

Southern Association for Institutional Research

October 14 - 17, 2006



DoubleTree Hotel Crystal City
Arlington, VA

2006 Conference Program

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CONFERENCE AT A GLANCE

Saturday, October 14

7:30am - 5:00pm Registration
8:30am - 11:30am Workshops
1:00pm - 4:00pm Workshops
1:00pm - 5:00pm Southern University Group (SUG)
6:00pm - 7:00pm Reception for early arrivals (hosted by President Eck in the Jefferson Room)
7:00pm - 9:00pm Dinner out for early arrivals

Sunday, October 15

7:30am - 5:00pm Registration
8:30am - 11:30am Workshops
8:30am - 12:00pm SAIR Board Meeting
8:30am - 12:00pm Southern University Group (SUG)
1:00pm - 4:00pm Workshops
4:00pm - 4:45pm Vendors Meeting
4:30pm - 5:15pm Presenters & Facilitators' Meeting
5:00pm - 5:45pm Newcomers' Reception
6:00pm - 7:30pm Opening Session
7:30pm - 9:30pm Opening Reception

Monday, October 16

7:30am - 12:00pm Registration
7:30am - 8:15am Continental Breakfast
7:30am - 8:15am Dinosaurs' (Past Presidents) Breakfast
7:30am - 8:15am Affiliated & Special Interest Groups
8:30am - 9:15am Concurrent Sessions
9:30am - 10:15am Concurrent Sessions
10:15am - 10:45am Exhibitors' Refreshment Break
11:00am - 11:45am Concurrent Sessions
11:45am - 12:45pm Lunchtime Roundtables
1:00pm - 1:45pm Concurrent Sessions
2:00pm - 2:45pm Concurrent Sessions
2:45pm - 3:15pm Exhibitors' Refreshment Break
3:15pm - 4:00pm Concurrent Sessions
4:15pm - 5:00pm Special Interest Groups
5:30pm - 9:30pm Special Event

Tuesday, October 17

7:30am - 9:00am Awards Breakfast & SAIR Annual Business Meeting
9:15am - 10:00am Concurrent Sessions
10:15am - 11:00am Concurrent Sessions
12:00pm - 3:00pm SAIR Board Meeting

WELCOME TO SAIR 2006

Welcome to Arlington, Virginia, at the edge of the nation's capital and site of the 33rd annual SAIR conference. The conference planning committees, especially the local arrangements committee, and members of the Virginia Association for Management Analysis and Planning (VAMAP) have worked hard to make this a unique and memorable event —what we are calling “A Capital Experience.”

This conference is packed with beneficial opportunities for professional development. We have 25 pre-conference workshops with topics ranging from high tech ideas like data mining, to the laborious but essential issues of records management in the IR office. There are 21 affiliated and special interest group sessions available for you to meet with other participants and discuss common interests and needs. Eighty concurrent sessions are offered where your colleagues will share their experiences with you to challenge you and stimulate you for life back at your campus or organization. Finally, 31 lunch time roundtable sessions are scheduled where you not only join informative discussions with your colleagues, but you also get a bite to eat.

On Sunday night, the opening session kicks off the conference with Robert H. Foglesong, President of Mississippi State University. Dr. Foglesong will talk to us about “Learning to Lead”— something he knows about as a retired four-star general. Immediately after the opening session, there will be a reception with hors d'oeuvres and music as we attempt to show that “We Have It Made in Virginia.”

On Monday night, I hope you have chosen to join your colleagues as we venture out to Mt. Vernon to tour the nation's first, first family's home followed by a Virginia-style dinner at the Mt. Vernon Inn.

SAIR 2006 has a record number of both conference sponsors and exhibitors. We are most appreciative of their participation in this event. Please plan to visit the exhibit booths throughout the conference, but particularly during the refreshment breaks on Monday morning and afternoon. At the afternoon break in the exhibitors' area, one lucky conference participant will win a new digital camera. The contest guidelines will be announced at the opening session so don't miss it.

Again, we welcome and thank you for attending SAIR 2006. Please be sure to take some time when there are no conference events scheduled to explore

the DC Metro area. **We want you to have A Capital Experience!**

Lorne Kuffel,
SAIR 2006 Program Chair

Conference Tracks

The **Accreditation Track** addresses the revised principles of accreditation adopted by the Southern Association of Colleges and Schools. Our members will gain valuable insights about this important process of external peer review.

The **Assessment Track** addresses authentic approaches to evaluating administrative, support and learning outcomes. Whether reflecting upon insights gained from national surveys or highlighting improved learning outcomes based upon locally developed assessment measures, these sessions will highlight best practices.

The **Community College Track** is a burgeoning area of interest at SAIR. The size and diversity of the community college sector requires us to learn as much as we can about these institutions.

The **Institutional Research Track** addresses the effective and efficient collection of data to inform college and university decisions. In addition to data collection, sessions may also address data analysis and dissemination to various stakeholders.

The **Planning Track** is the newest track at SAIR. Because thoughtful planning informs decisions, these sessions address how legitimate planning processes shape the agenda for colleges and universities.

The **Technology Track** addresses the use of technology to facilitate our work. Sessions that demonstrate creative and innovative uses of multiple media will enable us to improve upon services at our own institutions.

The **VAMAP Budget Officers Track** is reserved for VAMAP. Sessions will address budgetary concerns relating to issues of accreditation, planning, or state mandates.

Conference Awards

Please leave copies of recent work at the registration desk no later than 1:00pm on Monday, October 16, for various awards that will be given at the Awards Breakfast. The awards are for Best Factbook, Best Planning Document, Best Mini Factbook, Best Website, and Electronic Factbook.



VENDORS



SAIR thanks all of our participating vendors. Your involvement has helped to improve the quality of the conference and broaden the professional development opportunities of SAIR's institutional members.

Conference Sponsors

<u>Company or Organization</u>	<u>Event or Item</u>
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The Access Group	Sunday Night Reception
UCLA Higher Ed Research Institute	Tuesday Awards Breakfast
Virginia Association for Management Analysis and Planning (VAMAP)	Monday Night Special Event President's Reception



VENDORS



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Tableau Software
The Area Concentration Achievement Tests (ACAT)
UCLA Higher Education Research Institute

SAIR THANKS YOU!

SATURDAY, OCTOBER 14

Saturday, October 14, 7:30am–5:00pm

REGISTRATION

Location: Crystal Ballroom Foyer

Workshops

Saturday, October 14, 8:30am–11:30am

Workshop 1: Descriptive Statistics and Graphs

Saturday, October 14, 8:30am–11:30am

Location: Marymount University's Ballston Center–Room 408

Presenters: Lori Rothenberg, SAS; Susan Walsh, SAS

The first step in data analysis is initial data exploration. This can begin with graphs and tables to explore the distributions of values as well as the relationships between those values. It can then expand to descriptive statistics. This workshop will include tips on different types of graphs that are particularly useful. It will also examine common descriptive statistics and will include definitions and appropriate uses of measures of location, dispersion, and shape. The hands-on workshop will use institutional research type data as a “real world” example. This workshop will use SAS Enterprise Guide, a point-and-click interface to SAS, to perform the analyses.

Workshop 2: An Introduction to DAS Online for Research

Saturday, October 14, 8:30am–11:30am

Location: Marymount University's Ballston Center–Room 411

Presenter: Daina Henry, *College of William and Mary*

Through a combination of exercises and examples, attendees will become familiar with DAS (NCES' Data Analysis System) online software. Using DAS Online, NCES data sets such as National Postsecondary Aid Study, National Study of Post-Secondary Faculty and IPEDS data will be accessed and analyzed.

