Conference

Assessment and Accountability: What Goes Around, Comes Around

**Monterey Beach Resort
November 14 - 16, 2007**

Welcome to Monterey and CAIR 2007!

Dear Colleagues and Friends,

Welcome to CAIR 2007, the 32nd annual conference of the California Association for Institutional Research! Once again, we have that opportunity to gather with those colleagues who work in a unique field that pulls together so many talents and skills in order to help our institutions plan for the future.

The conference theme “Assessment and Accountability: What Goes Around, Comes Around” speaks to the very nature of institutional research. Over the years, we’ve had changes in technology, presentation techniques (PowerPoint, the web), analytical methods and more. Yet the basics of our profession remain – it’s our job to provide the data for those who want to know what and how higher education is doing. And so we need to be aware of the influence of state and federal government agencies, business and the general public. We need to understand the context of the work we present to the leadership of our campuses. This year’s speakers will be providing that context:

- A panel of CAIR experts discusses the changing demographics of our state and how it impacts enrollment planning
- Catharine Beyer looks at assessment and what it takes to really find out if learning occurs
- David Shulenburg presents recent attempts to create an accountability system
- Ralph Wolff discusses the role of accrediting agencies in the recent accountability debate

Of course, our colleagues have not been idle this year. We have a fantastic program full of great ideas and ways to approach the thorny issues of assessment and accountability. This is the best part of CAIR – hearing from those who have gone before you about the pitfalls and the successes.

I want to extend grateful appreciation to all those who helped with pulling this conference together. Please join me in thanking the CAIR Executive Committee for all they have done to produce this year’s conference. In particular, I want to thank Sam Agronow and Janel Henriksen Hastings, both of whom worked on getting great speakers for our keynotes. Terrence Willett has once again volunteered his time and those of his team to provide on-site AV support and I want to express my gratitude for that.

Special thanks go to my good friends, Cel Johnson and Bettina Huber, who got me to do this conference but who provided incredible support all along the way. Cel has probably received more emails from me in these past four months than from her own President!

Finally, this year’s conference is located in the area of California I love the most. I hope you have a chance to see more of this lovely place. Within your packets are recommendations for things to do and places to eat. Monterey has wonderful restaurants, wineries, state parks, beaches, tide pools and lots more. I would be happy to share my ideas and recommendations about what’s best about Monterey and the surrounding area.

Welcome to Monterey!

Sincerely,

Fran Horvath
Conference Coordinator

7:30-9:00	Continental Breakfast	La Grande
9:00-12:00	CCC Segment Meeting (<i>Barbara McNeice-Stallard, convener</i>)	Pinos
9:00-1:00	CSU Segment Meeting (<i>Edward Sullivan, convener</i>)	Alones
10:00-3:00	UC Segment Meeting (<i>Sam Agronow, convener</i>)	Cabrillo
10:30-12:00	Independent Segment Meeting (<i>Janel Henriksen Hastings, convener</i>)	Bayview
2:30-3:00	Afternoon Break	Points Lobby
3:00-5:00	Workshop: Better Than Ever: The Revised IPEDS Peer Analysis System	Pinos
	<ul style="list-style-type: none"> <i>Cel Johnson, Executive Director of Institutional Research & Planning, University of San Diego</i> 	

The Peer Analysis System (PAS) is the primary tool developed by NCES to retrieve IPEDS data of interest for a college or university and a group of comparison institutions. The PAS has been substantially revised during the past year and is now easier and faster to use than the original PAS. There are still tricks and tips, of course, so consider spending two hours on Wednesday afternoon to learn more about data retrieval with the revised PAS! Workshop participants who have laptop computers with Internet access can practice with the system during the demonstration.

3:00-5:00	Workshop: Assessing Graduate Programs in Doctoral Research Universities	Alones
	<ul style="list-style-type: none"> <i>Joseph Hoey, VP for Institutional Effectiveness, Savannah College of Art and Design</i> <i>Lorne Kuffel, Associate Provost, Institutional Research, College of William and Mary</i> 	

Good practice in assessing graduate programs within doctoral/research universities is the focus of this workshop. A framework for graduate program assessment, extant data sources, and examples from a variety of disciplines will be presented. Further resources will be provided.

Hands-on learning experiences will include 1) formulating expectations for graduate student learning and 2) analysis of a graduate program case study. Discussion will follow on how examples and processes can inform practice in participants' institutions. Participants will gain background knowledge and hands-on ability to design, implement and interpret results from graduate program assessment as required under the WASC Standards.

3:00-4:00 ***Demonstration: Automating Web and Paper Based Course Evaluations and Surveys Assessment Solution*** **Cabrillo**

- *Amy Etheridge*
Scantron Corporation

Class Climate is Scantron's ultimate tool for survey-based evaluation in education. It allows you to conduct hundreds of surveys using a mixed on-line and paper / pencil approach through a central server. Class Climate handles questionnaires for programs of study, student services, seminars, alumni surveys, parental involvement and more. Using image based scanning, not only can you easily print your paper surveys on your paper using any laser printer, the system will also capture open comments and insert them directly into reports.

Scantron also offers the automated forms processing software, Cognition. Cognition allows researchers the flexibility to create and print their own forms and recognize and read machine print and handwriting. Data is immediately available to export for additional reporting.

