

Wednesday, November 17

7:00-9:00 Continental Breakfast Marquis NE

CAIR Segment Meetings

9:00-2:00 California State University Segment Meeting Orange County 1
9:00-2:00 University of California Segment Meeting Orange County 2
9:00-2:00 Community College Segment Meeting Orange County 3
10:00-Lunch Independent Colleges Segment Meeting Orange County 4

2:15-5:00 Workshop: *IPEDS Peer Analysis System: New Tools, New Techniques* Orange County 1

Presenter: Cel Johnson, Executive Director of Institutional Research and Planning, University of San Diego.

Demand for access to IPEDS data has dramatically increased since electronic reporting began, and NCES has responded by expanding the features of the Peer Analysis System (PAS) on an annual basis. The presenter will demonstrate two long-awaited features introduced this fall: the Dataset Cutting Tool and the Form Facsimile. The Dataset Cutting Tool allows the user to download IPEDS data in SAS, SPSS, STATA, and spreadsheet formats to use with those software packages for analysis and comparisons. The Forms Facsimile option allows the user to print survey data in a format similar to the IPEDS printed forms. The presentation will also cover new "totals" variables—variables that once had to be calculated by the user but now included in the system.

In October, NCES mailed the first annual Data Feedback Report to all postsecondary CEOs nationwide to demonstrate the utility of IPEDS data and to encourage the use of the new IPEDS Executive Peer Tool and the IPEDS Peer Analysis System. Come to this presentation to see how the new Executive Peer Tool can be used to examine the same set of derived variables and figures presented in the feedback report for any peer group of your choice!

2:15-5:00 [Workshop: Strategic Planning, Accountability, and Assessment - Making it Work](#) Orange County 2

Presenter: Roseann Hogan, Assistant Vice President of Institutional Research, CSU, Hayward

The capacity for developing and implementing successful, sustainable strategic plans is increasingly critical in higher education today. Rapid changes facing higher education, incredible pressure to do more with fewer resources, changes in regional accreditation requirements for assessment capacity necessitate universities develop methods of identifying and prioritizing goals, of allocating resources in a rational manner to meet those goals, develop means to monitor progress toward goal achievement through evaluation and assessment processes, and use the information to direct the future of the institution.

This session will introduce the concepts of institutionalizing strategic planning, assessment and evaluation and implementation. In other words, developing institutional capacity to sustain planning and assessment in meaningful ways. Too often planning has been the responsibility of ad hoc committees that plan and then fade away. The role of the institutional research professional will be emphasized. The workshop will be highly interactive. The first part of the workshop will last 1.5 hours, followed by an hour working session. Participants are encouraged to bring teams and participate in the working session following the presentation by bringing existing plans, organizational charts, forms, and policies from their institution to share with the group. Teams will be encouraged to begin development of an action plan for reviving or creating strategic planning processes at their institutions.

2:15-5:00 [Workshop: Doing Survey Research](#) Orange County 3

Presenter: Peter M. Nardi, Professor of Sociology & Director of Institutional Research, Pitzer College

This workshop reviews the basic steps in conducting survey research. It begins with ideas for (a) generating research questions or hypotheses, (b) deciding on various sampling strategies, (c) measuring variables with different levels of measurement, (d) developing reliable and valid surveys, (e) analyzing the findings using basic statistics in SPSS, and (e) presenting the results. The workshop emphasizes the constructing of surveys involve participants developing questionnaires that they can use on their campuses.

Wednesday, November 17

2:15-5:00 **Workshop: *Open Sesame! Coding and Connecting Open-End Text-Response Items in Student Surveys***

Orange County 4

Presenter: Robert Cox, Manager, Office of Analysis and Information Management, UCLA

Rapid migration from pulp-based to web-based data collection has been one of the biggest stories in student survey research over the past five years. Greater flexibility, lower costs, and instant data set availability are often cited as the chief advantages of the new methods. Often overlooked are the significant advantages of text-box input and instant availability of input text when it comes to using open-end text-response items to gather information.