Workshop 3: Developing Survey Questionnaires for the Web

Saturday, October 14, 8:30am–11:30am

Location: Marymount University's Ballston Center–Room 409

Presenter: John J. Cahill, *Florida Atlantic University*

Technological advances have changed the way institutional researchers collect data. Conducting surveys on the internet allows us to reach more respondents in a shorter amount of time at less cost than ever before. At the same time we face the challenge of looking at the traditional concepts of survey error from new and unique perspectives. Development of a web-based survey using Snap® Survey Software will be demonstrated and participants will also have the opportunity to create their own web survey using Snap®. Data reporting and data export capabilities will also be discussed.

Workshop 4: Records Management Within Institutional Research

Saturday, October 14, 8:30am–11:30am

Location: DoubleTree Hotel–Madison

Presenter: Andrew L. Luna, *University of West Georgia*

IR practitioners have clearly embraced the information age but have paid for it dearly by keeping just about everything they generate. It is inevitable that the massive amounts of surveys, data requests, projects, and correspondence kept over the decades will soon overwhelm even the largest of IR offices. This three-hour workshop is designed for IR practitioners who desire to create a formal records management plan that follows state and higher education agency records policies. Such a plan allows an office to keep only that information which is vital to office operations and to destroy those records that are no longer needed.

Workshop 5: IPEDS for Beginners

Saturday, October 14, 8:30am–11:30am

Location: DoubleTree Hotel–Monroe

Presenters: Amin Muhammad, *Bowie State University*; Bill Fendley, *The University of Alabama*

This workshop will provide the new professional with a context for understanding the IPEDS data collection and retrieval tools. It includes an overview of the relationship between IPEDS and NCES, a brief history of the development of IPEDS, as well as a description of the components (surveys) and data of IPEDS. In addition, it will provide the audience with a basic overview and knowledge of analytical techniques for comparing an institution to a comparison group using various performance measures. It will describe the rationale for performing such analyses, as well as specific techniques used to develop comparison groups. Additionally, the workshop will have participants explore data elements that are germane to developing comparison groups, as well as a discussion of the variety of data elements that can be used for performance measures. The module will conclude with a discussion of the strengths and weaknesses of this form of research.

Workshop 6: Preparing for SACS-COC Compliance Certification: Conducting a Readiness Audit

Saturday, October 14, 8:30am–11:30am

Location: DoubleTree Hotel–Wilson

Presenters: Julia Pet-Armacost, *University of Central Florida*; Basma Selim, *University of Central Florida*; Robert L. Armacost, *Consultant*

A compliance certification readiness audit is instrumental in identifying areas where an institution may have compliance issues and/or insufficient evidence to support compliance. Conducting this audit enables an institution to discover these potential problem areas, implement changes to fix the problems, and also put in place the right technology and resources prior to preparing the compliance certification document. This workshop provides participants with the details of the readiness audit and Web technologies developed at the presenters' university. Participants will learn about the steps of the audit process and have the opportunity to develop an audit plan for their institution.

Workshop 7: S.O.S.: Student Outcomes Solutions for Program Assessment

Saturday, October 14, 8:30am–11:30am

Location: DoubleTree Hotel–Jackson

Presenter: Paula Krist, *University of Central Florida*

Institutions and programs are emphasizing student learning outcomes, both in response to expectations of accrediting bodies and because of a desire to improve. Student learning outcomes are important for academic programs and student support areas. As important as the outcomes is the appropriate assessment of those outcomes to provide evidence of student learning. This workshop is appropriate for anyone who wants to become more skilled at developing and assessing assessment student learning outcomes. Emphasis will be placed on how to use assessment data to promote improvement.

Workshops

Saturday, October 14, 1:00pm–4:00pm

Workshop 8: Chi Square Tests and Binary Logistic Regression

Saturday, October 14, 1:00pm– 4:00pm

Location: Marymount University's Ballston Center–Room 408

Presenters: Susan Walsh, *SAS*; Lori Rothenberg, *SAS*

Will a student drop out during or after freshman year? Will a student graduate within four (or perhaps six) years? Predicting the answers to these types of questions is often guess work, but could we find some attributes that are good indicators? If we could find these good predictors, we might be able to use them to identify at-risk students and provide some form of intervention. With this in mind, this hands-on workshop will use *SAS Enterprise Guide* to do chi-square tests and logistic regression. Emphasis will be on appropriate uses of the statistics and interpreting the output.

Workshop 9: Intermediate/Advanced MS Access for IR

Saturday, October 14, 1:00pm– 4:00pm

Location: Marymount University's Ballston Center–Room 411

Presenter: Meihua Zhai, *Board of Regents, University System of Georgia*

Note: This workshop is a 6-hour workshop and will continue Sunday morning from 8:30am-11:30am.

Intended for IR professionals with ample knowledge and strong interest in bringing their MS Access skills and knowledge to a new level, this workshop is designed to introduce MS Access beyond its role as data storage and querying engine. Participants will learn how to build some commonly needed, but not commonly-known text/string and data manipulation functions in VBA (Visual Basic Application) and practice using more advanced SQL (Structured Query Language) which are not available from its pull-down menu. Integration of Access and XML will also be covered.

Workshop 10: Technical Tips for New SPSS Users

Saturday, October 14, 1:00pm– 4:00pm

Location: Marymount University's Ballston Center - Room 409

Presenters: Jennifer Videtto, *Northwestern State University*;Veronica Ramirez, *Northwestern State University*; Curtis Penrod, *Northwestern State University*

This hands-on 3-hour session will introduce new SPSS users to some of the commonly-used functions of SPSS software. Some of the functions that will be covered include the following: loading files, utilizing formats, matching files, aggregating data, saving syntax, exporting files, identifying duplicate cases, and outputting tables. Participants will perform the above-mentioned functions on files provided by the presenters. The presentation will also briefly cover the use of helpful functions in Excel as an extension of SPSS. In addition to the basic functions, there will be time to demonstrate some helpful hints learned the hard way. Direct experience with SPSS is not necessary.

Workshop 11: Applying the Principles of Project Management to Facilitate Institutional Research, Planning and Assessment

Saturday, October 14, 1:00pm– 4:00pm

Location: DoubleTree Hotel– Madison

Presenter: James Few, *HigherEd.org, Inc.*

Such volumes of data have never been so accessible, yet collecting and organizing these resources into useful information requires special skills, complex applications and contributions from individuals dispersed across the organization. The risk of miscommunication, budget overruns and missed deadlines is amplified when working with these and other common project risks. Project management, a relatively young profession, provides a framework to iteratively apply knowledge, skills, tools and techniques to project tasks to reduce the complexity, improve the communication, and manage the organizational challenges that plague projects at organizations of all kinds. In this interactive session, participants will gain a basic understanding of project management vocabulary, tools and processes. Participants will practice the methods that leverage limited resources, balance competing forces of scope, time and quality and ensure successful stakeholder satisfaction.

Workshop 12: Let the Fun Begin! Let's Develop a Strategic Planning Approach!