4:00-5:00 ***Demonstration: WEAVEonline: Redefining Assessment Management with a web-based assessment management system.*** **Cabrillo**

- *Dr. Timothy Gilbert, Regional Director,*
Assessment Management WEAVEonline

WEAVEonline is a web-based assessment system that provides a single location for all planning and assessment data, tracks changes over time, relates programmatic outcomes to those at higher levels in the institution, provides for a variety of reports in aggregated format, and demonstrates transparency of information based on identified user access levels. It leads all programs through the plan-assess-improve cycle, tracks actions and the resources needed, and documents improvements at all levels. It provides a dynamic record of institutional effectiveness for use in regional and specialized accreditation as well as internal program review. In this session, attendees will be introduced to WEAVEonline and invited to participate in a discussion of its potential for meeting their assessment management needs.

5:30-7:00 **President's Reception "A Taste of Monterey"** **La Grande**
Hosted by Cel Johnson, CAIR President

Join your friends and colleagues for stimulating conversation, plenty of yummy food – Monterey style - and a no-host bar.

7:00-8:30 **Continental Breakfast** **La Grande**

8:30-9:30 **Keynote Panel** **La Grande**

Enrollment Planning for Demographic Change

- *Samuel J. Agronow, Coordinator, Admissions Research and Evaluation, University of California Office of the President*
- *Nina Robinson, Director of Policy and External Affairs, University of California Office of the President*
- *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*
- *Mark A. Pavelchak, Academic Information Officer, University of Southern California*

Introduction: Fran Horvath, Naval Postgraduate School

The California Department of Finance is forecasting that the number of California Public High School Graduates will begin to level off and then decline beginning with the class graduating in spring 2009. This decline will not be evenly spread across all geographic regions and ethnic groups, with high school graduates in some portions of the state and from some ethnic groups continuing to increase. Taking these and other factors into consideration this panel of enrollment managers will discuss how each of their segments view and are planning to respond to these demographic trends.

9:40-10:30 **Authentic Accountability: Countering the Threat of Standardized Testing Raised by the Spellings Commission Report** **Pinos**

- *Eileen Eckert, Consultant, Instruction Redesign Consulting Group*
- Facilitator: Janel Henriksen Hastings, Scripps College

The release of the Final Report of the Spellings Commission and its accompanying issue papers, with their emphasis on “valid and reliable” assessment, set the stage for increasing lobbying for the use of standardized tests of student learning in higher education. This session articulates and describes an alternative to the specter of standardized testing, and counters the unexamined notion that validity and reliability are appropriate criteria for evaluating assessment in the highly contextual world of college and university teaching and learning.

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

- *William Murry, Director of Institutional Assessment, University of San Francisco*

Facilitator: William Armstrong, University of California, San Diego

A refrain heard at private higher education institutions is the value added proposition relative to costs of tuition and board incurred by students. This presentation will examine the correlates of a value-added model to student perceptions for their college costs using common institutional outcomes assessment such as the NSSE and the Student Satisfaction Inventory. Exploratory analysis reveals that these correlates are highly related to academic quality. A confirmatory model will also be presented deepening our insights to these particular and other causal factors.

9:40-10:30 Clearinghouse Rock Cabrillo

- *Robert Cox, Office of Analysis and Information Management, University of California, Los Angeles*

Facilitator: Edward Sullivan, California State University, Fullerton

The National Student Clearinghouse has reached a critical stage of development, long anticipated by the institutional research community, where accumulated data resources rise above the churning sea of enrollment and degree reports to form a new foundation and vantage point for outcomes-oriented, inter-institutional research activity. This presentation provides an overview of Clearinghouse-related initiatives in California; a critique of Student Tracker capabilities and limitations; a discussion of new measures (of subsequent matriculation and degree attainment) that may one day become standard outcome measures throughout higher education; and a detailed description of how one institution has gone about (and learned about) constructing such measures from raw Student Tracker output.

9:40-10:30 Tracking Institutional Outcomes Online With College La Grande
Assessment Institute's General Education Outcomes Assessment
of Learning (GOAL)

- *Jeff McEnroe, College Assessment Institute (CAI)*

Facilitator: Fran Horvath, Naval Postgraduate School

College Assessment Institute's GOAL is an innovative series of highly modular outcomes assessments that utilize an advanced array of online reporting functions. Reports include detailed diagnostics that provide educators with specific data regarding areas of institutional strength and weakness. Other reporting functions include longitudinal data, benchmarking options, numerous student demographic sorts and filters, institutional comparisons based on several college demographics, and the ability to export data to a Microsoft Excel format. The presentation includes a description of the GOAL modules and a demonstration of the advance online reporting functions that set it apart from other external assessment products.

10:30-10:45 Morning Break Points Lobby

10:45-11:15 Using the Inventory of Educational Effectiveness Indicators as a Tool for Tracking Institutional Progress Pinos

- *Margaret Kasimatis, Associate Vice President for Institutional Effectiveness, Loyola Marymount University*

Facilitator: Janel Henriksen Hastings, Scripps College

This presentation describes an example of using the WASC Inventory of Educational Effectiveness Indicators to measure institutional progress on developing a culture of evidence about student learning. The inventory was converted to a web-based survey and administered to department chairs. Open-ended responses were coded into meaningful categories, which were used to calculate aggregate statistics. Results provided a baseline snapshot of the extent to which departments were measuring learning outcomes and using the results to improve their programs. The inventory was administered again almost a year later to measure increases in the number and quality of assessment activities.