What can we hope to accomplish with open-end text-response items in student surveys? Why bother to collect them? What types of items exist? How can they be classified? For what purposes are they best suited? Should they be used only in preliminary research to prepare the ground for multiple-choice items in later rounds? Or should some such items always be placed in web-based surveys for the sake of gathering quotable, 'illustrative' or 'contextualizing' comments on complex issues? Finally, if we do use items that elicit multi-dimensional comments, what general methods can we use to code and classify these responses so that they can be 'quantified' and connected to respondent background characteristics and other survey data items.

The workshop coordinator will present and discuss a variety of open-end text-response materials generated over the past three years through the University of California Undergraduate Experience Survey (UCUES). The workshop will feature open dialogue among participants, and all participants are encouraged to bring materials from their own surveys for discussion.

5:15-6:30

Welcome and Keynote Address

Marquis NE

[Responding to Accreditation: Gods, Monarchs, and Institutional Effectiveness](#)

J. Frederick Volkwein, Director of the Center for the Study of Higher Education, Penn State

Those in offices of planning and institutional research face many tensions and role conflicts. In particular, the accreditation and institutional effectiveness process requires us to serve twin masters -- the need for internal assessment and the need for external accountability. Dr. Volkwein approaches the topic after many years as an institutional researcher, faculty member, assistant to the president, and participant on numerous WASC & MSA accreditation teams.

6:30-8:00

President's Reception - Veranda

Thursday, November 18

| | | |
|------------|---|------------------|
| 7:00-8:00 | Continental Breakfast | Marquis NE |
| 8:00-9:15 | Panel: <i>Highlighting Student and Organizational Learning - WASC Senior Division</i> Panelists: Elizabeth Griego, Associate Director, WASC Senior College Commission Patricia Anderson, Provost, Fresno Pacific University Jerrold Prichard, Associate Provost Academic Programs (Ret.), CSU San Bernardino Fred Volkwein, Director of the Center for the Study of Higher Education, Penn State University This panel will comment on the WASC accreditation review process and its focus on student and organizational learning. The WASC perspective will be discussed by its Associate Director. Innovations in assessing and improving student learning at two dissimilar institutions will be explored by two campus accreditation liaison officers (one from a small private, one from a large public). Finally, an experienced team chair will describe what the visiting team is looking for. The session aims to stimulate your mental models of accreditation. | Marquis NE |
| 8:00-9:15 | <u>Data and Analyses Useful for Accreditation Self Study</u> Presenter: Deborah Blue, Associate Director for Policy and Research, ACCJC/WASC. This presentation will outline the kinds of data and analyses institutions accredited by the Accrediting Commission for Community and Junior Colleges might collect and use in preparing self study reports. The presentation will provide the logical framework within which accreditation standards require institutions to be self-evaluative. It will stress the three broad categories of data that institutions need to use -- data on organizational effectiveness, data on educational achievement and data on student learning -- that form the basic components of program review. | Grand Ballroom D |
| 9:15-10:15 | <u>A Strategy for Using Zip Code Data in Community College Enrollment Analysis</u> Presenters: Willard Hom, Director, Research & Planning Unit, Chancellor's Office, California Community Colleges, and Terrence Willett, Director, Institutional Research, Gavilan College This talk discusses (a) the strategic benefits of using zip code data from the system office for enrollment analysis at community colleges and (b) some quantitative analyses that could exploit such data. The presentation will use the experience of Gavilan College as a case to illustrate this strategy. The content will include the strengths and weaknesses of this model as well as ways that this model can be extended with other data. Analysis techniques will include GIS and non-GIS approaches. In general, attendees will learn about a basic model for exploiting existing administrative data to help the college-level, or district-level, planning in the areas of curriculum offerings, course scheduling, enrollment capacity, community needs assessment, student services, outreach, and institutional marketing. | Grand Ballroom D |
| 9:15-10:15 | <i>Supporting Enrollment Planning Decision Making: Use of GIS Mapping Techniques</i> Presenters: Fran Horvath, Director of Institutional Research and Planning, and Amy Matsubara, Special Projects, CSU Northridge In 2004, most public universities within the state were faced with severe budget cutbacks. For a CSU which had formerly been able to accept and enroll all eligible applicants, these new financial pressures required the development of strategies to control enrollments. The purpose of this presentation is to demonstrate how Institutional Research can develop techniques to inform the decision-making process through mapping of applicant data and be able to quickly create multiple scenarios for consideration. How our campus' decision-making process was aided by mapped data and the various political factors which played a role in the decision making process will also be discussed. Although changes in the state budget later made some of these cutbacks unnecessary, the development of these techniques will continue to be useful in analyzing various populations. | Grand Ballroom C |