Saturday, October 14, 1:00pm– 4:00pm

Location: DoubleTree Hotel– Monroe

Presenters: Jerry Norris, *University of West Florida*;Jacqui Berger, *University of West Florida*; Elaine Lavender, *University of West Florida*

Most institutions need to develop or update their strategic planning approaches. Planning should be a fun and exciting activity with broad participation. During this workshop we will use proven methodologies to develop a planning approach that will help us organize for success, determine the process, identify the ingredients, develop the plan, dynamically display the plan, implement the plan, assess the results, and follow-up with celebration. This strategic planning approach integrates planning

and budgeting, and it uses student learning outcomes and support outputs for accountability measures. Join us for a fun and practical approach to strategic plan development and update.

Workshop 13: Beyond Satisfaction: Developing Tools for Assessing Student Learning and Development

Saturday, October 14, 1:00pm– 4:00pm

Location: DoubleTree Hotel–Wilson

Presenters: Paula Krist, *University of Central Florida*; Mia Alexander-Snow, *University of Central Florida*; Patrice Lancey, *University of Central Florida*; Patricia Pates, *University of Central Florida*

Student support areas often struggle with how to assess student learning and development outcomes. Many depend on surveys that measure student perception of learning and student satisfaction with the quality of the experience. This workshop will describe a proven process for developing effective direct measures of student learning outcomes for academic and student support areas. After identifying the mission of their area and developing ideas of how to collect good evidence of student learning and development, workshop participants will begin to create a useful assessment tool. People responsible for the assessment of academic and student support units' impact on student learning and development should attend this session.

Workshop 14: Five Steps to Institutional Effectiveness

Saturday, October 14, 1:00pm– 4:00pm

Location: DoubleTree Hotel–Jackson

Presenters: Susan Bosworth, *College of William & Mary*; David P. Aday, Jr., *College of William & Mary*

Institutional effectiveness is key to SACS' Principles of Accreditation. This workshop describes on-going efforts to define, plan, and implement a process of institutional effectiveness. We start with a discussion of what constitutes an effective institution. We then describe five steps for designing and documenting a process of institutional effectiveness. We engage participants in exercises that map components of institutional effectiveness to institutional structure with special emphasis on assessment and institutional research. We conclude with a look at potential roadblocks to implementing a process of institutional effectiveness and strategies for overcoming them.

**Saturday, October 14, 1:00pm – 5:00pm
SOUTHERN UNIVERSITY GROUP (SUG)**

Convener: Cheryl Jorgenson, *University of Oklahoma*

Location: Potomac View Room (14th Floor, North Tower)

**Saturday, October 14, 6:00pm– 7:00pm
PRESIDENT JIM ECK'S RECEPTION**

Location: Jefferson Room (15th Floor, South Tower)

Sponsored by VAMAP

Early Arrivals and Newcomers will meet at this cash bar reception with light snacks. Participants will meet the Local Arrangements Committee members and form small groups to go out for dinner after the reception.

Many local restaurants will not provide separate checks for groups. Please bring cash for your portion of the dinner bill.

Saturday, October 14, 7:00pm – 9:00pm

Dinner out for early arrivals—Anyone planning to join in the dinner groups should come to the President's Reception in the Jefferson Room. Dinner will be from 7:00pm to whenever.

SUNDAY, OCTOBER 15

Sunday, October 15, 7:30am–5:00pm

REGISTRATION

Location: Crystal Ballroom Foyer

Workshops

Sunday, October 15, 8:30am–11:30am

Workshop 15: Introduction to Data Mining for Institutional Research Using SAS Enterprise Miner

Sunday, October 15, 8:30am–11:30am

Location: Marymount University's Ballston Center–Room 408

Presenters: Susan Walsh, SAS; Jerry Oglesby, SAS

Data mining can be defined as advanced methods for exploring and modeling relationships in large amounts of data. Data mining has been used by universities in a number of areas, including but not limited to enrollment management, retention and graduation analysis, donation prediction, and faculty retention. This presentation and hands-on workshop will give you an overview of the data mining process and will introduce Enterprise Miner - the SAS solution for data mining - with an emphasis on its use for predictive modeling. The example used will focus on donor modeling.

Workshop 16: SQL for IR Staff: A Crash Course for Novices using SAS

Sunday, October 15, 8:30am–11:30am

Location: Marymount University's Ballston Center–Room 409

Presenters: Evan Davies, *College of William and Mary*; Dennis Catley, *Virginia Tech*

Institutional researchers must increasingly use SQL applications to access data from relational databases. Training in SQL techniques is generally non-existent, less than compelling, or both. Many training opportunities do not focus productively on selection procedures or are too simplistic for IR data. Drag-and-drop SQL generators often do not offer the flexibility necessary to select desired data within a generated query. This workshop will give the novice SQL user the 'concept-bridging' information necessary to begin understanding and writing SQL queries within SAS to select appropriate data from university-related databases. Attendees must be current SAS software users to benefit from this training.

Workshop 17: Knowledge Management for Higher Education: A Primer

Sunday, October 15, 8:30am–11:30am
 Location: DoubleTree Hotel–Madison
 Presenter: John Milam, *HigherEd.org*

This workshop will provide an introduction to the principles of knowledge management for higher education. Participants will come away with strategies to leverage knowledge management (KM) at their institutions. The future-oriented focus will be on organizational learning through being uncomfortable and valuing mistakes and opportunities. Techniques and tools such as writing learning histories, story telling, creating digital dashboards, using dynamic classification and taxonomies, document management schemes, portals, and data marts will be analyzed. The workshop will include hands-on group work with time for individual consulting.

Workshop 18: Preparation and Implementation of Assessment Surveys

Sunday, October 15, 8:30am–11:30am
 Location: DoubleTree Hotel–Monroe
 Presenter: Marilyn Greer, *The University of Texas M. D. Anderson Cancer Center*

The topics in this workshop start from the initial ideas required to generate a research objective through the complete design, analysis, reporting and use of the assessment results. Sample size, response rates, and use of the results will also be covered, all with explicit examples. Instruction on conducting focus groups will also be included in the workshop. A comprehensive revised workbook will be available for all participants. The workbook includes appendices of sample surveys and reference material.

Workshop 19: Key Responsibilities & Strategies for the Practice of IR: A Newcomer’s Workshop

Sunday, October 15, 8:30am–11:30am
 Location: DoubleTree Hotel–Wilson
 Presenter: Karen Webber Bauer, *The University of Georgia*
 Note: This workshop is a 6-hour workshop. See page four for more information.

This workshop is designed for practitioners who are new to the field of Institutional Research. With a combination of facilitated lecture/discussion and hands-on exercises, the workshop will address such key IR components as identifying data sources, developing factbooks and peer comparisons, conducting survey research for assessment and evaluation, and completing an effective report or presentation in a timely manner.

Workshop 20: Evaluating Institutional Effectiveness and the Quality Enhancement Plan: Training for Evaluators

Sunday, October 15, 8:30am–11:30am
 Location: DoubleTree Hotel–Jackson
 Presenter: Ann Chard, *Commission on Colleges*

The first part of this workshop is a discussion on evaluating institutional effectiveness and the Quality Enhancement Plan from the institutional perspective. The second part of the workshop will provide official training for evaluators serving on

visiting committees, particularly the Off-Site and On-Site Committees involved in the reaffirmation process.