10:45-11:15 Creative, Engaged IR: The First-Generation Faculty and Staff Stories Project Alones

- *ChrisTina Leimer, Director of Institutional Research, Assessment and Planning, California State University, Fresno*

Facilitator: Eileen Eckert, Instruction Redesign Consulting Group

At this large, public university, more than 50% of entering students are the first in their family to attend or finish college. In trying to navigate higher ed culture, first-generation students have no role models on campus - critical to success. Realizing that unlike gender or race, first-generation status is invisible, a project was initiated to find first-generation faculty and staff and publicize their stories. Benefits include: inspiring first-generation students, connecting faculty and staff, creating a more collaborative environment, and wider campus recognition and a new image for IRAP.

10:45-11:15 An Outcomes-Based Assessment Database: Institutional Strategies for Making Decisions on What to Collect Cabrillo

- *Paula Harmer, Director, Institutional Research*
- *LaMesha Carter, Research Assistant*
- *En Hsien Liu, Research Assistant*

Western University of Health Sciences

Facilitator: Julian Fernald, University of California, Santa Cruz

A small institution applied a scholarly approach when selecting data to collect in a university wide assessment database. Panel members reviewed literature sources on what key outcomes would be most strategic. After analyzing what key outcomes programs had in common, panel members used a standardized interview guide to conduct an institution-wide assessment audit, interviewing key stakeholders about what current assessment is aligned with eight key outcomes. Comparing outcomes to currently collected assessment gave an evidentiary basis for making decisions on what should go into an outcome-based university-wide database. For further validation, program-level and professional accreditation outcomes were also compared to the eight university wide outcomes. The final result should be a database which includes elements useful for faculty, program and institutional to conduct effective outcomes assessment.

11:25-12:15 Assessment/Accountability: Empowering the Campus Stakeholder Pinos

- *Bill Grimes, Director of Research and Planning*
 - *Sam Ballard*
San Diego Community College District
- Facilitator: Craig Hayward, Mendocino College

The push for data-driven decisions has created a huge surge in informational requests of the IR Office to support increased accountability requirements in program review, a variety of other categorical- grant funded programs and the stakeholders engaged in “enrollment management”. The IR Office has developed a comprehensive Data Support Toolbox using Excel filter and pivot table functions to display three years of historical trend data with “drill down” capabilities to support the sophisticated campus stakeholder. The advantages of the Toolbox’s interactive approach exceeds the traditional “data mart”. Cautions of misuse will be discussed and a sample CD will be provided.

11:25-12:15 Financial aid and student retention: Gauging causality in a discrete-choice propensity scoring model Alones

- *Serge Herzog, Director, Institutional Analysis*
University of Nevada, Reno
- Facilitator: Cel Johnson, University of San Diego

To correct for the endogeneity or self-selection bias in the research on financial aid in higher education, this study uses a discrete-choice propensity scoring model to estimate the influence of aid on freshmen retention. Using panel data from over 5,000 students at a public research university, the findings reveal substantial endogeneity bias without matching students on the propensity for receiving aid. The pattern of correlations from 24 tested models suggests a dual strategy that emphasizes academic success for low-income students and greater financial assistance to those with higher incomes to yield the greatest improvement in overall retention.

11:25-12:15 The Quest for the Perfect Indicator Cabrillo

- *Brian Stern, Research Analyst*
Cal-PASS
- Facilitator: Julian Fernald, University of California, Santa Cruz

Because of a variety of competing requirements, instructors, counselors, and administrators at all levels of education are searching for ways to improve student success. They seek the one piece of information that will provide them the best strategy for helping their students. The California Partnership for Achieving Student Success (Cal-PASS), because of our focus on student transition, is uniquely positioned to look at this question. The presentation will discuss the trials and tribulations of designing queries and reports to find the “Holy Grail” of student success indicators.

12:30-1:50 Lunch and Keynote Session La Grande**Accountable for What? Lessons on Learning from the UW SOUL**

- *Catharine Beyer, Director, UW Study of Undergraduate Learning Office of Educational Assessment, University of Washington*

Introduction: Cel Johnson, University of San Diego

The keynote will focus on findings from the University of Washington's Study of Undergraduate Learning (UW SOUL), a longitudinal assessment project that tracked 304 entering students from 1999-2003. Making use of both qualitative and quantitative methods, researchers found that students' defined and sought learning in complex ways and that learning was profoundly mediated by the academic disciplines. Evidence from the UW SOUL raises questions about the validity of using simple, standardized methods to assess the learning of college students, such as those recently endorsed by the Spellings Commission. Instead, results from the study suggest that valid assessment must be conducted by academic departments if we are serious about accountability. A book about the study and its results was published in spring, 2007--*Inside the Undergraduate Experience*, by C. H. Beyer, G. M. Gillmore, and A. T. Fisher (Jossey-Bass/Anker).

**2:00-2:50 Use of Psychosocial Mattering and Relatedness as Proxies for Pinos
Assessing Students' Views of the Campus Climate**

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

Facilitator: Craig Hayward, Mendocino College

This presentation addresses the effects of psychosocial "mattering" and interpersonal relatedness on college students' success, retention, and persistence. The authors will elaborate on how multiply diverse students (e.g., gender, ethnicity, sexual orientation, age, SES) are impacted by institutional agents' actions with respect to the academic environment and the type of support received. The presentation will describe the construction and validation of a college mattering inventory and interpersonal relatedness scales which may be used as proxies to assess students' perceptions of the institutional climate. Implications for the college, instructors, and counselors, as well as future research possibilities will be discussed.

