

*CAIR 2003*

*Institutional Research  
Rootstock and Varietals*

*28th Annual Conference*

*DoubleTree Sonoma Wine Country  
Rohnert Park  
November 12-14*



Dear CAIR Friends and Colleagues,

Thank you very much for making CAIR 2003 a part of your professional development in this time of budget reductions, market downturn, bond losses, and political upheaval. If anyone needed a performance indicator for the commitment of institutional researchers to the Association and profession, it is this conference.



From higher education segmental meetings on Wednesday to your choice of closing sessions Friday on electronic-portfolios or successful publication and use of data, this is a very full and special program. We have an exceptional array of papers, demonstrations and panels complemented by an outstanding series of plenary speakers: Sonoma State Provost Emeritus Bernie Goldstein, Sacramento Bee reporter Peter Schrag, WASC Executive Director Ralph Wolff, Berkeley professor Mark Wilson, Stanford professor Peter Shavelson, and Larry Jordan Memorial Lecturer Richard Stivers, Illinois State professor and author of one of Larry Jordan's favorite books. There is also an optional social event on Thursday evening at Paradise Ridge Winery lest we forget to enjoy our wine country location.



Please join me in recognizing a few of those who have made a special effort for this conference. At the top of the list are Rose Bruce, Gregg Thomson and Bettina Huber. Rose Bruce has managed local arrangements and more; Gregg Thomson has coordinated all aspects of the Friday Forum; and Bettina Huber is our Treasurer, a position that demands much effort, organization and patience. I would also like to acknowledge the special contributions of Gillian Butler and Mary Lehman with whom I work, and Pamela Brown of UC Berkeley. The list of those contributing time and effort for the success of this conference is much, much longer. It obviously includes workshop and session presenters but also includes many others who volunteered eagerly and served willingly in less public roles. Thank you.



On behalf of the Executive Committee I welcome you to Rohnert Park and extend best wishes for an exciting and productive experience.



Sincerely,

Steve Chatman  
CAIR 2003 Conference Program Chair

# CAIR 2003

## DoubleTree Sonoma Wine Country, Rohnert Park

### November 12-14

Wednesday, 11/12

**7:30-8:30 or 9:00 Continental Breakfast Ballroom Foyer**

Begins At 9:00 Segment Meeting: CSU Salon I

Begins At 10:30 Segment Meeting: Independent Colleges and Universities Salon II

Begins At 8:30 Segment Meeting: CCC/RPG Sonoma Room

Begins At 10:30 Segment Meeting: UC Santa Rosa Room

**2:30-2:45 Afternoon Break Ballroom Foyer**

2:45-5:30

**Workshop: Qualitative Research Techniques 2:45-5:30**

**Presenters:** *Judith Richlin-Klonsky, Director, Student Affairs Information and Research, University of California Los Angeles; Wei-I Wang, Research and Planning Analyst, Pasadena City College, Bernie Blackman, Director, Planning and Research, Skyline College*

**Santa Rosa Room**

The goal of the workshop is to expand our toolbox of research methods and share our experiences of engaging in qualitative research. Judith Richlin-Klonsky of UCLA will give us an overview of qualitative research methods and their usefulness in institutional research. She will share her experience with the Fishbowl technique and with using students as participant observers. Wei-I Wang of Pasadena City College will tell us how her institution used focus-groups and interviews to shed light on a campus issue. Bernie Blackman of Skyline College will introduce us to Blitzkrieg Ethnography.

**Workshop: Data Mining Defined and Tools Compared 2:45-5:30**

**Presenters:** *Jing Luan, Chief Planning, Research & Knowledge Systems Officer, Cabrillo College; Paul Eykamp, Coordinator Long Range Planning, University of California Office of the President*

**Sonoma Room**

Data mining has gradually become part of the IR vocabulary. This session will define data mining followed by a discussion of the key differences between data mining and traditional statistics. Data mining is a collection of data analytics with three components: data visualization, clustering and predicative modeling. Tools that cater to each of the three components will be demonstrated, including on SPSS: Clementine, WinCross, and 3-D visuals and on the SAS platform Enterprise Miner: Data Cleaning tools, imputation of missing values, multiplots, 3-D visuals, data sampling techniques, decision tree, neural network, clustering, and regression. The SAS portion will focus on unlocking the very powerful hidden tools in the SAS you already have on your desk (if you are a SAS user).

2:45-5:30

**Workshop: IPEDS/PAS Updates**

2:45-5:30

**Salon II**

**Presenter:** *Cel Johnson, Director of Institutional Research, University of San Diego*

This workshop continues the ongoing series jointly sponsored by NCES and AIR. Now that the IPEDS website has become stable and most users are familiar with its data-entry conventions, the focus of these workshops has shifted from "getting data in" to "getting data out." Updates to the IPEDS surveys will be discussed briefly, but the primary focus of this workshop is using the Peer Analysis System (PAS) to retrieve IPEDS data for making institutional comparisons. The presenter will introduce enhancements to the PAS made by NCES during the past year and demonstrate exercises incorporating these enhancements.

**Workshop: National Student Clearinghouse**

2:45-5:30

**Salon I**

**Presenters:** *Vincent Novack, Director, Institutional Research, California State University Long Beach; Patrick Perry, Vice Chancellor of Research and Information Systems, California Community Colleges Chancellor's Office; Ken Meehan, Director of Institutional Research, Fullerton College; Melanie Bell, National Student Clearinghouse; Kyra Caspary, Administrative Analyst, University of California, Office of the President; Gillian Butler, Administrative Analyst, University of California Davis*

Tracking and Analysis Using National Student Clearinghouse Data. The goal of the workshop is to expand our knowledge of what is available from the Clearinghouse and how the data may be employed in institutional research. Melanie Bell will give an overview of Clearinghouse data - what is available and how it may be accessed. Van Novak of Cal State Long Beach and Kyra Caspary of UC's Office of the President will explain how they used Clearinghouse data to explore the effects of changes in admissions policies on the college choice of applicants. Representing the Community College segment, Patrick Perry will explain how they used the data to determine a system-wide transfer rate and Ken Meehan of Fullerton College will demonstrate the use of this indicator at the campus level. Gillian Butler of UC Davis will share her use of data showing the subsequent enrollments of students who left UC Davis without completing a degree.