**Sunday, October 15, 8:30am– 12:00pm
 SAIR BOARD MEETING**

Convener: Jim Eck, *Rollins College*
 Location: Van Buren

**Sunday, October 15, 8:30am–12:00pm
 SOUTHERN UNIVERSITY GROUP (SUG)**

Convener: Cheryl Jorgenson, *University of Oklahoma*
 Location: Potomac View Room (14th Floor, North Tower)

Workshops

Sunday, October 15, 1:00pm–4:00pm

Workshop 21: IPEDS Advanced

Sunday, October 15, 1:00pm–4:00pm
 Location: Marymount University’s Ballston Center–Room 408
 Presenters: Darline Morris, *Texas State Technical College*;
 Edwin Litolff, *University of Louisiana System*

This workshop will provide the audience with the knowledge and skills needed to produce customized datasets and to download entire IPEDS survey data files using the Dataset Cutting Tool (DCT). After identifying the desired variables, users will select, generate, and download the appropriate datasets and documentation files. Users will then be able to import and analyze these data in the statistical software package of their choice. In addition, the workshop will provide advanced training on the Peer Analysis System (PAS). It is designed to provide the target audience with knowledge of the complexity of IPEDS data and the skills needed to design analyses and produce customized reports using the advanced capabilities of PAS. Participants will have the opportunity to practice hands-on exercises.

Workshop 22: Putting Your Data on the Map with SAS/GIS

Sunday, October 15, 1:00pm–4:00pm
 Location: Marymount University’s Ballston Center–Room 411
 Presenter: Meihua Zhai, *Board of Regents, University System of Georgia*

The purpose of this workshop is to acquaint IR professionals with a useful GIS tool that can be used to display information on the map, be it for enrollment by state or admission applicants by county. Participants will learn how to prepare commonly used institution data in SAS before applying them to SAS/GIS. Participants will be able to use SAS/GIS to generate maps after this workshop.

Workshop 23: Introduction to Excel PivotTables

Sunday, October 15, 1:00pm–4:00pm
 Location: Marymount University’s Ballston Center–Room 409
 Presenter: Sandra Archer, *University of Central Florida*

This workshop provides a hands-on instructional lesson on us-

ing Excel PivotTables for data exploration and ad-hoc reporting. With interactive drag-and-drop technology, participants will learn how to rotate or “pivot” rows and columns to see different summaries of source data, and drill into the details of multi-dimensional data. Hands-on examples dealing with common reporting needs of institutional researchers will be the focus. This workshop is geared toward users who are familiar with Excel, but unfamiliar with PivotTables and would like to learn how to generate quick results in less time than traditional data querying methods.

Workshop 24: Designing and Implementing a Quality Enhancement Plan: Suggestions “in Medias Res”

Sunday, October 15, 1:00pm–4:00pm
 Location: DoubleTree Hotel–Monroe
 Presenters: James Eck, *Rollins College*; Katherine Stephenson, *Rollins College*

This workshop will address strategies for developing a quality enhancement plan that will attempt to enhance student learning at your college. As the QEP paradigm continues in a state of flux, the workshop will review different strategies for developing an acceptable QEP while addressing important issues such as focus, institutional capability, assessment, and involvement. The presenters of this workshop have had the opportunity to assist in the development, implementation and assessment of a QEP. The workshop will also offer insights about how a QEP might evolve during the implementation and assessment phases, sometimes leading to unexpected yet encouraging outcomes that can directly influence mission-driven assessment and strategic planning efforts.

Workshop 25: Designing a Program Assessment System for Continuous Improvement

Sunday, October 15, 1:00pm–4:00pm
 Location: DoubleTree Hotel–Jackson
 Presenters: Julia Pet-Armacost, *University of Central Florida*; Robert L. Armacost, *Consultant*

This workshop describes how to develop and implement a successful program assessment system that focuses on continuous improvement. Specific topics include the following: the role of assessment in continuous improvement, key characteristics of program assessment success, essential components of an assessment process, organizational structures and support, the role of quality assurance in managing the process, and web technologies to facilitate program assessment. Participants will have an opportunity to conduct self-assessments of their institutions’ processes. The assessment system design principles apply to institutions of all sizes. The intended audience includes mid-level personnel, senior personnel, and institutional researchers who have some responsibility for assessment.

Sunday, October 15, 4:00pm – 4:45pm
VENDORS MEETING
 Convener: Mary Harrington, *University of Mississippi*
 Location: Van Buren

Sunday, October 15, 4:30pm – 5:15pm
PRESENTERS AND FACILITATORS’ MEETING
 Convener: Daina Henry, *College of William and Mary*
 Location: Commonwealth (Lower Lobby Level, South Tower)

Sunday, October 15, 5:00pm – 5:45pm
NEWCOMERS’ RECEPTION
 Convener: Cathy Tanner, *University of Alabama at Birmingham*
 Location: Jefferson Room (15th Floor, South Tower)

Sunday, October 15, 6:00pm to 7:30pm
CONFERENCE OPENING SESSION
 Facilitator: Lorne Kuffel, *College of William and Mary*
 Location: Crystal Ballroom, Salon A & B

Robert H. Foglesong, President of Mississippi State University, will present “Learning to Lead.”



Drawing on his own experiences from growing up in the coal fields of West Virginia to serving as a national security advisor to the Secretary of State as a four-star general in the Air Force, the president of Mississippi State University will share what he has learned about being a leader, whatever your place in the organizational chart. Dr. Robert H. "Doc" Foglesong also will discuss the responsibility of higher education institutions to help identify and cultivate future leaders through both academic excellence and character development.

Robert H. Foglesong became the 18th president of Mississippi State University in April 2006. He also continues to serve as president and executive director of the Appalachian Leadership and Education Foundation, which he founded. For much of his last decade of military service, he was a national security advisor at the Cabinet and Presidential levels, traveling with senior members of the U.S. government and engaging with leaders of foreign countries. Dr. Foglesong earned bachelor’s, master’s and Ph.D. degrees in chemical engineering at West Virginia University.

Sunday, October 15, 7:30pm–9:30pm
OPENING RECEPTION
 Location: Lincoln Hall (Lower Lobby, North Tower)
Sponsored by The Access Group, SPSS and VAMAP



***We Have It
 Made In Virginia***

Be prepared for an experience that reflects the history and culture of the Great Commonwealth of Virginia.

MONDAY, OCTOBER 16

Monday, October 16, 7:30am–12:00pm
REGISTRATION

Location: Crystal Ballroom Foyer

Monday, October 16, 7:30am–8:15am
CONTINENTAL BREAKFAST

Location: Crystal Ballroom Salon A & B

Sponsored by National Student Clearinghouse, Inc.