2:00-2:50 Building a 10-Year Educational Master Plan Alones

- *Mohamed Eisa, Dean, Planning, Research and Student Outcomes*
- *Dale Craig, College Research Coordinator
Diablo Valley College*

Facilitator: William Armstrong, University of California, San Diego

An Educational Master Plan for guiding a college through its next ten years is a major responsibility. It includes collaboration between the college planners and the architects who will provide the physical facilities where learning takes place. The methodology must be clear, both external and internal environments need to be evaluated, every program needs to be assessed, and the vision for the future must be clear. All campus constituents need to feel that they have had a voice in the making of the document. Building such a plan requires not only analytical expertise but considerable tact and collaborative skills.

2:00-2:50 Pre-baccalaureate Reverse Transfer from CSU to CCC Cabrillo

- *James Ssemakula, Associate Director, Analytic Studies,
California State University Chancellor's Office*
- *Alice van Ommeren, Research Program Specialist,
California Community College Chancellor's Office*

Facilitator: Ed Sullivan, California State University, Fullerton

This study examines the phenomenon of pre-baccalaureate reverse transfer to CCC among the 1995 cohort of first-time freshmen from CSU. These students, who were monitored for eleven years, are described in terms of their demographics, CSU declared major, units earned before leaving, and timing of departure. Their CCC experience is characterized in terms of time between leaving CSU and transfer to CCC, types of units earned at CCC, and whether they earned CCC outcomes including degrees or certificates. Finally, their rates of return to CSU, eventual graduation or continuation at CSU are computed.

2:00-2:50 Collegiate Learning Assessment: Measuring Undergraduate Student Performance La Grande

- *Marc Chun, Research Scientist, Council for Aid to Education*

Facilitator: Fran Horvath, Naval Postgraduate School

This session will introduce the Collegiate Learning Assessment (CLA), a new project of the Council for Aid to Education. The CLA uses direct measures of undergraduate student learning to assess the development of skills in critical thinking, analytic reasoning and written communication. The session will include an overview of the approach, a demonstration of the measures, and an update of recent findings from the 2004-05 administration.

2:50-3:10 Afternoon Break Points Lobby

3:10-4:00 An Evaluation of California Community College Transfer Rates Pinos

- *Alice van Ommeren, Research Program Specialist*
- *Willard Hom, Dean of Research & Planning
California Community College Chancellor's Office*

Facilitator: Debbie Ellis, University of California, Berkeley

Transfer rates remain an important measure of higher education performance. This presentation discusses the methodology for calculating “expected” transfer rates for the 109 community colleges, as well as analyzes transfer performance among similar colleges. Regression modeling identifies the environmental factors affecting transfer and uses them in adjustment modeling to compute expected transfer rates. The factors also identify the clusters that create groups of “like” colleges. Expected transfer rates are contrasted to actual transfer rates and the clustering allows for comparison of transfer performance among peers. The paper concludes with a discussion of further analysis for identifying explicit factors that improve transfer performance.

3:10-4:00 Assessment: A Special Research Process beyond Basic Data Alones

- *Jing Wang, Director of Institutional Research,
California State University, Sacramento*

Facilitator: Samuel Agronow, University of California Office of the President

OIR should play a more active role in assessment by going beyond the basic data. In fact, data preparation is just one step of the assessment process. Further steps include statistic analyses, survey administration and reporting, and making recommendations. To improve our reports for Learning Communities, Freshman Seminar and seven Equity Programs, we started with collecting the data of program enrollment, second-year retention rate, first term GPA and passing rate for participants in the programs and other First-Time Freshmen. We conducted statistical analyses to identify whether there were significant differences between the two groups in terms of their academic performance, and demonstrated the reasons why the participants were able to perform better than their peers during the first year of their college life based on the survey results. We also made some recommendations on how to enhance the effectiveness of those programs.

3:10-4:00 Using Accreditation Self-Study Results to Better Understand Student from Recruit through Alumnus Cabrillo

- *Nick A. Lockard, Dean, College of Professional Studies,
Texas Lutheran University*
- *Richard Laramy, Founder/President,
Take the Credit*

Facilitator: Julian Fernald, University of California, Santa Cruz

The market, the federal government, and subsequently accreditation agencies are turning up the heat on accountability, while academe continues to struggle with philosophical differences regarding the methods of collecting, analyzing, and using data within and especially across programs. The need to create new individualized macro-assessment-systems that permit the secure mining of granular data for a myriad of purposes is currently the greatest challenge.

4:10-5:00 Developing Control Groups for Program Assessment Pinos

- *Mark Pavelchak, Academic Information Officer, University of Southern California*
- Facilitator: Cel Johnson, University of San Diego

In this, the age of the Spellings Commission, there is an increasing need for clear evidence of "value added" in higher education. Universities often have dozens if not hundreds of programs that were supposedly developed for the benefit of students. Do they actually benefit students? One way to show that they do in fact benefit students is to compare the outcomes of participants with those of carefully-selected "matched" non-participants. This demo will show how that was done for the McNair Scholars program.