Thursday, November 18

9:15-10:15 [**Grade Inflation, Real or Imagined? A Study of University of California Grades and Student Quality Over Time**](#) **Grand Ballroom D**

Presenter: Paul Eykamp, Coordinator, Long Range Enrollment, UC Office of the President

Recently there has been renewed discussion about grade inflation at research universities. In part this had been fueled by this discovery that over 90% of Harvard graduates received honors designation on their degrees. Princeton has changed its grading policy to limit the numbers of A's its students can receive. This study looks at GPA data from eight campuses, looking longitudinally within majors and clusters of students based on their high school GPA and SAT patterns over time to test if increased student quality is related to higher University GPA. It is hoped that the results from a large relatively homogenous sample over a 12 year period will help focus the debate on the nature of the problem and what, if anything should be done to combat it.

Methods employed will include comparative averages, cluster analysis, regression analysis and other statistical procedures as the data warrant. The paper will discuss methodology, data issues, and results. If the data supports that analysis, I will also attempt to see if there is evidence of inflation in high school grades relative to SAT and first year performance.

10:15-10:30 **Morning Break - Refreshments**

10:30-11:00 [**The Impact of Cluster Sampling Methods on the Size of Standard Errors: Observations from the new Report on the Eligibility of California's 2003 High School Graduates for Admission to the State's Public Universities**](#) **Grand Ballroom A-B**

Presenters: Philip Garcia, Director, and Marv Lindsey, Associate Director, Analytic Studies, CSU Office of the Chancellor

Since 1983, the California Postsecondary Education Commission has sponsored five studies on the eligibility status of public high school graduates for admission to the California State University or the University of California. In 2003, the data collection strategy was changed from a stratified-sampling design to a cluster-stratified sampling design. The alteration was necessitated by the need to limit the 2003 sample to students graduating from campuses that could generate electronic transcripts. The new procedures generated more than 18,000 transcripts, but now the confidence interval for the statewide eligibility rates exceed + 3 percent, in contrast to the + 1 percent generated from prior surveys. This presentation examines the full statistical impact from the move to a cluster sample for the newest eligibility results and evaluates the sampling frame requirements for producing more precise eligibility rate estimates from a cluster-stratified sampling design of California public high schools.

10:30-11:00 [**Cost of Excess Units**](#) **Grand Ballroom C**
Presenters: Monica Walia, Associate Director, and Waddell M. Herron, Associate Director, CSU Office of the Chancellor

On May 11, 2004, a Higher Education Compact was reached between the CSU, the UC and the Governor's Office. The UC and CSU each agreed to provide a comprehensive single report to the Governor, Secretary of Education, the fiscal committees of the Legislature, the Legislative Analyst's Office and the Department of Finance by October of each year on a variety of performance measures including the total number and percent of graduating undergraduates who have accumulated excess units required for their degree, as determined by the segments, and the average number of excess units accumulated by these students.

One aspect of Governor Schwarzenegger's Proposed Budget (January 12, 2004) and now required reporting process, is to require students who enroll in more than 132 semester units at a CSU campus to pay the full cost of the excess units over 132. The CSU Chancellor's Office preliminary research on excess units has focused on two alternative methodological approaches for calculating excess units. The presentation will provide details on the two approaches, as well as the potential impacts on future CSU fee policies for excess credit units.

Thursday, November 18

10:30-11:00 [*Lessons from Long-term Alumni*](#)

Grand Ballroom D

Presenter: Gillian Butler, Administrative Analyst, UC Davis

In anticipation of an upcoming capital campaign, our office implemented its first survey of long-term alumni; specifically, alumni who had received undergraduate degrees from our institution 10, 20 and 30 years ago. Methodological issues, process considerations, and results of general interest will be discussed. Methodological issues include response rates to alternative delivery methods (e-mail with web link, postal delivery, and postal delivery w/ web option). Process considerations focus on the challenge of trying to overcome the “culture gap” between institutional research and advancement research. Results will highlight the gaps in respondents’ perceptions of campus goals versus their desired goals, and a discussion of the character of respondents’ attachment to the campus.