6:00-8:00

Vineyard Room

**President's Reception**

**Jing Luan, Host**

## Thursday, 11/13

|   |   |                   |
|---|---|-------------------|
| <b>7:00-8:00</b><br><b>Ballroom Foyer</b> | <b>Continental Breakfast</b>  |                   |
| <b>8:00-9:30</b><br><b>Salon I/II/III</b> | <b>Opening Session &amp; Welcome</b><br><b>Striving and Thriving</b><br><b>Dr. Bernie Goldstein, Provost Emeritus, Sonoma State</b><br><b>Facilitator:</b> <i>Rose Bruce, Sonoma State</i><br>By any measure fall 2003 is a remarkable period for higher education in California and Bernie Goldstein, recently retired Sonoma State Provost, will help us successfully face its challenges. Dr. Goldstein will speak on three topics: knowledge acquired over 35 years in higher education about conflicts and how to resolve them, the future of higher education, and the leadership that we are going to need.  | <b>8:00-9:30</b>  |
| <b>Bodega Room</b>                        | <b>9:45-11:00</b><br><b>Measuring Determinants of Student Return vs. Transfer vs. Stopout vs. Dropout: A First-to-Second Year Analysis of New Freshmen</b><br><b>Presenter:</b> <i>Serge Herzog, Director, Institutional Analysis, University of Nevada Reno</i><br><b>Facilitator:</b> <i>Jing Luan, Cabrillo College</i><br>Looking at Student demographics, high school preparation, college experience and financial aid offers, the study examines the impact of each area on second-year retention at a moderately selective public university in a medium-size urban location. Using multinomial logistic regression, retention is measured on the basis of a student's probability to re-enroll, transfer out, stop out, or drop out. Findings show that the most significant positive impact on re-enrollment is associated with certain types of financial aid offers, particularly those including scholarship support through the state-funded Millennium program. A higher parental income, concurrent enrollment at another college, successful completion of first-year math, and higher grades all positively impact re-enrollment and lessen the probability of transfer, stopout, or dropout. Conversely, residing outside the local area, having a high level of high school preparation and no aid offers, and being an ethnic minority student with low college grades all lower the odds of re-enrollment. The findings give rise to several recommendations pertinent to both institutional management and state public policy.. | <b>9:45-11:00</b> |
|   | <b>A Decade of Change: Using CIRP Data to Track Changes in the Demographics, Behaviors, Attitudes and Aspirations of First Time Freshman at UCSD</b><br><b>Presenters:</b> <i>William Armstrong, Director, Student Research and Information, University of California San Diego; Heidi M. Carty, Assistant Director, Student Research and Information University of California San Diego</i><br><b>Facilitator:</b> <i>Jing Luan, Cabrillo College</i><br>Data published by the Higher Education Research Institute (HERI) at UCLA suggest that although the high school grades reported by the nation's 2002 freshman class continue to rise, academic self-concept and confidence are declining. Using comparable items from the CIRP survey from a decade ago, the national HERI findings were tested and largely confirmed at a highly selective research university. Comparisons include a comparison of the high school grades, entrance test scores, and measures of academic self-perception of the 2002 freshman class with similar data from the 1991 entering freshman class.  |                   |

9:45-11:00

Santa Rosa Room

**Diversity by Design: A Study of Three Alumni Cohorts**

9:45-11:00

**Presenters:** *Laura Blake, Assoc. Director of Institutional Assessment, Occidental College; Karen Yoshino, Director of Institutional Assessment, Occidental College; Michael Tamada, Director of Institutional Research, Occidental College*

**Facilitator:** *Dolores Vura, CSU Fullerton*

The results of a survey tracking student experiences, performed as Occidental made a commitment to diversification, are discussed. The survey was administered to 3 cohorts of alumni, one pre-diversity, one during initial diversity efforts, & one from when diversity was established. Five areas of interest included the impact of Occidental’s diversification on: post-college experiences, academic standards of the College, institutional viability and vitality, the extent of student contact with demographic and programmatic diversity; and the extent to which an educational experience was equitably available to students. Data revealed that Occidental’s commitment to diversity was accomplished without loss of academic quality.

**The Evidence for Increased University Student Sentiment for Racial Privacy**

**Presenter:** *Gregg Thomson, Director, Office of Student Research, University of California Berkeley*

**Facilitator:** *Dolores Vura, CSU Fullerton*

“The number of University of California applicants who decline to state their race continues to grow” (Van Tassell, 2003), presumably because of increased antipathy toward racial categorization and the growing inadequacy of traditional racial categories to capture California’s increasingly multi-racial population. In a CAIR paper six years ago Thomson (1997) downplayed this, arguing that increased No Ethnic Data (NED) was mainly due to instrumentation effects and largely confined to affluent white students. However, with the implementation of Proposition 209 there is clear evidence of broader student support for racial privacy and, by implication, Proposition 54. This paper evaluates that evidence.

**Accountability: Using JCAR Graduation Rates to Set Campus Goals**

9:45-11:00

**Presenter:** *Monica Walia, Assoc. Director of Analytic Studies, California State University Office of the Chancellor*

**Facilitator:** *Bettina Huber, CSU San Marcos*

The three Associations that sponsored the Joint Commission on Accountability Reporting (JCAR)--the American Association of State Colleges and Universities, the American Association of Community Colleges and the National Association of State Universities and Land-Grant Colleges--wanted to create a standardized graduation rate that reflected the average unit load carried by students. In fall 2000, the CSU adopted the JCAR graduation rate as one of its accountability measures. The presentation will describe fully the computational steps for generating a campus JCAR rate, demonstrate how JCAR rates differ from IPEDS-defined rates, and explain how to interpret each of the rate’s components. Next it will report on the variance and central tendency of the JCAR rate and sub rates at the CSU. Lastly, it will describe how the patterns of goals were established and evaluate how they mesh with the notion of random error between two annual rates.