4:10-5:00 “Other Duties as Assigned”: Turning Research into Results – Whose Responsibility is it Anyway? Alones

- *Eden Dahlstrom, Research Analyst, Cal-PASS*
- Facilitator: William Armstrong, University of California, San Diego

What can you do with those research reports cluttering up your computer's hard drive or collecting dust on your bookcase? Turn them into results! Educational institutions participating in the Cal-PASS initiative have the opportunity to share research findings with Intersegmental Professional Learning Councils (IPLCs). IPLCs take research findings and turn them into actions that improve student success. This presentation provides examples of recent Cal-PASS research, and introduces the infrastructure of IPLCs and how they use data to inform decisions and develop interventions.

4:10-5:00 Listening to Students' Advice— Results, Practical Challenges, and Legal Issues When Using Open-Ended Items on Large Scale Surveys Cabrillo

- *Steve Chatman, SERU/UCUES Project Director, UC Berkeley*
 - *Samuel J. Agronow, Coordinator, Admissions Research and Evaluation, UCOP*
- Facilitator: Samuel Agronow, University of California Office of the President

In the spring of 2006, nearly 60,000 undergraduates across the state responded to the University of California Undergraduate Experience Survey. They were asked, "What are the three most important things your campus could realistically do to create a better undergraduate experience for students like you?" About 45,000 gave written advice. Among the questions that will be addressed are the following. What advice do students offer and does it vary by student characteristics? How can individual researchers process the huge amounts of qualitative data? And, what legal and ethical considerations apply when students make disturbing comments?

5:00-5:30 Clearinghouse Interest Group Cabrillo**5:30-7:00 Gala Reception La Grande**

Join your friends and colleagues for a buffet of hors d'oeuvres and a no-host bar. Following the reception, shuttles will be available to take you to Cannery Row, home of John Steinbeck, and a host of restaurants waiting to fill the empty corners of your stomach. Shuttle times will be posted at the reception.

7:00-8:30 **Continental Breakfast and Annual Business Meeting** **La Grande**

8:00-9:00 **Keynote Session** **La Grande**

VSA: Accountability/Improvement/Information

- **David E. Shulenburg, Vice President for Academic Affairs,
National Association of State Universities and Land-Grant Colleges
(NASULGC)**

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

Eighty-two leaders from public colleges and universities recently completed work on recommendations for a Voluntary System of Accountability (VSA). The project is a partnership between the American Association of State Colleges and Universities and NASULGC. Through a web reporting template titled College Portrait, the VSA provides consistent, comparable and transparent information on the undergraduate student experience to key education stakeholders including students, legislators and policy-makers. The association boards will act on the recommendations during their annual meetings in November of 2007. Dr. Shulenburg will discuss the project and present the latest updates.

9:10-9:40 **One College's Travails in Understanding Workforce Needs** **Pinos**

- *Rosaleen H. Ryan, Director of Institutional Research,
Monterey Peninsula College*

Facilitator: Eileen Eckert, Instruction Redesign Consulting Group

This paper describes one institution's effort to better understand the training needs of its local employers. In spring 2007, the institution sent a survey to 1,389 employers in its service area. The results, based on 108 employers representing 70 different industries, revealed an extensive need for training in "soft" skills such as customer service and interpersonal skills. The presentation will describe how the institution plans to use the results to augment its program and course offerings. In addition, the presentation will discuss the challenges faced in collecting data from local employers and how to deal with a high non-response rate.

9:10-9:40 **Assessing the "Cheating Culture": Faculty and Student** **Alones**

Perceptions on Academic Integrity

- *Esau Tovar, Associate Professor/Faculty Leader, Assessment Center,
Santa Monica College*

Facilitator: William Armstrong, University of California, San Diego

The "Cheating Culture" continues to propagate across colleges and universities in the U.S. This presentation will discuss findings stemming from a parallel faculty/student survey on academic integrity that was conducted at a large, urban California community college. Results indicated that 55% of students had engaged in various forms of academic dishonesty the preceding year, with many repeating same or different offenses multiple times. A profile of students most likely to cheat, and the indirect role that faculty may unwittingly play in such behaviors will be discussed. Implications of findings, policy improvements, and opportunities for assessment will be addressed.

9:10-9:40 UC Campus Climate: What Does UCUES Tell Us? Cabrillo

- *Paula Zeszotarski, UCUES Project Manager, UCOP*
- Facilitator: Cel Johnson, University of San Diego

The University of California Undergraduate Experience Survey (UCUES) provides insight into the impact of diversity systemwide by presenting measures of student involvement in campus organizations and academic activities, perspectives on the campus environment, and outcomes related to students' understanding of racial and ethnic issues. This paper will demonstrate what the current UCUES instrument can tell us about campus climate, how the instrument could be expanded to provide more data on campus climate issues, and the need for campus level analysis. This analysis examines systemwide trends in campus climate measures for four ethnic groups and international students.

9:50-10:20 Making Open Ended Questions Count with SPSS Text Analysis for Surveys Pinos

- *Jim Prothe, SPSS*
- Facilitator: Barbara McNeice-Stallard, Mt. San Antonio College

SPSS Text Analysis for Surveys makes coding open-ended survey responses an easier task by automating various parts of the process. You'll see a live demo of some of the features in SPSS Text Analysis for Surveys 2.0, including ...

- Project sharing: Projects can be stored as files on the hard drive so that users can easily share and manage projects
- Category import and export: Categories (and definitions) can be exported and shared with other users. This enables the convenient reuse of category work in new projects (with no categories)
- Coding progress tracking: Responses can be marked as "complete" or "important" to monitor coding progress.