Monday, October 16, 7:30am–8:15am
DINOSAURS (PAST PRESIDENTS) BREAKFAST

Location: Potomac View Room (14th Floor, North Tower)

Affiliated and Special Interest Groups

Monday, October 16, 7:30am-8:15am

Cooperative Institutional Research Program (CIRP)

Convener: Sandra Marquez-Hall, *Texas Tech University*

Location: Madison

Delaware Study of Instructional Costs and Productivity

Conveners: Heather A. Kelly, *University of Delaware*; Allison

M. Walters, *University of Delaware*

Location: Monroe

SAIR Affiliated Institutional Research Groups

Convener: Larry G. Jones, *University of Georgia*

Location: Jackson

Alabama Association for Institutional Research (ALAIR)

Convener: Sarah Latham, *Samford University*

Location: Harrison

Arkansas Association for Institutional Research (AIRO)

Convener: Wyatt Watson, *Arkansas Tech University*

Location: Wilson

Florida Association for Institutional Research (FAIR)

Convener: Sherri Sahs, *SPSS, Inc.*

Location: Van Buren

Georgia Association for Institutional Research, Planning, Assessment, and Quality (GAIRPAQ)

Convener: Andy Clark, *Macon State College*

Location: Pentagon 1 & 2

Tennessee Association for Institutional Research (TENNAIR)

Convener: Jan McGuire, *Volunteer State Community College*

Location: Salon D & E

Mississippi Association for Institutional Research (MAIR)

Convener: Lisa Lord, *Delta State University*

Location: Lincoln (Lower Level, North Tower)

VAMAP Business Meeting

Convener: Patricia Harvey, *Richard Bland College*

Location: Commonwealth (Lower Lobby Level, South Tower)

Concurrent Sessions

Monday, October 16, 8:30am–9:15am

Session 1: Monday, October 16, 8:30am–9:15am

CORPORATE DEMONSTRATION

Class Climate - New Technology for Automating Course Evaluations and Paper/Online Surveys

Track: Assessment

Presenters: Glenn Evans, *Scantron Corporation*; Brad Zentner, *Scantron Corporation*

Facilitator: Kim Dam, *George Washington University*

Location: Madison

Scantron's Class Climate software is enabling higher education institutions across the globe to automate the entire course and instructor evaluation process. Class Climate allows users the flexibility to conduct both paper based and online surveys. The software manages the entire evaluation process and automates every phase. Class Climate allows you to import your course information, create and print your own forms, scan your forms, analyze and report on the data and provide instant feedback to instructors to include handwritten comments.

Session 2: Monday, October 16, 8:30am–9:15am

CORPORATE DEMONSTRATION

Leveraging Clearinghouse Data for Recruitment, Retention and Institutional Research

Track: Institutional Research

Presenter: Darrell Pierre, *National Student Clearinghouse*

Facilitator: Jackie Bourque, *J Sargeant Reynolds Community College*

Location: Monroe

This session will provide an introduction to the National Student Clearinghouse and its data reporting capabilities.

Session 3: Monday, October 16, 8:30am–9:15am

SOFTWARE DEMONSTRATION

IPEDS PAS and COOL, Version 2.0

Track: Institutional Research

Presenters: Janice A. Plotczyk, *National Center for Education Statistics*; Samuel Barbett, *National Center for Education Statistics*

Facilitator: Kati Stephenson, *Rollins College*

Location: Jackson

The National Center for Education Statistics (NCES) recently launched new versions of its IPEDS Peer Analysis System (PAS) and College Opportunities Online Locator (COOL) soft-

ware. Here's your chance to see how these two enhanced data use tools can help institutional researchers work more effectively and efficiently. The new peer tool interface was designed based on feedback received from PAS users over the past five years. Panelists will demonstrate the advanced features included in the new PAS: a variable search function, an improved database structure that allows easy selection of the same variable over multiple years, a built-in trend table function, improved navigation, and the incorporation of modern website design features that we have all grown accustomed to using. You'll also get to see the new library of Report Templates, many suggested by institutional researchers. Panelists will also demonstrate the new COOL website, with a new look, some new data, new institution search capabilities, graphs and charts, and the ability to do side-by-side comparisons of institutions.

Session 4: Monday, October 16, 8:30am–9:15am

PAPER

Heading South: The State of Higher Education Finance in Fiscal 2005

Track: Institutional Research

Presenters: Takeshi Yanagiura, *State Higher Education Executive Officers*; David Wright, *Tennessee Higher Education Commission*

Facilitator: Nerissa Rivera, *Duke University*

Location: Harrison

Comparative state and institutional finance data are increasingly central to assessing the effectiveness, efficiency, and adequacy of higher education funding policies. This session will present findings from an annual national analysis of enrollment and finance data collected from higher education executive offices in the fifty states, with an emphasis on how trends and current funding levels in the South compare to national averages. The presentation will explain the rationale for and development of cost adjustments and common metrics that allow for valid comparisons of finance data over time and across states. Available web-based analysis tools will also be demonstrated.

Session 5: Monday, October 16, 8:30am–9:15am

PAPER

Assessing over the great divide: K12 and Higher Education

Track: Assessment

Presenter: Jim Purcell, *Oklahoma State Regents for Higher Education*

Facilitator: Verna Dewees, *Texas A&M University System*

Location: Wilson

Assessment of student preparedness and success in college is important to college and K-12 administrators. Much information can be developed from college and university data sets that can be helpful to assessing K-12 education. The presentation will show information that can be developed from higher education databases and suggest ways in which to present this information to the public in a cost efficient manner.

Session 6: Monday, October 16, 8:30am–9:15am

PAPER

Nursing Program Success Predicted through a Regression Model

Track: Institutional Research

Presenter: Leonard Waymyers, *Midlands Technical College*

Facilitator: Bruce M. Bartek, *J Sargeant Reynolds Community College*

Location: Van Buren

This presentation provides a statistical method that is used to empirically predict student's success in nursing based on performance measures that are directly related to success. The model is used to help a community college make program decisions that serve students better while not wasting resources. This presentation will be of interest to any IR professional and especially those institutions who want to make better data-driven decisions related to the admission practices of nursing students.

Session 7: Monday, October 16, 8:30am–9:15am

PAPER

An Integrated Enrollment Forecast Model

Track: Institutional Research

Presenter: Chau-Kuang Chen, *Meharry Medical College*

Facilitator: James Thomas, *Freed-Hardeman University*

Location: Pentagon 1 & 2

Enrollment forecasts for the University are performed for the study period of 1962 - 2004 using a linear regression analysis and a time series analysis, Box-Jenkins ARIMA methodology. Linear regression model allows researchers to investigate the effect of demographics, economic indicators, and labor market variables on student enrollment while the ARIMA model permits researchers to eliminate an inappropriate model until the most suitable model remains. It is essential to perform a comparison of the two models in terms of forecast accuracy. This integrated enrollment forecast model could be modified and applied to other colleges and universities.

Session 8: Monday, October 16, 8:30am–9:15am

PANEL

Retention, Progression and Graduation Rates: A System's Perspectives on "Best Practices"

Track: Institutional Research

Presenters: Meihua Zhai, *University System of Georgia*; Cathie Mayes Hudson, *University System of Georgia*; Rebecca Farrow, *Coastal Georgia Community College*; Jayne Perkins Brown, *Georgia Southern University*; Michael Gass, *Georgia College and State University*; Charles Hawkins, *North Georgia College and State University*

Facilitator: Sandra Bollinger, *Longwood University*

Location: Salon D & E

Four institutional IR directors and two system-level research policy analysts will discuss and share their perspectives on "Best Practices" in system-wide initiatives to improve student retention, progression, and graduation (RPG) rates. Factors affecting RPG will be discussed and best practices to increase

student chance to succeed will be shared. A state-level overview of institutional RPG study findings and plans for improvement will be discussed. *Note: This session continues during the 9:30am–10:15am period.*

Session 9: Monday, October 16, 8:30am–9:15am

PANEL

Plans for Redesigning the Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS) and Feasibility Plans for the Postdoc Data Project

Track: Assessment

Presenters: Julia D Oliver, *National Science Foundation*;
Emilda Rivers, *National Science Foundation*

Facilitator: Julie Fulgham, *Mississippi State University*
Location: Lincoln (Lower Level, North Tower)

The National Science Foundation (NSF) has been conducting the GSS since 1972 and with minor exceptions, the basic survey design and the data collected have remained unchanged. In the past three years, NSF undertook a major evaluation of the GSS and launched the Postdoc Data Project. This session will present the results of the research undertaken on both the GSS and the Postdoc Data Project thus far. We will also seek input from the audience on the direction these efforts should take in the future.