11:00-11:45 *Collegiate Learning Assessment: New Measures for Benchmarking Undergraduate Student Development*

Grand Ballroom A-B

Presenters: Marc Chun, Research Scientist, and Roger Benjamin, President, RAND Council for Aid to Education

A new set of assessment tools are now available for measuring institutional contributions to undergraduate student learning. RAND's Collegiate Learning Assessment (CLA) project presents measures that are performance-based, administered wholly online, and chart growth in critical thinking, analytic reasoning and written communication skills. The measures simulate real-world scenarios and through open-ended responses assess students' demonstrated ability. The discussion will focus on ways the CLA can be used in institutional self-assessment and inter-institutional comparisons as a means to support curricular reform and academic program improvement (including studies of the retention and academic success of minority students).

11:00-11:45 [*Discussion of Amendments to the CAIR Constitution*](#)

Grand Ballroom C

The Executive Committee of CAIR is proposing a series of amendments to the Constitution and By-Laws of CAIR. These amendments have been sent out via email, will be included in your registration packets, and are on-line at www.cair.org/conferences/Amendments.htm. This session is offered to provide an opportunity to ask questions and discuss the amendments with the officers of CAIR prior to the vote on the amendments at lunch on Thursday.

11:00-11:45 *Measures and Correlates of Undergraduate Engagement with Research and Specialized Instruction*

Grand Ballroom D

Presenters: Robert Cox, Manager, Office of Analysis and Information Management, and Casandra Harper, Research Assistant and Doctoral Student, Department of Education, UCLA

Responses to the University of California Undergraduate Experience Survey (UCUES) show that most students want to participate in research, creative projects, and specialized forms of instruction. This study uses UCUES data to estimate levels of actual participation for eleven different activities at one UC campus. The presentation breaks new ground by examining levels of participation in senior-year cohorts according to mode of access – differences between fourth-year seniors who entered from high school and second-year seniors who entered via transfer – and academic program affiliation – differences among seniors majoring in six broad academic areas. We conclude with an examination of ‘internal’ correlations among different forms of active participation and a model of the ‘external’ correlations between various forms of active participation and other important measures of academic outcomes.

Thursday, November 18

12:00-1:30

Lunch

Marquis NE

[Accountability for State Policy Purposes: A Different Focus](#)

Nancy Shulock, Executive Director, Institute for Higher Education Leadership & Policy, at CSU Sacramento

As states across the country are moving to comply with growing external calls for “accountability” in higher education, there is still great confusion about the proper roles for state-level policymakers versus governing boards and about the difference between accountability for institutional performance and accountability for the pursuit of statewide policy goals. As a result of this confusion, state accountability systems are typically focused too heavily on institutional performance, collect too much of the wrong kinds of data, and do not give adequate guidance to state lawmakers on critical policy issues. This presentation will review some of the challenges other states have faced and discuss California’s recent efforts to build a better accountability system.

1:40-2:45

[Does High School Attended Matter in Measuring the Risk Propensity of Student Departure?](#)

Grand Ballroom A-B

Presenter: Serge Herzog, Director, Institutional Analysis, University of Nevada, Reno

The impact of pre-collegiate experience on student retention is typically measured via individual student performance (e.g., grades, test scores) or experiences (e.g., courses taken). High school institutional attributes—for examples AP courses offered, experience of instructors, expenditure per pupil etc—are rarely examined in multivariate analyses. Using hierarchical, nested logit models, the study isolates institutional attributes of high school attended and measures their relative impact on student retention vis-à-vis demographics, high school preparation, college experience, and financial aid received and offered. The findings presented are of interest to both institutional enrollment management and student services/academic advising in evaluating the role of ‘high school attended’ as a risk factor in student departure.