Sonoma Room

**Graduation Rates for Community College Transfers: Beta Testing for the CSRDE**

**Presenter:** *James Ssemakula, Assoc. Director of Analytic Studies, California State University Office of the Chancellor*

**Facilitator:** *Bettina Huber, CSU San Marcos*

Because the IPEDS staff has yet to release graduation rates from its annual Graduation Rate Survey, CSRDE is a key source for accessing campus-specific graduation rates for cohorts of first-time freshmen that entered 4-year institutions. Now CSRDE has expanded its data collection to include graduation rates for undergraduate transfers from public community colleges. This presentation will provide preliminary statistics about how such graduation rates vary across campuses. It also will provide some cautionary remarks about how to avoid inappropriate inter-campus contrasts. When the data are released many of the CSRDE membership will be eager to make comparisons between peer institutions. In addition, many will be ready to compare the graduation rates of undergraduate transfers with those of high school graduates that entered corresponding 4-year institutions as first-time freshmen. The latter evaluation, however, requires more than the computation of a simple rate difference.



11:10-12:00

**Bodega Room**

**Connecting Student Data and Geography with GIS**

11:10-12:00

**Presenter:** *Terrence Willett, Director of Research, Gavilan Community College*

**Facilitator:** *Marie Richman, UC Irvine*

Student enrollments are distributed spatially and can be better understood by mapping student data using Geographic Information Systems (GIS). This demonstration will cover basic GIS concepts using actual examples from a college research office including the relationship between ethnicity, location, enrollment, and persistence. We will also explore connections between GIS, databases, statistics, and data mining. One example will examine geographic patterns in the accuracy of predictive models revealed through GIS that would otherwise have been missed. Software, data sources, and monetary and training costs will be discussed as well.

**Where Does All the Money Go?**

11:10-12:00

**A Comparative Analysis of California State Finance**

**Presenter:** *Paul Eykamp, Coordinator Long Range Planning, University of California Office of the President*

**Facilitator:** *Steve Chatman, UC Davis*

**Sonoma Room**

Depending on whom you ask, California is a highly taxed state, a lowly taxed state, a state with fewer resources per person, a state with lots of resources per person, or a state with few resources. This study looks at the total California revenue and expense picture (state and local) and compares it to the “average state”, other large states, and selected other states, by headcount and as a percentage of income. This won’t help you balance your budget, but at least it will help you understand better why there is no money in it.

**Equity Benchmarking: An Innovative Model for Data Analysis**

11:10-12:00

**Presenter:** *Lan Hao, Research Assistant, University of Southern California*

**Facilitator:** *Wei-I Wang, Pasadena City College*

**Santa Rosa Room**

One of the greatest challenges facing higher education is closing the achievement gap between historically underrepresented students and white students. Accordingly, a key issue in institutional research is how to determine the achievement gap at the campus level. This paper presents a model to measure the equity gap in educational outcomes and establish benchmarks to monitor progress towards closing it. Three types of inequities are described: common scenario inequity, multi-layer inequity, and minority-majority inequity. The model provides institutional researchers with different approaches for determining equity benchmarks and monitoring educational outcomes for historically underrepresented students.

12:00-1:30

**Luncheon**

**A Conversation with Peter Schrag  
Peter Schrag, *Sacramento Bee***

**Salon I/II/III**

**Facilitator:** *Pamela Brown, UC Berkeley*

We have an enticing lunchtime speaker to serve up for CAIR 2003. We are fortunate to have a conversation with Peter Schrag, writer and editorial board member of the *Sacramento Bee* for over 20 years. He is author of *Paradise Lost: California's Experience, America's Future* and the soon to be released *Final Test: The Battle for Adequacy in America's Schools*. We look forward to hearing Mr. Schrag's insight on issues impacting higher education along with stories from his new book.

1:40-2:45

**Bodega  
Room**

**Opening Up the Pathway to Graduate Education: Lessons Learned from California State University (CSU) Students**

1:40-2:45

**Presenters:** *Linda DeAngelo, Research Analyst, University of California Los Angeles; Glen Winans, Assistant Dean, University of California Los Angeles*

**Facilitator:** *Leone Rodriguez, CSU Hayward*

This study examines student perspectives about the pathway to graduate education at a doctoral granting institution. Over 120 California State University (CSU) alumni who successfully transitioned to graduate study at UCLA were interviewed. The findings reflect the importance of CSU faculty mentorship to both graduate school aspirations and preparation, as well as the role of the culture and academic environment at the CSU in this process. Included are student ideas for outreach and recruitment, observations about adapting to a research university, plus suggestions for the CSU, UCLA and similar institutions that are interested in recruiting CSU students.

**What First-Year Experiences Contribute to Student's Perceptions of Academic Success and Personal Development?**

**Presenter:** *Ruan Hoe, Principal Administrative Analyst, University of California Los Angeles*

**Facilitator:** *Leone Rodriguez, CSU Hayward*

The study explores the longitudinal data from CIRP (2001) and YFCY (2002). It examines how students' first-year experiences affect their perception of academic and intellectual development at the end of the first year, controlling for their pre-college preparedness and life goals and aspirations. The preliminary findings suggest that college experiences such as self-perception, academic involvement, satisfaction with environment, and current academic performance contribute positively to their perception of academic success. Life goals, community involvement and interactive learning experiences have an impact on students' personal growth.

**Sonoma  
Room**

**Direct versus Derived Measures of Importance in Satisfaction Surveys**

1:40-2:45

**Presenter:** *Mark Pavelchak, Director of Student Outcomes Research, University of Southern California*

**Facilitator:** *Beth Benedetti, AICCU*

Attribute importance is often a focus of student satisfaction surveys. The underlying assumption is that administrators should shift resources to important but under-performing aspects of the undergraduate experience. The key issue discussed in this paper is that the direct measurement of importance by survey respondents may be a waste of time at best and strategically misleading at worst. Evidence is presented for the superiority of an indirect "derived" measure of importance.