9:50-10:20 Prediction of College GPA from New SAT Test Scores – A First Look Alones

- *Samuel J. Agronow, Coordinator, Admissions Research and Evaluation*
- *Roger Studley, Assistant Director, Admissions Research and Evaluation*
University of California Office of the President

Facilitator: Julian Fernald, University of California, Santa Cruz

Beginning in 2006, The College Board replaced its venerable SAT I Verbal and SAT I Math exams with a new SAT revamped to include assessments of Critical Reading, Math, and Writing. The new tests are presumably more achievement and performance oriented and, as a consequence, perhaps more predictive of college performance than the tests they replaced. Using the data from the entering freshman class of fall term 2006, the first entering freshman class to take the new SAT scores and complete one year in college, this presentation, via linear multiple regression, examines the amount of variance in college GPA explained by the new SAT scores after controlling for a variety of other high school academic and demographic measures. In addition, the amount of variance explained by the new SAT exam scores is compared with the amount explained by the old SAT scores in previous freshman cohorts.

9:50-10:20 Expected Value Added: A research note on the CLA Method Cabrillo

- *Philip Garcia, Senior Director, Analytic Studies, CSU Chancellor's Office*

Facilitator: William Armstrong, University of California, San Diego

The push is on for colleges and universities to more concretely demonstrate that students completing bachelor's programs have significantly more academic skills and abilities than they possessed when they entered higher education as incoming freshmen. The Collegiate Learning Assessment (CLA) program is one organized activity designed to do just that: measure value added. This paper is an examination of the results from the 2005-06 administration of the CLA program. The notable finding was that the method used to estimate campus-specific benchmarks for success, the "expected value added," was flawed. The nature of the error is thoroughly explained and remedies are presented.

10:20-10:35 Morning Break Points Lobby

10:35-11:25 Progress Implementing Outcomes-Based Grading as a Direct Measure of Student Learning Pinos

- *Karen McClendon, Faculty/Curriculum Specialist, MTI College*
- *Eileen Eckert, Consultant, Instruction Redesign Consulting Group*

Facilitator: Craig Hayward, Mendocino College

At every level of higher education there are calls for increased accountability for, and reporting of, student learning outcomes. When course grades are tied to students' achievement of expected learning outcomes, grades can be used by institutional researchers as a direct measure of student learning and achievement. This session provides an update on progress in implementing outcomes-based grading at one institution. Discussion includes common perceptions of the meaning and implementation of outcomes-based grading, examples of outcomes-based grading in different disciplines and programs and by different faculty members, and ways to design and implement outcomes-based grading for instruction, research, and accreditation.

10:35-11:25 Diversity and Educational Benefits: Moving Beyond Subjective Survey-Based Data Alones

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

Facilitator: Samuel Agronow, University of California Office of the President

Research on the impact of diversity in higher education is based almost strictly on subjective student and faculty self-reported survey data. To enhance the research corpus in this area, this study estimates compositional (structural), curricular, interactional diversity effects on educational outcomes on the basis of objective measures derived from actuarial course enrollment records. Random-intercept and multinomial logistic regression results from 19 tested models fail to establish a consistent linkage between diversity and cognitive gains; in contrast, findings show a positive association with subjective measures of affective outcomes. Results are based on panel data of 6,000 graduates at a public research university.

11:35-12:05 The Sophomore Slump in the University of California Cabrillo

- *John Selegean, Data Coordinator, Division of Undergraduate Education, University of California, Irvine*

Facilitator: Edward Sullivan, California State University, Fullerton

It has been suggested that the second year of college study is a time of significant let down for students, one in which the danger of dropping out is still very real but now without the institutional safeguards typically available to help first year students surmount the difficulties they encounter in college. This study presents evidence demonstrating the extent of a sophomore slump at a University of California campus, together with information on campus programs that appear to ameliorate sophomore slump problems.

12:15-1:45 Keynote Session La Grande

Charting the Future of Accountability: Is There A Middle Way?

- *Ralph Wolff, President and Executive Director, WASC, Senior College Commission*

Introduction: Cel Johnson, University of San Diego

Over the past year there has been more attention given to accountability and accreditation than ever before. While the Secretary of Education has withdrawn the publication of new rules, the Department of Education has proceeded to interpret existing rules to require more accountability in the accrediting process. At the same time, the national higher education organizations have each taken different approaches to addressing accountability. Proposed changes throughout this debate have ranged from scraping accreditation entirely, to having accreditors setting standards of performance for all institutions, to maintaining the status quo with little change, or to diminish the emphasis on student learning outcomes altogether. In this concluding talk, we will review where the accountability discussion seems to be at the present time, what are likely to be enduring trends, and how the accrediting community is responding. In addition, Mr. Wolff will present several new proposed WASC Standards that the Commission will have discussed at its meeting the previous week.