Session 10: Monday, October 16, 8:30am-9:15am

SOFTWARE DEMONSTRATION

Introduction to Excel PivotTables

Track: Technology

Presenters: Sandra Archer, *University of Central Florida*;
Robert L. Armacost, *Higher Education Assessment and Planning Technologies*

Facilitator: Frank Doherty, *James Madison University*
Location: Commonwealth (Lower Lobby Level, South Tower)

This presentation will introduce participants to the concept of using PivotTables for dynamic data exploration and ad-hoc reporting. PivotTables are a powerful feature of Microsoft Excel that allows users to rotate or “pivot” its rows and columns to see different summaries of the source data and drill into the details of multi-dimensional data, using drag-and-drop technology. This workshop is geared toward users who are familiar with Excel spreadsheets but unfamiliar with PivotTables and will provide a practical introduction with a focus on data solutions that Institutional Researchers often seek.

Concurrent Sessions

Monday, October 16, 9:30am–10:15am

Session 11: Monday, October 16, 9:30am–10:15am

CORPORATE DEMONSTRATION

Campus Analytics: An Introduction to the SAS Business Intelligence Platform

Track: Technology

Presenters: Lori Rothenberg, *SAS Institute*; Sue Walsh, *SAS*

Institute

Facilitator: Jim Eck, *Rollins College*

Location: Madison

An overview of the features and functionality of the SAS 9 Intelligence Platform. This will include an introduction to the three tiers of the platform and an overview of applications such as the SAS Management Console, SAS Add-in for Microsoft Office, SAS WebReport Studio and SAS Enterprise Guide.

Session 12: Monday, October 16, 9:30am–10:15am

PAPER

Enrollment Modeling For Understanding

Track: Institutional Research

Presenter: Timothy Walsh, *Temple University*

Facilitator: Howard Ballentine, *Jefferson College of Health Sciences*

Location: Monroe

The Markov Chain is an effective operations research technique for projecting enrollment. Markov Chains use percentages to indicate the proportion of a given course level advance to the next class level; the proportion that remain at the same class level; and the proportion coming from the previous class level. This presentation takes the use of Markov Chains one step further. This modeling technique can be used on a variety of demographic populations (academic program, gender, ethnicity, etc.). By comparing the percentages of the target population against the percentages for the entire population, bottlenecks and problem areas can be identified.

Session 13: Monday, October 16, 9:30am–10:15am

CORPORATE DEMONSTRATION

Evisions–Argos, Reporting redefined

Track: Technology

Presenter: Matt McLellan, *Evisions, Inc.*

Facilitator: Mary Harrington, *University of Mississippi*

Location: Jackson

Are you looking for reporting software that can actually meet your needs? Based on years of experience in Higher Education, Argos, Evisions web-based ad hoc reporting tool is your solution.

Session 14: Monday, October 16, 9:30am–10:15am

SOFTWARE DEMONSTRATION

An Approach to Building an Online Data Mart: By GEORGE, I Think We’ve Got It!

Track: Technology

Presenters: Cheryl Fogle, *University of South Carolina Aiken*;
Braden Hosch, *University of South Carolina Aiken*

Facilitator: Edwin T. Ramos, *Marine Corps University*

Location: Harrison

This presentation discusses the different stages of implementing an online data mart at a small to medium sized public baccalaureate institution. Significant emphasis is placed on planning, development and implementation. This presentation is intended

for IR professionals who are considering the development of efficient and effective online data retrieval tools. A considerable portion of the presentation is intended for those with some technical expertise.

Session 15: Monday, October 16, 9:30am–10:15am

PANEL

Peeking Inside an Institution's Planning Toolbox

Track: Planning

Presenters: Heather A. Kelly, *University of Delaware*; Karen A. DeMonte, *University of Delaware*; Allison M. Walters, *University of Delaware*

Facilitator: Merrill Schwartz, *Association of Governing Boards of Universities and Colleges*

Location: Wilson

What key components can Institutional Research add to a University's planning toolbox? This resourceful session will discuss how one institution uses its IR reports to effectively plan for budgeting and resource allocation at the departmental level. The presenters will describe how results from the National Study of Instructional Costs and Productivity, the FIPSE Funded Analysis of Out-of-Class Faculty Activity, and the Budget Support Notebook are utilized for academic program review and institutional planning decisions.

Session 16: Monday, October 16, 9:30am–10:15am

PAPER

Navigating -- and Surviving -- the SACS Reaffirmation Process

Track: Accreditation

Presenter: Glenn W. James, *Tennessee Technological University*

Facilitator: John Davis, *Thomas Nelson Community College*

Location: Van Buren

Reaffirming institutional accreditation with the Southern Association for Colleges and Schools (SACS) is a demanding process that will challenge the entire campus (a) to prove compliance with SACS Principles and (b) to develop an appropriate Quality Enhancement Plan that will enhance an aspect of student learning. Institutional researchers can help their institutions to face this demanding process by being aware of the process and being ready to contribute to a successful campus-wide effort. A researcher from an institution that is nearing the end of the reaffirmation process will share insights, recommendations, and warnings about the SACS reaffirmation process.

Session 17: Monday, October 16, 9:30am–10:15am

PAPER

Assessments Live: Scoring the Natural Activities of Students and Institutions

Track: Assessment

Presenter: David K. Dirlam, *Savannah Technical College*

Facilitator: Nancy Floyd, *University of South Carolina*

Location: Pentagon 1 & 2

Imagine the benefits of giving instant feedback to natural activities using open criteria. Developmental Scoring Rubrics (DSR), which define performance levels across multiple criteria, have emerged as the most efficient and powerful natural assessment solution. Originating in a 1970s student writing assessment, these rubrics spread to portfolios of any activity—even institutional accreditation. Constructing reliable rubrics requires refining definitions and training scorers. Obtaining theoretical sources for definitions is a common obstacle. This paper details methods for interviewing masters of a field to discover their automated, developmental rubrics for judging artifacts or performances. It then shows how to manage DSRs using online e-Portfolio software.

Session 18: Monday, October 16, 9:30am–10:15am

PANEL

Retention, Progression and Graduation Rates: A System's Perspectives on "Best Practices"

(Continued from 8:30-9:15am)

Track: Institutional Research

Presenters: Meihua Zhai, *University System of Georgia*; Cathie Mayes Hudson, *University System of Georgia*; Rebecca Farrow, *Coastal Georgia Community College*; Jayne Perkins Brown, *Georgia Southern University*; Michael Gass, *Georgia College and State University*; Charles Hawkins, *North Georgia College and State University*

Facilitator: Sandra Bollinger, *Longwood University*

Location: Salon D & E

Four institutional IR directors and two system-level research policy analysts will discuss and share their perspectives on "Best Practices" in system-wide initiatives to improve student retention, progression, and graduation (RPG) rates. Factors affecting RPG will be discussed and best practices to increase student chance to succeed will be shared. A state-level overview of institutional RPG study findings and plans for improvement will be discussed.

Session 19: Monday, October 16, 9:30am–10:15am

WORKSHARE

U.S. News & World Report's America's Best Colleges-A Look Ahead at 2007?