**Engagement in Nontraditional and First Generation Students**

**Presenter:** *Christine McLean, Project Coordinator and Director of Marketing, University of Texas at Austin*

**Facilitator:** *Beth Benedetti, AICCU*

The high-risk for departure in students at two-year institutions and, in particular, nontraditional students and first-year students prompted an investigation of participation in academic culture and academic-oriented activities of these students. Results indicate that nontraditional students and first-generation students are less engaged in both academic culture and academic-oriented activities. However, when controlling for factors associated with nontraditional status, such as having children and full-time employment, the gap was eliminated in the academic-oriented activities in contrast to academic culture where the gap persisted.



|   |  |                         |
|---|--|-------------------------|
| <p><b>1:40-2:45</b></p> <p><b>Santa Rosa Room</b></p> | <p><b>Counseling and Student Services Contributions to Students' Self-Development</b></p> <p><b>Presenters:</b> <i>Esau Tovar, Faculty Leader/Counselor, Assessment Center, Santa Monica College; Carol Kozeracki, Project Manager, Institutional Research, Santa Monica College</i></p> <p><b>Facilitator:</b> <i>Dolores Vura, CSU Fullerton</i></p> <p>Given the increasing number of students attending community colleges, we face ever-increasing budgetary constraints while experiencing a demand to serve students' diverse needs without sufficient resources to do so. Understanding these needs will provide a greater ability to make decisions about which services to supply and in what way. This presentation will focus on the development and use of a 67-item student services survey measuring the use of college-wide student services and the degree of self-development experienced by students as a result of attending college. Specific contributions to students' self-development by counseling and other services will be highlighted.</p> | <p><b>1:40-2:45</b></p> |
|   | <p><b>The Effects of Mattering on Probationary Students' Adaptation and Success in College</b></p> <p><b>Presenters:</b> <i>Esau Tovar, Faculty Leader/Counselor, Assessment Center, Santa Monica College; Merril Simon, Assistant Professor, California State University Northridge</i></p> <p><b>Facilitator:</b> <i>Dolores Vura, CSU Fullerton</i></p> <p>The issue of retention and persistence are often studied in community college settings, and students' success and decisions to stay or leave college are explained in terms of academic and social integration. This research study sought to further explain and measure the construct of mattering and its relation to the above concepts. This was accomplished through the development of a mattering questionnaire, whose factorial structure, internal consistency, and discriminant validity lend support to the importance of the construct in explaining the experiences of non-successful community college students. Implications and future directions for mattering will be emphasized.</p>   |                         |
| <p><b>2:50-3:35</b></p> <p><b>Sonoma Room</b></p>     | <p><b>The Impact of Raising Admissions Requirements on Entering Freshmen Class Diversity</b></p> <p><b>Presenter:</b> <i>Vincent A. Novack, Director, Institutional Research, California State University Long Beach</i></p> <p><b>Facilitator:</b> <i>Marie Richman, UC Irvine</i></p> <p>California State University, Long Beach attracted enrollment beyond its funded target beginning in the late 1990s. First-time freshmen, the largest new student cohort during this period, eventually grew to a campus record 4,517 freshmen in fall 2001. That year, the university asked for and received permission from the system-wide Chancellor's Office to declare the entire fall 2002 freshmen class impacted. A methodology was developed to limit the number of admitted freshmen. Unfortunately, disproportionate outcomes resulted for various ethnic groups. This presentation will discuss these results and the steps taken to correct the situation the following year.</p>   | <p><b>2:50-3:35</b></p> |
|   | <p><b>Using Indexes of Learning to Develop the O Index and Typologies of Learning - A Data Mining Based Approach</b></p> <p><b>Presenter:</b> <i>Jing Luan, Chief Planning, Research &amp; Knowledge Systems Officer, Cabrillo College</i></p> <p><b>Facilitator:</b> <i>Pamela Brown, UC Berkeley</i></p> <p>Establishing typologies of learning will help institutions better understand learners as well as improving the delivery of learning, and ultimately, the outcomes of learning. This session discusses findings from exploring with the concept of establishing typologies of student learning at a suburban community college. The technologies for the work include data mining algorithms and a data warehouse. The session will proceed from a brief introduction of clustering and classification techniques to discussions of potential typologies that can be validated within and across algorithms.</p>  | <p><b>2:50-3:35</b></p> |
| <p><b>Bodega Room</b></p>                             |  |                         |

2:50-3:35

Santa Rosa Room

**What Influences A Student’s College Choice?**

2:50-3:35

**Presenters:** *Debbie Ellis, Senior Analyst, University of California Berkeley; Sam Agronow, Director of Policy and Analysis, UC Berkeley; Gregg Thomson, Director, Office of Student Research, University of California Berkeley; Rhoda Freelon, Principal Analyst, Admissions & Enrollment, University of California Berkeley*

**Facilitator:** *Wei-I Wang, Pasadena City College*

This study examines what factors come to play in a high school graduate’s decision of which college to attend. We used this year’s College Choice survey of admitted freshman who enrolled at competing educational institutions for the analyses. The survey was done for the third time this year with a focus on this decision-making process. The study will also explore what students who do enroll deem important relative to what the non-enrolling students think, through a separate survey of incoming freshman (Survey of New Students). Both surveys explore the same 50 factors influencing which colleges the students will attend, and links their responses to data elements from various campus databases.