1:40-2:45

An SQL-Based, Data Mining Approach to Measuring the Impact of Aberrant Course Scheduling at a Large University

Grand Ballroom C

Presenter: Wayne Smith, Doctoral student, Claremont Graduate University

Scheduling courses (“timetabling”) at a large university is a persistent challenge. Generating optimal schedules (i.e., assigning course-sections to a prescribed “time slot”) for courses requires advanced quantitative techniques (such as integer programming) and a large amount of multi-criteria data to be collected at least six to eight months in advance of the semester. This study takes an alternate approach. This study demonstrates the feasibility of applying the principles of data mining, specifically association rules, to evaluate an aberrant (i.e., non-standard) timetabling pilot study undertaken in a recent semester in one college at a large university (CSU Northridge).

The results indicate that 1), inductive methods are indeed applicable, 2), both summary and detailed results can be understood by key decision-makers, and 3), straightforward, repeatable SQL queries can be used as the chief analytical technique on a recurring basis. Additionally, this study may be one of the first empirical studies to accurately measure the discernable, but negligible, scheduling exclusionary effects that have the potential to negatively impact course availability and diversity. Additional presentation materials are available at [<http://wfs.cgu.edu/smithw/cair/>]

Thursday, November 18

1:40-2:45 [**Understanding the Characteristics of Transfer-outs in Retention Outcomes: Multi-Data Source Model**](#)

Grand Ballroom D

Presenter: Sutee Sujitparapitaya, Director, Institutional Research, CSU Sacramento

This presentation will attempt to describe the critical predictors influencing students' decisions upon completion of their first year for five freshmen cohorts. By combing data from the National Student Clearinghouse (NSC) and institutional databases, this presentation will identify the most common set of choices faced by students. A three-outcome variable is considered: a) remaining at their current institution; b) transferring to other postsecondary institutions; or c) stopping-out from returning to higher education during the period of study. Influential factors will be divided into four primary categories: a) preparation for university study, including pre-college experience and remediation; b) student integration, involvement, and support services, including, participation in

The presentation will include a detailed explanation of the data collection procedures, as well as the migration of data from the NSC and institutional databases. Further discussion will relay information relating to the research design, influential variables, and the statistical treatment (Multinomial Logistic Analysis) using a data mining tool. The audience will learn about this first-year retention model, as well as through discussion of the study's potential impact with regard to promoting graduation and retention.

3:00-4:00 [**Performance Effectiveness Assessment Tool \(PEAT\) – An Innovative Tool for Measuring Program Viability**](#)

Grand Ballroom A-B

Presenters: Kristin Prior, Research Analyst, and Steven Frieze, Director, Institutional Research, CSU Dominguez Hills

There are a great number of challenges in developing a comprehensive system for evaluating higher education programs and assessing their strength (viability). The Performance Effectiveness Assessment Tool (PEAT) is a new program evaluation tool in development at CSUDH that attempts to address many of these challenges. It employs a model of criteria weighting using both qualitative and quantitative data. The PEAT features six program evaluating criteria including: Quality, Centrality/Complementariness, Uniqueness, Vitality, Demand and Cost Benefit. The PEAT is in the final piloting stages at CSUDH, but has an extensive history starting from the first publication of proposed criteria in 1970. The Oklahoma State Regents for Higher Education has successfully used a parallel version of the PEAT with great success for a number of years and CSUDH anticipates the same level of success once officially implemented next academic year. This session will present and discuss the initial need for a program effectiveness tool at CSUDH, the history of the PEAT, the evolution of a modified version for CSUDH, the piloting process and results.

3:00-4:00 [**Measuring the Impact of Student Engagement on Freshman Retention**](#)

Grand Ballroom C

Presenter: Serge Herzog, Director, Institutional Analysis, University of Nevada, Reno

The study examines the complementary use of sample-based NSSE (National Survey of Student Engagement) data in conjunction with population data on freshmen retention. Employing data reduction (factor and cluster analyses) and logistic regression, the relative importance of student engagement variables compared to other retention-related variables is measured. Discussion of variable significance and model fit is joined with the substantive question of how important engagement-enhancing activities are to student retention when accounting for pre-collegiate and first-year academic performance and curricular experience factors.