Track: Institutional Research

Presenter: Bob Morse, *U.S. News and World Report*

Facilitator: Scott Dittman, *Washington and Lee University*

Location: Lincoln (Lower Level, North Tower)

The presentation will cover U.S. News' current thoughts on implementing the new Carnegie Classifications and how that implementation will impact the America's Best Colleges rankings to be published in 2007. There will be a discussion of other methodology and presentation issues being considered for the upcoming America's Best Colleges rankings such as use of the new SAT score and changing the names of some of the U.S. News ranking categories. Details on the various efforts U.S. News makes to communicate with AIR members will be reviewed.

Session 20: Monday, October 16, 9:30am–10:15am

PANEL

Hot Topics in Higher Education Budget and Planning

Track: VAMAP Budget Officers

Presenters: Donna Kidd, *George Mason University*; Barbara Maddox, *George Mason University*

Facilitator: Pat Harvey, *Richard Bland College*

Location: Commonwealth (Lower Lobby Level, South Tower)

Budget Officers are being faced with multiple requirements from multiple sources. This session will explore some of the issues that are currently facing budget and planning officers.

Monday, October 16, 10:15am – 10:45am

Exhibitors' Refreshment Break

Location: Washington Ballroom

Sponsored by SAS Institute, Inc.

Concurrent Sessions

Monday, October 16, 11:00am–11:45am

Session 21: Monday, October 16, 11:00am–11:45am

CORPORATE DEMONSTRATION

Performance Management and Predictive Analytics

Track: Technology

Presenters: Tim Beckett, *Information Builders*; Sherri Sahs, *SPSS, Inc.*

Facilitator: Michelle Hall, *Southeastern Louisiana University*

Location: Madison

Information Builders -- the Standard for Enterprise Business Intelligence, and SPSS -- Enabling the Predictive Enterprise, will demonstrate the power of combining Enterprise Web Reporting and Predictive Analytics. This session is designed for Institutional Research and everyone else in the university looking for better information delivery.

Session 22: Monday, October 16, 11:00am–11:45am

PANEL

IR and IRBs: What Every IR Professional Needs to Know about the Ethics of Human Subjects Research

Track: Institutional Research

Presenters: Thomas K. Martin, *Collin County Community College District*; Mary M. Sapp, *University of Miami*

Facilitator: Kati Stephenson, *Rollins College*

Location: Monroe

Ensuring the ethical treatment of human research subjects cuts across all institutional types. Federal regulations require approval by an Institutional Review Board (IRB) for "human subjects research" (e.g., surveys or focus groups that lead to "generalizable knowledge"). This session reviews IRB regulations and their ethical and historical underpinnings with special attention to their relevance for institutional research. Suggestions will be offered for institutions lacking adequate review systems. The session is important for SAIR members who appreciate the need to protect the participants in their research but

may not be fully informed about processes designed to help them do so.

Session 23: Monday, October 16, 11:00am–11:45am

CORPORATE DEMONSTRATION

WEAVEonline - Web-based Assessment Management Can Make All The Difference!

Track: Technology

Presenter: Jean M. Yerian, *Virginia Commonwealth University* and *WEAVEonline / Centrieva Corporation*

Facilitator: John Kalb, *Southern Methodist University*

Location: Jackson

Seeking a web-based tool to support assessment, regional and disciplinary accreditation, annual reporting, program review, and external reporting? WEAVEonline captures an assessment cycle for programs to do the following: write expected outcomes/objectives; establish criteria for success; assess performance against criteria; view assessment results; and affect improvements through actions. Academic programs align student learning outcomes in the major and general education, via both annual assessment and curriculum mapping. Academic and administrative programs relate contributions to institutional priorities and strategic planning. WEAVEonline's powerful administrative workspace facilitates aggregated reporting and other high-level functions. Virginia Commonwealth University developed the WEAVEonline assessment management system and now Centrieva offers it as a hosted subscription service. Come critique!

Session 24: Monday, October 16, 11:00am–11:45am

PANEL

Keys to a Most Positive Reaffirmation of Accreditation Experience

Track: Accreditation

Presenters: Ross A. Griffith, *Wake Forest University*; Adam W. Shick, *Wake Forest University*; Sara R. Gravitt, *Wake Forest University*

Facilitator: Cathy Tanner, *University of Alabama at Birmingham*

Location: Harrison

Wake Forest University's Class of 2006 received no recommendations in both Compliance and the Quality Enhancement Plan (QEP) from the On-Site Committee of the Commission on Colleges (COC) of the Southern Association of Colleges and Schools (SACS). This session will illustrate processes used by members of the Office of Institutional Research and key members of the University community in providing a smooth function over the past two years of intensive work. Included in the presentation will be demonstrations of the electronic compilations of reports and the website used throughout the process for both compliance and the QEP.

Session 25: Monday, October 16, 11:00am–11:45am

PAPER

Retention - Theory and Practice in Community Colleges

Track: Community College

Presenter: Edith Carter, *Radford University*

Facilitator: Sally Holley, *Jefferson State Community College*
Location: Wilson

To effectively serve an increasingly diverse student population, institutions must be aware of student characteristics, objectives and needs. In this era of accountability, community colleges are constantly being challenged by a multitude of issues, particularly the one of retention. Retention, whether viewed as an institutional effectiveness issue, an enrollment management issue or a financial issue continues to be a challenge for community colleges. It will be the purpose of this study to consider issues emphasized in the literature related to retention and to suggest ways Institutional Research can assist the institution in its retention efforts.

Session 26: Monday, October 16, 11:00am–11:45am
PAPER

Answering Student Enrollment and Retention Questions Using the National Student Clearinghouse Student Tracker System

Track: Institutional Research

Presenter: Heather Langdon, *Appalachian State University*

Facilitator: Jana Marak, *Baylor University*

Location: Van Buren

Institutions of higher education are interested in researching student enrollment and retention beyond just the numbers. The National Student Clearinghouse Student Tracker system can be a valuable tool for this research. At least two sets of information are available through the system: Subsequent enrollment data for non-returning students as well as initial institution of enrollment for admitted students who did not enroll at an institution. The institution highlighted in this paper has submitted enrollment information to the National Student Clearinghouse for several years, but only began using the Student Tracker system in 2005. Since the first set of return data was received, reports have been shared with campus groups concerned about student retention and populations of students who chose not to attend this institution. These reports have answered some important questions about student enrollment behavior that was not available in the past.

Session 27: Monday, October 16, 11:00am–11:45am
PAPER

Separating Fact from Fiction: One School's Approach to Overcoming Self Selection in Program Assessment

Track: Assessment

Presenter: Wyatt Watson, *Arkansas Tech University*

Facilitator: Michael Hadley, *Methodist College*

Location: Pentagon 1 & 2

University program assessments are often hampered by the self-selection of students into the treatment. Data comparing volunteer participants to non-participants are criticized as being uninformative due to the inability of researchers to account for differences in the two groups on the basis of self-selection. In an effort to assess the effectiveness of a new freshman transition course, two regression methods, logistic and multivariate linear,

were employed. These predictive modeling techniques allowed the researchers to assess the course's impact on retention and grade point average (GPA) while addressing the concern of non-random assignment of students to the treatment.

Session 28: Monday, October 16, 11:00am–11:45am

PAPER

Canadian Student Retention: The First University Experience

Track: Institutional Research

Presenters: Paul J. Madgett, *University of Georgia*; Charles H. Belanger, *Laurentian University*

Facilitator: Karen Bauer, *University of Georgia*

Location: Salon D & E

This paper's main objective is to verify the effects of certain university-related variables on the retention of first-time university participants at Canadian universities. The binomial logistic regression model includes variables pertaining to the student-university experiences which encompass various educational, financial, and social factors. This project is a national study to investigate the impact of 24 variables on the dependent variable, namely student retention.