3:35-3:45

**Afternoon Break**

Ballroom Foyer

3:45-4:30

Bodega Room

**Using MS Excel Pivot Table to Develop Online Academic Departmental Profiles**

3:45-4:30

**Presenter:** *N. Brian Hu, Director of Institutional Research, Loyola Marymount University*

**Facilitator:** *Steve Chatman, UC Davis*

This session demonstrates an online department profile reporting system with Excel 2000 PivotTables. The unique features include direct queries to a database/data worksheet without much formatting, drill-down functions of variables to the individual record, free switching of row or column variables for desired tabulations, and various types of pivot charts for vivid visual effects and fast data digesting. Moreover, PivotTables can be easily saved as HTML files and be published online for web distribution. Anyone who has MS Excel experience can easily make PivotTables with the PivotTables Wizard. This makes learning easy and fun for an overloaded institutional researcher

3:45-4:30

Sonoma Room

**Varietal Methods in Institutional Research: Training Student Researchers to Explore Student and Campus Culture**

3:45-4:30

**Presenter:** *Judith Richlin-Klonsky, Director, Student Affairs Information and Research, University of California Los Angeles*

**Facilitator:** *Leone Rodriguez, CSU Hayward*

Adopting a cultural perspective in institutional research points us toward the foundations of campus life. By systematically examining the material artifacts of campus culture – from architecture to mascot-themed sportswear – and the non-material products – such as campus norms and values – we can uncover the deeply rooted processes through which campus life is regularly produced, re-produced, and transmitted. And, from a cultural perspective, we can gain insight into the meanings that students themselves give to institutional practices and structures, understanding the difference between “ideal” and “real” culture, explicit and implicit values, and the ways cultural resources are used to make sense of college experience (Kuh and Whitt, 1988). Far from an abstract investigation, cultural research has the potential to illuminate such core concerns of college life as the shared values that, when filtered through individual decision-making, contribute to time-to-degree rates; the definitions of student identity that promote or inhibit commitment to the institution; the local attitudes that shape “partying” behavior; or the meaning students attach to class attendance.

**3:45-4:30**

**Academic, Demographic, and Writing Attitude Correlates of Student Directed Self-Placement into Freshman Composition Courses: Preliminary Findings** **3:45-4:30**

**Santa Rosa  
Room**

**Presenters:** *Harley Baker, Assistant Professor, California State University Channel Islands; Jacquelyn Kilpatrick, Professor, California State University Channel Islands; Ernie Gonzalez, Director, Institutional Research and Assessment, California State University Channel Islands*

**Facilitator:** *Beth Benedetti, AICCU*

Reports the preliminary findings of a study of the effectiveness of a directed self-placement model for placing freshman into composition courses at CSU Channel Islands. Students elected to enter the standard one-semester (STANDARD) or two-semester stretch sequence course (STRETCH). Institutional and student self-report data were used to determine: (a) the relationship between student self-placement and EPT-based placement; (b) how STANDARD and STRETCH students differed demographically and academically; (c) how STANDARD and STRETCH students differed in their approaches to writing and composition; and, (d) how STANDARD and STRETCH students differed in self-efficacy and expectations for academic success in the writing enterprise.

**4:45-8:00 (First Bus at 4:45)**

**Paradise Ridge Winery Event**

## Friday, 11/14

|   |   |                       |
|---|---|-----------------------|
| 7:00-8:15/<br>7:30-8:15                           | <b>Continental Breakfast/<br/>CAIR Business Meeting</b>   | <b>Ballroom Foyer</b> |
| 8:15-9:30<br>Salon I/II/III                       | <b>Plenary Session</b><br><br><b>Assessment and Learning Outcomes</b><br><b>Ralph Wolff, WASC</b><br><br><b>Facilitator:</b> <i>Jing Luan, Cabrillo College</i>   |                       |
| 9:40-10:40<br>Salon I/II/III                      | <b>Plenary Session</b><br><br><b>Research on Learning: Implications for Assessment in Higher Education</b><br><b>Mark Wilson, University of California, Berkeley</b><br><br><b>Facilitator:</b> <i>Rose Bruce, Sonoma State</i>   |                       |
| 10:45-11:55<br><br><b>Bodega/Cotati<br/>Rooms</b> | <b>The Role of Student Surveys for Assessment and Accreditation</b> <span style="float: right;"><b>10:45-11:55</b></span><br><b>Presenters/Panelists:</b> <i>Gregg Thomson, Director, Office of Student Research, University of California Berkeley; Karen Yoshino, Director, Institutional Assessment, Occidental College; Julian Fernald, Assistant Director of Institutional Research, University of California Santa Cruz; Rose Bruce, Director, Analytical Studies and Planning, Sonoma State University</i><br><b>Facilitator:</b> <i>Roseann Hogan, CSU Stanislaus</i><br>How can student outcomes surveys be used more effectively for assessment and accreditation? Panelists will draw on their experiences at an independent college, a California State University campus, and two University of California campuses, respectively. Particular focus will be on the use of peer institution comparisons and the pros and cons of participating in the National Survey of Student Engagement (NSSE) versus developing a local instrument, specifically, the University of California Undergraduate Experience Survey (UCUES).  |                       |
| 10:45-11:55<br><br><b>Sonoma<br/>Room</b>         | <b>The Transfer Rate Adjustment Model Based on Four Cohorts of Data</b> <span style="float: right;"><b>10:45-11:55</b></span><br><b>Presenters:</b> <i>Shuqin Guo, Specialist, Research and Planning; Willard Hom, Director; Patrick Perry, Vice Chancellor; all from the Chancellor's Office of the California Community Colleges</i><br><b>Facilitator:</b> <i>Brandt Kehoe, CSU Fresno</i><br>The study statistically tests for systematic environmental factors that affect the transfer rates to four-year institutions, across four student cohorts for each community college. Among the tested factors are student academic preparedness, local economic indicators, age of student population, percentage of students receiving financial aid, and student self-reported goals. Regression analysis shows that the tested factors explain about 60% of the variance in transfer rates. Because the model's predicted transfer rate for each college adjusts for uncontrollable systematic differences between community colleges, this predicted rate generally indicates the community college's relative output for the transfer goal.<br><br><b>An Updated Basic Peer Grouping of California Community Colleges</b><br><b>Presenter:</b> <i>Willard Hom, Director of Research &amp; Planning, Chancellor's Office, California Community Colleges</i><br><b>Facilitator:</b> <i>Brandt Kehoe, CSU Fresno</i><br>The presenter will discuss the findings from a recent cluster analysis to update a prior basic peer grouping that the Chancellor's Office completed several years ago. The analysis uses Fall 2001 enrollment data and population densities based upon work by the California Department of Finance (DOF) with the Census 2000 data. The resulting peer grouping identifies twelve separate groups of colleges. The DOF population density data provide estimates for both a five-mile radius per community colleges and a ten-mile radius per community college. This cluster analysis found that the two density measures produce somewhat different peer groupings. |                       |

**12:00-1:15**  
**Salon I/II/III**

**Luncheon**

**Richard Stivers**  
**(Larry Jordan Memorial Lecture)**  
**Facilitator:** *Dolores Vura, CSU Fullerton*

We are honored to welcome Richard Stivers, Distinguished Professor of Sociology, Illinois State University, and author of *Technology As Magic: The Triumph of the Irrational*, one of Larry's favorite books. Professor Stivers will introduce his thesis and then focus on statistics as the basis of administrative magic, the transition from moral to normal, magical numbers, and magical words. In this age of accountability, increased reliance on quantitative evidence, confusion between assessment and accountability, and concerns about "accountability malpractice" (Larry's term), Dr. Stivers' message could not be more timely.