CAIR Executive Committee, 2006-2007

Officers

President: Cel Johnson, University of San Diego
Immediate Past President: Craig Hayward, Mendocino College
Vice President: William B. Armstrong, University of California, San Diego
Treasurer: Bettina Huber, California State University, Northridge
Secretary: Julian Fernald, University of California, Santa Cruz

Segment Representatives

California Community Colleges: Barbara McNeice-Stallard, Mt. San Antonio College
California State University: Edward Sullivan, California State University, Fullerton
University of California: Sam Agronow, University of California, Office of the President
Independent Colleges & Universities: Janel Henriksen Hastings, Scripps College

CAIR Conferences

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

1987	Los Angeles	Why We CAIR	Laura Saunders, William Pickens, Lee Kerschner
1988	San Francisco	Planning for the 21 st Century	Sandy Smith, Kenneth Green
1989	San Diego	Measures of Success: Student and Institutional Outcomes	William Moore, Patrick Callan
1990	Sacramento	Future Issues in California Higher Education	Lynn Reaser, Mark Lipsey
1991	Fresno	Institutional Research: Raisin' Issues	Peter Mehas, Dennis Nef
1992	Ontario	Institutional Research: Bridge Over Troubled Waters	Elizabeth Hill, Dennis Galligani, et al.
1993	San José	Reclaiming the Dream: The Future of Higher Education in California	Joni Finney, Christopher Cabaldon, Barbara Beno, William Storey, Kirk Knutsen
1994	San Diego	Calls for Accountability: A Professional Response in a Political Environment	David Breneman, Patrick Callan, Elizabeth Griego, et al., Ray Bachetti
1995	Sacramento	Trends and Changes in Higher Education: Institutional Researchers' Evolving Roles	Robert Zemsky, Trudy Bers, et al., Robert Threlkeld, Peter Smith
1996	Costa Mesa	Partnerships for the Future	Patrick Callan, Carlos Cortés, Sarah Lubman, et al.
1997	San Francisco	The California Institutional Research CAIR-A-VAN: Where Is It Headed?	Marvin Peterson, Kevin Starr, David Wolf/ Judy Wexler, Dennis Hengstler, et al.
1998	San Diego	Meeting the Challenges of Change in California Higher Education	William Pickens, Chris McCarthy, Roger Benjamin
1999	Sacramento	Institutional Researchers Face the Challenges of the Millenium	Buzz Breedlove, et al., Christopher Cabaldon, Warren Fox
2000	Pasadena	CAIR Year Zero: Starting All Over Again	William Tierney, Erick Splaver, Ralph Wolff, William Massy
2001	Sacramento	What Lies Beyond...	Ralph Wolff, Dorothy M. Knoell, Paul Duguid, Fran Horvath, Brad Phillips
2002	Pasadena	Prospering in Volatile Times	Patrick Perry, Victor M. H. Borden, Carlos E. Cortés
2003	Rohnert Park	Institutional Research Rootstock and Varietals	Martha West and Michael Cohen, Peter Schrag, Ralph Wolff, Mark Wilson, Richard Stivers, Richard Shavelson
2004	Anaheim	Measuring Effectiveness	J. Frederick Volkwein, Elizabeth Griego, Patricia Anderson, Jerrold Prichard, Deborah Blue, Nancy Shulock, John C. Hayek, Jennifer Franklin
2005	San Francisco	Equity in Higher Education	Rubén Lizardo, Deborah Reed, John Douglass, Claudia Lavenant
2006	Pasadena	Anticipating Change: Institutional Research Looks Ahead	Jack Schuster, Cliff Adelman, Ralph Wolff, Paula Mishima, Dan Walters
2007	Monterey	Assessment and Accountability: What Goes Around, Comes Around	David Schulenburger, Catharine Beyer, Georges Vernez, Ralph Wolff

**Officers of the California Association for Institutional Research
1987-88 – 2006-07**

	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	
21. William B. Armstrong, UC San Diego	2006-07		

	Treasurer
1987-88	Jeannine Raymond, CSU Fresno
1988-89	Jeannine Raymond, CSU Fresno
1989-90	Glen Winans, UC Santa Barbara
1990-91	Jane Low, UC Davis
1991-92	Jane Low, UC Davis
1992-93	Jane Low, UC Davis
1993-94	Susan DeRyke, University of La Verne
1994-95	Anne Machung, UC Berkeley
1995-96	Dolores H. Vura, CSU Fullerton
1996-97	Dolores H. Vura, CSU Fullerton
1997-98	Dolores H. Vura, CSU Fullerton
1998-99	Debbie Ellis, UC Berkeley
1999-00	Debbie Ellis, UC Berkeley
2000-01	Arthur K. Amos, Jr., UC Davis
2001-02	Arthur K. Amos, Jr., UC Davis
2002-03	Bettina Huber, CSU San Marcos
2003-04	Bettina Huber, CSU San Marcos
2004-05	Bettina Huber, CSU San Marcos
2005-06	Bettina Huber, CSU Northridge
2006-07	Bettina Huber, CSU Northridge

	Secretary
	Brenda Barham Hill, Scripps College
	Randy Nelson, UC Santa Cruz
	Peter P. Lau, UC Riverside
	Peter P. Lau, UC Riverside
	Brad Brazil, Los Rios CCD
	Robert W. Starkey, UC San Diego
	Mark Fetler, CCC Chancellor's Office
	Jean Suhr Ludwig, CPEC
	Gregg Thomson, UC Berkeley
	Fran Horvath, Loyola Marymount
	Sam Agronow, Samuel Merritt College
	Sam Agronow, Samuel Merritt College
	Gwendolyn Kuhns, UC Santa Barbara
	Gwendolyn Kuhns, UC Santa Barbara
	Jessica Cross, UC Office of the President
	Marie Richman, UC Irvine
	Marie Richman, UC Irvine
	Marie Richman, UC Irvine
	Julian Fernald, UC Santa Cruz
	Julian Fernald, UC Santa Cruz