Thursday, November 18

- 3:00-4:00** [**Developing and Using Scoring Rubrics as Part of a Departmental Assessment Program**](#) **Grand Ballroom A-B**
- Presenter:** Margaret Kasimatis, Executive Director of Institutional Research, Assessment & Planning, Cal Poly, Pomona
- This presentation focuses on how scoring rubrics can be integrated into a departmental assessment plan. Topics include developing and implementing scoring rubrics, as well as making sense of the results and using them to improve program effectiveness.
- 4:00-4:45** [**Using Data Mining Techniques to Develop NSSE Institutional Typologies**](#) **Grand Ballroom A-B**
- Presenters:** Jing Luan, Chief Planning, Research and Knowledge Systems Officer, Cabrillo College, Chun Mei Zhao, Senior Research Scholar, Carnegie Foundation, and John Hayek, Associate Director, National Survey of Student Engagement
- The purpose of this study is to define the process by which data mining techniques were used as a tool in developing an institution typology based upon data from the National Survey of Student Engagement (NSSE). Factor dimensions capturing student behaviors were established prior to cluster modeling. This resulted in an institutional typology describing 4-year institutions from a new conceptual angle.
- 4:00-4:45** ***The Flow of Students In and Out of Science, Technology, Engineering & Math Majors at the California State University System*** **Grand Ballroom C**
- Presenter:** James Ssemakula, Associate Director, Analytic Studies, CSU Office of the Chancellor
- The California State University (CSU) annually participates in a series of surveys of retention and graduation rates of various cohorts of students, organized by the Consortium for Student Retention Data Exchange (CSRDE). One such survey focuses on first-time, full-time freshmen with Science, Technology, Engineering and Mathematics (STEM) declared majors on entry and produces two reports. The first report deals with those who graduated or continued in any major (i.e.: STEM INSTITUTION). The second report concerns students who started as STEM majors and graduated in a STEM discipline (i.e.: STEM DISCIPLINE).
- This study looked at some of the dynamics of the flux of students among majors (inflow and outflow) as they progress toward graduation. It was found that disciplines were not equally successful in retaining their original students. Nor were they at parity in losing their students to other disciplines. Further, disciplines were not equal in their capacity to attract students who decided to switch majors. Complicating the picture was the finding that there are also differences in major-switching by gender and by ethnicity.
- 4:00-4:45** ***The 2004 CSU, Sacramento Staff Morale Survey*** **Grand Ballroom D**
- Presenters:** Vickii Castillon, Associate, Academic & Institutional Studies, and Jonathan Shiveley, Research Analyst, Office of Institutional Research, CSU Sacramento
- The issue of staff morale in the workplace is a growing national concern. As reported in a recent Gallup Poll; Sixty-five percent of Americans received no praise or recognition in the workplace in the last year. Findings from the U.S. Department of Labor make note that, the number-one reason people leave organizations is that they don't feel appreciated. In relation to this, the Gallup study, comprised of nearly 5 million employees, revealed that increasing recognition and praise within an organization can lead to lower turnover, higher customer loyalty and satisfaction scores, and an overall increase in productivity.
- During the deliberations of the Institutional Effectiveness Working Group, a sub-group of CSU, Sacramento's Council for University Planning, it was determined that, given a climate of reduced budgets and increased workload, no study of institutional effectiveness would be complete without taking the pulse of staff morale.
- The CSUS Office of Institutional Research, in collaboration with the Institutional Effectiveness Working Group, drafted a survey instrument based on the University of Wisconsin-Stout 1999 Survey of Classified Staff to examine factors affecting staff perceptions of their work life. Survey findings will be presented to the Council for University Planning and will serve to guide resource allocation decisions.

5:00-6:30

Reception - Orange County Ballroom 1-2

Friday, November 19

7:00-8:00 **Continental Breakfast and CAIR Business Meeting** Marquis NE

8:00-9:15 **[Student Engagement, Pathways to Student Success](#)** Marquis NE

John Hayek, Associate Director, National Student Engagement Survey

In the past five years, more than a half million students at 850 colleges and universities across the country have reported their college activities and experiences by completing the National Survey of Student Engagement (NSSE). As a result, NSSE is a leading authoritative voice dedicated to improving undergraduate education, enhancing student success, and promoting collegiate quality. A two-year version and a faculty version of the survey have also been successfully used by hundreds of institutions over the last several years. However, the goal is not merely to increase the size and scope of these programs. Rather, the impact of student engagement is best measured by people, on and off campus, thinking and talking about quality in terms of effective educational practices. Colleges and universities in every state are using their student engagement results to measure the extent to which students find their academic work to be challenging and the degree to which students actively engage in learning activities inside and outside the classroom, including interacting with faculty and diverse peers, using information technology productively, and participating in cultural and other experiences on campus. Reviewing the evolution, status, and future of NSSE will provide the foundation for why student engagement data has quickly become a preferred tool for stimulating campus conversations about student learning, educational effectiveness, and institutional improvement.