Larry Jordan, our longtime colleague and Director of Analytical Studies at California State University, Los Angeles, passed away in January, 2003. His family and friends provided a fund to CAIR to honor Larry's professional legacy. We are deeply grateful to them.

**1:20-2:05**

**Bodega/Cotati Rooms**

**Beyond the Traditional Program Review – A Case Study Analysis of Institutional Approach to Effective Program Assessment** **1:20-2:05**

**Presenters:** *Sutee Sujitparapitaya, Director for Institutional Research, CSU Sacramento; Vickii Castillon, Associate, Academic & Institutional Studies, CSU Sacramento; Linda Buckley, Director for Curriculum, Assessment and Accreditation; Professor of English, CSU Sacramento*

**Facilitator:** *Bettina Huber, CSU San Marcos*

California State University, Sacramento (CSUS) is an institution that strives to achieve a "culture of teaching and student learning," whereby, survey and institutional data relating to the effectiveness of academic programs in achieving their learning goals becomes the basis for decision making and the impetus for improvement. This case study will provide inside analysis of a) Comprehensive Academic Program Assessment Process that brings together planning, assessment, self study reports, and assessment outcomes, and b) Program-Level Electronic Institutional Portfolio (Program E-Portfolio) that features authentic work and evidence in a context of learning, reflection, and assessment using internet based technologies.

**Sonoma Room**

**Four Quartets: Using a Cohort-Based Analysis Plan to Separate Distinct Voices in Student Survey Research** **1:20-2:05**

**Presenter:** *Robert Cox, Manager, Office of Analysis and Information Management, University of California Los Angeles*

**Facilitator:** *Marc Beam, Antelope Valley*

The analysis plan for a multi-campus undergraduate survey separated respondents into four cohorts -- first-year and senior-year students who entered from high school and first-year and senior-year students who entered via transfer. Structured comparisons highlight distinct voices or themes in each cohort and identify aspects of the undergraduate experience that are strongly differentiated according to mode of access and to whether one is closer to the beginning or the end of the undergraduate career. Results from four cohorts are summarized in four areas: Differences by cohort in the allocation of time to student life activities, in reported educational progress, in major factors contributing to student satisfaction and, finally, in multi-dimensional contrasts of experience and satisfaction between students in the first-year and senior-year cohorts.

**2:05-2:15**

**Afternoon Break**

**Ballroom Foyer**

**2:15-3:15**  
**Salon I/II/III**

**Plenary Session**

**Assessment and Achievement:**  
**The Quest to Hold Higher Education Accountable**  
**Richard Shavelson, Stanford University**

*Facilitator: Gregg Thomson, UC Berkeley*

|  |  |
|--|--|
| <b>3:20-4:30</b><br><br><b>Bodega/Cotati Rooms</b> | <p><b>Are ePortfolios the Answer? A Panel Discussion</b> <span style="float: right;"><b>3:20-4:30</b></span><br/> <b>Panelists:</b> <i>Tony Christopher, Technology Outreach Manager, Undergraduate Affairs, University of California, Berkeley; and additional panelists</i><br/> <b>Facilitator:</b> <i>Steve Chatman, UC Davis</i><br/> Will electronic or digital portfolios become an indispensable tool for student assessment in higher education? What has been the track record so far with ePortfolios and how close are we to having ePortfolios on all our campuses? A representative of the University of California, Berkeley's ePortfolio feasibility project and panelists from campuses that already have ePortfolios will discuss the use of ePortfolios and the implications for assessment.</p>  |
|  | <p><b>3:20-4:30</b> <span style="float: right;"><b>3:20-4:30</b></span><br/> <b>Contextualizing Institutional Data: A Dialog</b><br/> <b>Presenters:</b> <i>Ed Sullivan, Director Institutional Research &amp; Analytical Studies, California State University Fullerton; Dolores Vura, Assistant VP, Institutional Research &amp; Analytical Studies, California State University Fullerton</i><br/> <b>Facilitator:</b> <i>Cel Johnson, USD</i><br/> We will stimulate a discussion about how providing context to factual tables enhances the value of data. We will use real examples (Change in Gender and Minority Enrollment; Enrollment Growth; Graduation Rates) from our own experiences to initiate a dialog with the audience. We will share how we chose to provide context to frame the facts. Our goal is to show that it is possible to introduce context by incorporating data from other sources that enrich information without creating undo bias. We expect to stimulate a dialog with our audience that will provide meaningful ideas to employ for future projects.</p> <p><b>Graduation Rates and the Press: Lessons Learned from Concealing Data about Time-to-Degree</b><br/> <b>Presenter:</b> <i>Philip Garcia, Director, Analytic Studies, California State University Office of the Chancellor</i><br/> <b>Facilitator:</b> <i>Cel Johnson, USD</i><br/> In spring 2003, a reporter from a Southern California newspaper asked for graduation data regarding a local CSU campus. The reporter was of the opinion that the campus was suppressing lower-than-average performance outcomes. To the reporter's surprise, just a few months earlier, the campus of interest had released a comprehensive self-evaluation of its graduation rates. The study was critical of many campus practices and was replete with recommendations for improving undergraduate completion rates. The reporter was impressed by the amount of public information that was available and the candor expressed in the graduation report. The reporter hinted to the campus public information officer that the story would be, on balance, positive. When the story finally appeared in print, the headline read: "Degrees of difficulty: Fewer than 3% of CSU students graduate in four years." The text was similarly disapproving in tone. This presentation describes how less than full disclosure by a campus helped turn a potentially positive story into a negative one.</p> |
| <b>Sonoma Room</b>                                 |  |