CAIR Segment Representatives, 1987-88 – 2006-07

California Community Colleges

1987-88 Janis Cox Coffey, Los Rios CCD
1988-89 Vivian Calderon, CCSF
1989-90 Colin Bell, Foothill
1990-91 Nancy Mattice, College of the Canyons
1991-92 Mark Fetler, Chancellor's Office
1992-93 Mark Fetler, Chancellor's Office
1993-94 Julie Slark, Rancho Santiago
1994-95 William B. Armstrong, San Diego CCD
1995-96 William B. Armstrong, San Diego CCD
1996-97 David Torres, Riverside
1997-98 Nancy Mattice, College of the Canyons
1998-99 Edward Karpp, Glendale
1999-00 Edward Karpp, Glendale
2000-01 Patrick Perry, Chancellor's Office
2001-02 Wei-I Wang, Pasadena City College
2002-03 Wei-I Wang, Pasadena City College
2003-04 Marc Beam, Long Beach Comm College
2004-05 Terrence Willett, Galavan College
2005-06 Terrence Willett, Cal-PASS
2006-07 Barbara McNeice-Stallard, Mt San Antonio

California State University

George Corbett, Office of the Chancellor
Desdemona Cardoza, Los Angeles
Robert A. Schwabe, San Bernardino
Robert A. Schwabe, San Bernardino
Kenneth B. Gash, Dominguez Hills
Kenneth B. Gash, Dominguez Hills
Gerald V. Sharp, Sacramento State
L. Rose Bruce, Sonoma State
L. Rose Bruce, Sonoma State
Donald L. Coan, Long Beach
Donald L. Coan, Long Beach
Jack L. Williams, San Jose State
Kimberly Sinha, San Diego State
Bettina J. Huber, San Marcos
Bettina J. Huber, San Marcos
Leone Rodriguez, Hayward
Roseann Hogan, Hayward
Sutee Sujitparapitaya, Sacramento State
Sutee Sujitparapitaya, Sacramento State
Edward Sullivan, Fullerton

Independent Colleges & Universities

1987-88 Rosemary Cliff, Loyola Marymount
1988-89 Elizabeth Griego, Samuel Merritt
1989-90 Brenda Barham Hill, Scripps
1990-91 Brenda Barham Hill, Scripps
1991-92 David McFadden, Claremont
1992-93 Juan Yniguez, AICCU
1993-94 Juan Yniguez, AICCU
1994-95 Dwayne Little, Point Loma Nazarene
1995-96 Dwayne Little, Point Loma Nazarene
1996-97 Michael K. Tamada, Occidental
1997-98 Michael K. Tamada, Occidental
1998-99 Stephen C. Maack, La Verne
1999-00 Stephen C. Maack, La Verne
2000-01 Chris Antons, Mount St. Mary's College
2001-02 Beth Benedetti, AICCU
2002-03 Beth Benedetti, AICCU
2003-04 Cel Johnson, University of San Diego
2004-05 Janel Henriksen Hastings, Scripps College
2005-06 Janel Henriksen Hastings, Scripps College
2006-07 Janel Henriksen Hastings, Scripps College

University of California

Thomas A. Cesa, Berkeley
Jane Low, Davis
Darlene Morell, San Diego
Darlene Morell, San Diego
Jane Low, Davis
Dennis Hengstler, Santa Barbara
Mary Jo Anderson, Davis
Mary Jo Anderson, Davis
Margaret Heisel, Office of the President
Robert S. Cox, UCLA
Robert S. Cox, UCLA
Ashish Sahni, San Francisco
Marie L. Richman, Irvine
Marie L. Richman, Irvine
Pamela H. Brown, Berkeley
Pamela H. Brown, Berkeley
Gregory Thomson, Berkeley
Gregory Thomson, Berkeley
Sam Agronow, Office of the President
Sam Agronow, Office of the President

State Agencies and Non-Segmental			
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)

Members of CAIR Conference Organizing Committees, 1971 – 1981

Robert T. Littrell, CSU Long Beach	1971-81
George L. Proctor, Sonoma State University	1971-81
George W. Shaw, Jr., UCSF & San Francisco CCD	1971-81
Sidney Suslow, UC Berkeley	1971-77
James Keene, San Joaquin Delta College	1971-72
Dorothy M. Knoell, CCC Chancellor's Office	1971-72
Errol Mauchlan, UC Berkeley	1971-72
Robert J. Parden, University of Santa Clara	1971-72
Clifford T. Stewart, Claremont Colleges	1971-72
Thomas F. McMillan, Santa Barbara City College	1972
Robert W. Starkey, UC San Diego	1972
Eleanor Langlois, UC Berkeley	1973, 1978-81
Fr. James T. Brennan, Jr., Loyola Marymount	1974-76
Robert L. Bennett, San Mateo CCD	1975-76
Judith Moss, San Francisco CCD	1976, 1978-81
Thomas R. Harvey, Claremont Graduate School	1977-78
S. Godwin Wong, UC San Francisco	1979-80
Leon L. Thomas, CSU Chancellor's Office	1980-81
Samuel Kipp, CPEC	1981

MARK YOUR CALENDARS!!! SAVE THE DATES!!!

**CAIR 2008
November 12-14, 2008
Pasadena, California**

**We're returning to one of our favorite watering holes
in 2008 – the Hilton Pasadena**



Beach Resort Monterey