9:15-10:15 **Panel: *An Abundance of Riches: The Multiple Uses of the Results of the University of California Undergraduate Experience Survey (UCUES)*** Grand Ballroom A-B

Participants: Gregg Thomson, Director, Office of Student Research, UC, Berkeley

Kyra Caspary, Principal Administrative Analyst, Student Academic Services, UC Office of the President

Ruan Hoe, Principal Administrative Analyst, Office of Analysis and Information Management, UC, Los Angeles

Using an instrument covering a wide range of academic, co-curricular and developmental domains, third administration of the eight-campus University of California Undergraduate Experience Survey (UCUES) in spring 2004 yielded more than 42,000 completed surveys. The purpose of this panel presentation is to bring together institutional researchers from a number of different UC campuses to present and discuss the multiplicity of analyses and campus uses of the results from the first three UCUES administrations. The panel will provide concrete illustrations of new findings and discuss emergent research agendas and applications of UCUES data both on the local campus level and across campuses. The goal of the panel is to inform the CAIR community about the exciting institutional research possibilities using UCUES data and to that end audience participation will be encouraged.

9:15-10:15 ***An Alternative Method of Counting Transfers from Community Colleges*** Grand Ballroom C

Presenters: Patrick Perry, Vice Chancellor, Technology and Research, and Willard Hom, Director, Research & Planning Unit, Chancellor's Office, California Community Colleges

This talk discusses (a) various ways to count transfers from a specific California community college and (b) some simulated results when an alternative method is used. The presentation will focus on one particular method, counting based upon the proportion of total community college transfer credits that any California community college contributed to a student who has transferred to any UC or CSU campus. The discussion will include the strengths and weaknesses of different counting methods. In general, the session will advance the attainment of equitable measurement for a very visible performance indicator that policy analysts have traditionally examined.

10:15-10:30 **Morning Break - Refreshments**

Friday, November 19

10:30-11:00 *Five Years after 209: Has it Made a Difference in Graduate Admission?* **Grand Ballroom A-B**

Presenters: Jacqueline Nagatsuka, Institutional Research Analysts, Graduate Division, UCLA and Oscar Cerna, Graduate Student, UCLA, Higher Education and Organizational Change.

The implementation of Proposition 209 has created a need to look at the admissions of underrepresented minority students (African American, Latino/Chicano and American Indian) before the implementation of the proposition and after. Starting with admissions data from fall 1993 we analyzed longitudinal data for graduate students at UCLA. Has the passage made a difference in the admittance of underrepresented students? Recently, the University of California published admission statistics on undergraduate students, showing the admission of underrepresented students has declined steadily since 1997. Similar data of graduate underrepresented students shows that admissions have remained steady, yet low. I will attempt to answer this question during my discussion. I will present data for UCLA graduate students from fall 1993 to fall 2003 and analyses of our longitudinal tracking of applicants, admits, new registrants and degree completers.

10:30-11:00 *AIR and the Higher Education Data Policy Committee* **Grand Ballroom C**

Presenter: Marsha Hirano-Nakanishi, Assistant Vice-Chancellor Academic Research, CSU, Office of the Chancellor

The Association for Institutional Research will be described, including its organization, meetings, and membership. Special attention will be given to the Higher Education Data Policy Committee (HEDPC) which recommends policy for professional practice, responding to changing demands and standards.