## CAIR Executive Committee

President: Jing Luan, Cabrillo College, Aptos  
 Immediate Past President: Dolores Vura, California State University, Fullerton  
 Vice President/President-Elect: Steve Chatman, University of California, Davis  
 Treasurer: Bettina Huber, California State University, San Marcos  
 Secretary: Marie Richman, University of California, Irvine

### Segment Representatives

California Community Colleges: Wei-I Wang, Pasadena City College  
 Independent Colleges & Universities: Beth Benedetti, Assoc. of Indep. California Colleges  
 and Universities (AICCU)  
 University of California: Pamela Brown, University of California, Berkeley  
 California State University: Leone Rodriguez, California State University, Hayward

## CAIR CONFERENCE LOCATIONS, THEMES & KEYNOTE SPEAKERS

| <u>Year</u> | <u>Location</u> | <u>Theme</u>   | <u>Keynote Speakers</u>  |
|-------------|-----------------|--|--|
| 1971        | Burlingame      | Why CAIR?  | Sidney Suslow  |
| 1972        | San Diego       | Can You Manage It?   | Earl Cheit   |
| 1973        | San Francisco   | Current Trends In Higher Education   | Allan Cartter, J.B. Hefferlin, William McInnes SJ, Warren Martin, Errol Mauchlan, et al.   |
| 1974        | Los Angeles     | Decreasing Enrollments And Increasing Costs                                | James Wilburn, Lyman Glenly, John Minter, et al.   |
| 1975        | San Francisco   | Evaluating Accreditation For Non-Traditional Vs. Traditional Programs      | Kay Anderson, Louis Batmale, Jonathan Warren, Terry Lunsford, et al., Charles Neidt  |
| 1976        | San Francisco   | State Commissions On Postsecondary Education And The Four (Five?) Segments | Donald McNeil, T.K. Olson, John Vasconcellos, Richard Peterson, et al., William Haldeman, et al., Stanley McCaffrey, Dorothy M. Knoell, et al. |
| 1977        | San Diego       | Management And Planning “Illusions And Reality”                            | Lewis Mayhew, Stephen Horn, Clarence Bagley, et al., Roy Mikalson, Owen Knorr, et al., Georgia Mellon, et al.                                  |
| 1978        | San Francisco   | Accommodating Student And Faculty Aspirations In A Changing Society        | Marjorie Wagner, Raoul Teilhet, Clarence Bagley, et al., Herbert Sussman, Reynold Colvin   |
| 1979        | Burlingame      | Can We Manage Without Research?  | Thomas Jenkins, Patrick Callan, Kenneth Doane  |

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

|      |               |   |   |
|------|---------------|---|---|
| 1980 | San Francisco | Planning For The Anxious Eighties   | William Pickens, Edward Harmon, George Proctor, et al., Charles Hall                          |
| 1981 | San Francisco | Resources In The Anxious Eighties   | Patrick Callan, et al., Martin Trow, Walter Holmann, Samuel Kipp, et al., Robert Bess, et al. |
| 1987 | Los Angeles   | Why We CAIR   | Laura Saunders, William Pickens, Lee Kerschner  |
| 1988 | San Francisco | Planning For The 21 <sup>st</sup> Century   | Sandy Smith, Kenneth Green  |
| 1989 | San Diego     | Measures Of Success: Student And Institutional Outcomes                           | William Moore, Patrick Callan   |
| 1990 | Sacramento    | Future Issues In California Higher Education                                      | Lynn Reaser, Mark Lipsey  |
| 1991 | Fresno        | Institutional Research: Raisin' Issues  | Peter Mehas, Dennis Nef   |
| 1992 | Ontario       | Institutional Research: Bridge Over Troubled Waters                               | Elizabeth Hill, Dennis Galligani, et al.  |
| 1993 | San Jose      | Reclaiming The Dream: The Future Of Higher Education In California                | Joni Finney, Christopher Cabaldon, Barbara Beno, William Storey, Kirk Knutsen                 |
| 1994 | San Diego     | Calls For Accountability: A Professional Response In A Political Environment      | David Breneman, Patrick Callan, Elizabeth Griego, et al., Ray Bachetti                        |
| 1995 | Sacramento    | Trends And Changes In Higher Education: Institutional Researchers' Evolving Roles | Robert Zemsky, Trudy Bers, et al., Robert Threlkeld, Peter Smith                              |
| 1996 | Costa Mesa    | Partnerships For The Future   | Patrick Callan, Carlos Cortés, Sarah Lubman, et al.   |
| 1997 | San Francisco | The California Institutional Research CAIR-A-VAN: Where Is It Headed?             | Marvin Peterson, Kevin Starr, David Wolf/Judie Wexler, Dennis Hengstler, et al.               |
| 1998 | San Diego     | Meeting The Challenges Of Change In California Higher Education                   | William Pickens, Chris McCarthy, Roger Benjamin   |
| 1999 | Sacramento    | Institutional Researchers Face The Challenges Of The Millenium                    | Buzz Breedlove, et al., Christopher Cabaldon, Warren Fox                                      |
| 2000 | Pasadena      | CAIR Year Zero: Starting All Over Again   | William Tierney, Eric Splaver, Ralph Wolff, William Massy                                     |
| 2001 | Sacramento    | What Lies Beyond . . .  | Ralph Wolff, Dorothy M. Knoell, Paul Duguid, Fran Horvath, Brad Phillips                      |
| 2002 | Pasadena      | Prospering in Volatile Times  | Patrick Perry, Victor M. H. Borden, Carlos E. Cortés  |
| 2003 | Rohnert Park  | Institutional Research Rootstock and Varietals                                    | Bernie Goldstein, Peter Schrag, Ralph Wolff, Mark Wilson, Richard Stivers, Richard Shavelson  |
| 2004 | Anaheim       |   |   |



# CAIR Segment Representatives 1987-2003

## 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 Karp, Glendale  
1999-00 Edward Karp, Glendale  
2000-01 Patrick Perry, Chancellor's Office  
2001-02 Wei-I Wang, Pasadena City College  
2002-03 Wei-I Wang, Pasadena City College

## 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, Association of Independent  
California Colleges and Universities  
2002-03 Beth Benedetti, Association of Independent  
California Colleges and Universities

## State Agencies and Non-Segmental

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

## California State University

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

## 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, UC Berkeley  
  
Pamela H. Brown, UC Berkeley

## Officers of the California Association for Institutional Research 1987 – 2003

|  | <u>Vice<br/>President</u> | <u>President</u> | <u>Past<br/>President</u> |
|--|---------------------------|------------------|---------------------------|
| 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          |                           |

### **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

### **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

# Schedule-at-a-Glance

| Wednesday 11/12   |  |  |  |  |
|---|--|--|--|--|
|   | Salon I  | Salon II   | Sonoma Room  | Santa Rosa Room  |
| 7:30- 9:00  | Continental Breakfast Ballroom Foyer   |  |  |  |
| See full schedule   | Segment Meeting: CSU   | Segment Meeting: Independent   | Segment Meeting: CCC/RPG   | Segment Meeting: UC  |
| 2:30-2:45   | Afternoon Break Ballroom Foyer   |  |  |  |
| 2:45-5:30   | NSC Panel  | IPEDS/PAS Johnson (Director of IR)   | Workshop: Data Mining Defined and Tools Compared<br>Luan (Chief Plan. Research Officer)<br>Eykamp (Coord. L.R. Enroll. Analysis)                     | Qualitative Research Techniques<br>Richlin-Klonsky (Director Student Affairs Research)                             |
| 6:00-8:00   | President's Reception Vineyard Room  |  |  |  |
| Thursday 11/13  |  |  |  |  |
|   |  | Bodega Room  | Sonoma Room  | Santa Rosa Room  |
| 7:30-8:00   | Continental Breakfast Ballroom Foyer   |  |  |  |
| 8:00-9:30   | Opening Session & Welcome  | Striving and Thriving, Bernie Goldstein (Sonoma State)   |  | Salon I/II/III   |
| 9:45-11:00  |  | Measuring Retention, Herzog (Director of Institutional Analysis); CIRP, Armstrong (Director, Student Research and Info.)             | Using JCAR Grad. Rates, Walia (Assoc. Director Analytic Studies); Grad. Rates for CC Transfers, Ssemakula, (Assoc. Director Analytic Studies)        | Diversity/Alumni Cohorts, Blake (Assoc. Dir. Inst. Assess.); Racial Privacy, Thomson (Director, Student Research)  |
| 11:10-12:00   |  | Student Data/Geography with GIS, Willet (Director of Research)   | Where Does All the Money Go? A Comparative Analysis of State Finance, Eykamp (Coord. L.R. Enroll. Analysis)  | Achievement/Equity Gap Data Model, Hao (Research Assistant)  |
| 12:00-1:30  | Luncheon Peter Schrag (Sac Bee) Salon I/II/III   |  |  |  |
| 1:40-2:45   |  | Graduate School Aspirations and Preparation, DeAngelo (Research Analyst); Perception of Academic Success, Hoe (Prin. Admin. Analyst) | Measures in Satisfaction Surveys, Pavelchak (Director Stu. Outcomes Research); Nontrad./First Gen. Student Engagement, McLean (CCSSE Project Coord.) | Counseling/Self-Development & Effects on Probationary Students, Tovar (Faculty Leader, Counselor, Assessment Ctr.) |
| 2:50-3:35   |  | O index/Typologies, Luan (Chief Plan. Research Officer)  | Admissions/Diversity, Novack (Director, IR)  | Influences on College Choice, Ellis (Senior Analyst)   |
| 3:35-3:45   | Afternoon Break Ballroom Foyer   |  |  |  |
| 3:45-4:30   |  | On Line Department Profile Demo, Hu (Director IR)  | Training Researchers/Campus Culture, Richlin-Klonsky (Director Stu. Affairs Research)  | Correlates of Course Self-Placement, Baker (Assist. Professor)   |
| 4:45-8:00   | Paradise Ridge Winery Visit First Bus at 4:45  |  |  |  |
| Friday 11/14 Assessment in Higher Education: Where Do We Stand? |  |  |  |  |
|   |  | Bodega/Cotati Rooms  | Sonoma Room  |  |
| 7:00-8:15   | Continental Breakfast/CAIR Business Meeting Ballroom Foyer   |  |  |  |
| 8:15-9:30   | FRIDAY OPENING   |  | Ralph Wolff (WASC)   | Salon I/II/III   |
| 9:40-10:40  | PLENARY SESSION Research on Learning: Implications for Assessment in Higher Education<br>Mark Wilson (Professor, University of California, Berkeley) |  |  | Salon I/II/III   |
| 10:45-11:55   |  | The Role of Student Surveys for Assessment and Accreditation Panel (Mix)   | Transfer Rate Adjustment Model, Guo (Specialist R&P); Peer Grouping of CCs, Hom (Director R&P)   |  |
| 12:00-1:15  | Luncheon Richard Stivers (Professor, Illinois State University)<br>Jordan Memorial Lecture Salon I/II/III  |  |  |  |
| 1:20-2:05   |  | Effective Program Assessment, Sujitparapataya (Director IR)  | Cohort-Based Survey Research Analysis, Cox (Manager AIM)   |  |
| 2:05-2:15   | Afternoon Break Ballroom Foyer   |  |  |  |
| 2:15-3:15   | PLENARY SESSION Assessment and Achievement: The Quest to Hold Higher Education Accountable, Richard Shavelson (Professor, Stanford University)       |  |  | Salon I/II/III   |
| 3:20-4:30   |  | ePortfolio Panel   | Contextualizing Data, Sullivan (Director IR & Analytic Studies); Grad. Rates and the Press, Garcia (Director Analytic Studies)                       |  |

# DoubleTree Sonoma Wine Country