11:00-11:45 [*Upper Division Transfer Students: A Decade of Change Made Visible*](#) **Grand Ballroom A-B**

Presenters: Ed Sullivan, Director; Dolores Vura, Assistant Vice President, and Charlene Carr, Senior Research Analyst, Office of Institutional Research and Analytic Studies, CSU Fullerton

Continuing an institutional research focus on first-time freshmen to the neglect of community college transfers does not make much sense at a campus that receives more community college transfers than any other four-year California public institution. While data about transfer students were included in the campus statistics, there was no systematic focus on them. Our office decided to undertake a thorough review of transfer student data which culminated in a brochure describing key characteristics and trends as well as outcomes such as graduation rates. It provided a new format for summarizing multiple studies in one place. It also provided an interesting contrast to the more common brochure profiling first-time freshmen

11:00-11:45 [*How to Make Admission Decisions when Graduation is the Predicted Outcome*](#) **Grand Ballroom C**

Presenter: Steve Chatman, Director, Student Affairs Research and Information, UC Davis

This study determined the relationships between admissions measures, early academic placement and performance records, demographic variables, and degree completion in four or five years. After assessing the predictive validity of admissions and early academic measures, the study employed logistic regression to support computation of degree completion corrected for students' academic preparation. These expected rates were compared to actual completion rates to learn which measures identified groups of over- and under-performing matriculating freshmen. Among results that will be shared are the importance of first quarter workload, academic division differences, and non-academic measures associated with higher than expected completion rates. It is a study based on the new from high school class of 1998 (3,136).

Friday, November 19

12:00-1:30

Lunch

Marquis NE

[Validity, Research, and Reality: Student Ratings of Instruction at the Crossroads](#)

Jennifer Franklin, Instructional Design and Assessment Specialist at the University of Arizona

Ratings are the single most widely used measure of teaching effectiveness and quality of course design. What are the validity and reliability issues that ratings users should consider to get the most value from ratings and at the same time avoid serious errors and liability in performance appraisal decisions? What are the implications of significant paradigm shifts in higher education such as learner-centered educational practices and distance and blended modalities of delivery. These questions are addressed by an old hand at the ratings game. Jennifer Franklin, has been over the course of her career in higher education, director of two large university assessment offices; a private consultant evaluating and setting up university ratings systems at both private and public institutions; director of a university teaching center in the CSU system; an instructional design and development consultant to faculty in a learning technology center; and teaches courses in test and measurement and instructional design in a graduate educational technology program.

1:30-2:30

Panel: *Factors Influencing the Success of Underrepresented Minority Students: Results from the Survey of High Academic Performance (SHAPER)*

Grand Ballroom A-B

Participants: Laura Palucki Blake, Interim Director of Institutional Assessment, Occidental College
Michael Tamada, Director of Institutional Research, Occidental College
Gregg Thomson, Director of Student Research, UC Berkeley

This panel discussion will discuss how two institutions (one large public institution and one small private college) approach survey data gained from a consortium of California colleges and universities studying high academic performance by undergraduates, with emphasis on underrepresented minority students. The SHAPER questionnaire was designed to gather information that can be used by institutions develop more effective policies, strategies, programs, and practices to help higher percentages of undergraduates from underrepresented groups excel academically. Specifically, the focus will be on discussing the extent to which 1) High academic achievement is correlated with having academic opportunities to learn (e.g. access to faculty research, independent study, internships), 2) High academic achievement is correlated with having access to various types of information relevant to academic success (e.g. mentors, informal college networks), and 3) other relevant factors.

1:30-2:00

[Using Expected Success to Measure Program Effectiveness](#)

Grand Ballroom C

Presenter: Brandt Kehoe, Director, Institutional Research (Ret), CSU Fresno

In order to measure the effectiveness of student support programs, the actual success rates (GPA, persistence, and graduation) of the participants is compared to an expected rate based upon the success of students with similar admission characteristics who are non-participants. Methods for calculating that expected rate and its statistical and systematic uncertainties will be presented.

2:00-2:30

[Distance Education Retention and Success Rates in Five Community Colleges](#)

Grand Ballroom C

Presenter: Marc Beam, Research Assistant, Long Beach City College

Institutional researchers from five California Community Colleges shared aggregated student data on their distance education courses to compare the overall (average) student retention and success rates in distance education versus traditional on-campus courses of the same subject at each institution. Researchers also compared retention and success of students by age and the average class size of traditional versus online courses at each campus.