Session 29: Monday, October 16, 11:00am–11:45am

PANEL

A System-wide Approach to Improving Graduation Rates

Track: Institutional Research

Presenters: Trish Norman, *University of Texas System*; Gerry Dizinno, *University of Texas, San Antonio*; Maryann Ruddock, *University of Texas, Austin*; Roy Mathew, *University of Texas, El Paso*

Facilitator: Sandi Bramblett, *Georgia Institute of Technology*

Location: Lincoln (Lower Level, North Tower)

With graduation rates even lower than the national average, a public university system office and campus leaders of nine academic institutions have taken steps to make improving graduation rates a top priority for its campuses. Institutional Research offices are playing a key role in this effort and are working collaboratively with system and campus leaders to guide these discussions. A representative from the system office will lead a panel discussion detailing the system-wide initiative and IR directors from three diverse campuses will discuss their institution's responses to this initiative and describe efforts to improve graduation rates on their campuses.

Session 30: Monday, October 16, 11:00am–11:45am

PAPER

Access and Success: Pell Trends and Outcomes in Virginia

Track: Institutional Research

Presenter: Angela Detlev, *State Council of Higher Education for Virginia*

Facilitator: Bethany Bodo, *Radford University*

Location: Commonwealth (Lower Lobby Level, South Tower)

Pell grants are one of the key federal financial aid programs to assist low income students with the costs of a college education. This session will present information on Pell trends in the state of Virginia from 1992-2004 as well as examine graduation rates for the 1998 cohort. Given the steady rise in the number of Pell recipients, it is important to consider the implications of increased numbers of Pell students could have on needed support services, student retention and progression, and graduation rates.

Luncheon Roundtables

Monday, October 16, 11:45am–12:45pm

Location: Crystal Ballroom Salon B & C

Sponsored by **evisions, Inc.**

Join your colleagues for lunch at a Roundtable topic of your choice. A buffet lunch will be provided. The table host will present a few ideas and encourage discussion of the topic.

Roundtable 1

Collaboration with Faculty for Student Learning Assessment

Track: Assessment

Presenters: Mary Zamon, *George Mason University*

Location: Crystal Ballroom Salon B & C

This presentation and workshop for assessment personnel, faculty and administrators will include description of our collaborations, examples of what has been developed, results, and candid comments from both the assessment staff member and the faculty member who are co-presenting. In addition an interactive exercise will help attendees take home ideas for their own institutions. Time will be available for questions and discussion.

Roundtable 2

Combining Methods of Tracking Graduate and Non-Graduate Community College Transfers and Assessing Transfer Success

Track: Community College

Presenter: Tara Atkins-Brady, *Piedmont Virginia Community College*

Location: Crystal Ballroom Salon B & C

A community college describes how it is combining different methods of tracking student transfers to learn more about the number and nature of graduate and non-graduate transfers to four-year institutions. Methods discussed include surveys of graduates and non-returning students, data sharing between institutions, and use of state datasets and the National Student Clearinghouse. An example will show how the college is tracking all of its non-returning students in an academic year and present what is known about their educational aspirations and intentions, subsequent enrollment, and success.

Roundtable 3

Complex Reports at the Click of a Mouse - SAS® Stored Process Functionality

Track: Technology

Presenters: Maureen Murray, *University of Central Florida*; Ali Yorkos, *University of Central Florida*

Location: Crystal Ballroom Salon B & C

University administrators want information, but they don't want to spend much time searching for or accessing the data. This session describes how a large university implemented a portion of the SAS® Business Intelligence Platform functionality and simplified the research efforts of our administrators. Topics include SAS® stored processes and their availability to users with multiple skill levels and various preferred environments.

Roundtable 4

Coping with Test Score Reporting in an ever Changing Environment

Track: Institutional Research

Presenters: Hannelore Delbridge, *University of Alabama*; William W. Hughes, *The University of Alabama*

Location: Crystal Ballroom Salon B & C

In recent years the structure and scoring scale of several admissions tests have changed: ACT added a writing sub-test, GRE dropped the analytical sub-test, and MAT changed the grading scale. Students frequently take the same test multiple times and/or different tests such as ACT and SAT. The discussion will focus on problems relating to reporting trend data and also on the different options when analyzing multiple test results.

Roundtable 5

Data Management in a Small IR Office

Track: Institutional Research

Presenter: Carol Rowlett, *Lynchburg College*

Location: Crystal Ballroom Salon B & C

An IR office is responsible for assimilating and disseminating an incredible amount of information. At the heart of this maze of data are basic questions of organization: "What do I know about our institution, how do I know it, and how current is the information?" A solution is outlined to manage the information for external surveys through an Access database, to ease the inflow and outflow of information and provide better data integrity across the plethora of survey requests.

Roundtable 6

Developing an Online Student Assessment of Instruction Using SCT Banner, ASP, and Access

Track: Technology

Presenters: Lenore Benefield, *Florida Gulf Coast University*; Matthew Kulmacz, *Florida Gulf Coast University*

Location: Crystal Ballroom Salon B & C

Not for the technical faint of heart. This roundtable will focus on the development of an Online Student Assessment of Instruction system that was developed using technologies that are

currently in use at the university. Participants will be able to examine the software tools currently in use at their own institutions and will be able to take the ideas from this discussion and implement them using resources available to them.

Roundtable 7

Developing the QEP: Broad-based Involvement of the Campus Community is No Accident

Track: Accreditation

Presenters: Robert L. Armacost, *Higher Education Assessment and Planning Technologies*; Julia J. Pet-Armacost, *University of Central Florida*

Location: Crystal Ballroom Salon B & C

The Quality Enhancement Plan should have a major effect on student learning. The SACS Principles of Accreditation requires significant participation by the institution's academic community in the development of the plan. This requirement implies both broad-based institutional participation in the identification of the topic as well as in the development of the QEP itself. A well-designed process can provide the structure for engaging the academic community in the complete development of the plan. This presentation recommends a process that will identify a viable topic, develop the leadership of the effort, engage appropriate constituencies, and create real awareness of the QEP.

Roundtable 8

Eating the Compliance Elephant One Bite at a Time . . . IR's Role in Prepping an Institution for Reaffirmation

Track: Accreditation

Presenters: Carol G. Carrere, Mount Olive College; William G. Canuette, Jr., Mount Olive College

Location: Crystal Ballroom Salon B & C

An examination of the Institutional Researcher's role in preparing an institution for submission of reaffirmation compliance materials in conjunction with the institution's SACS liaison. Timelines, tips and 'tricks' for launching an internal compliance audit, the value of the 'peer review' exchange process, and options for constructing your own online and 'reviewer-friendly' compliance information repositories at little or no cost will be discussed and demonstrated. Attendees should come prepared to collaborate as well as commiserate!

Roundtable 9

Effects of Personality Factors on Retention and Graduation

Track: Institutional Research

Presenter: Charles Hawkins, *North Georgia College and State University*

Location: Crystal Ballroom Salon B & C

Factors representing personality types were derived from the 1994 administration of the Cooperative Institutional Research Institute's survey of beginning college students (n=56,818). These personality factors were studied in relation to 4- and 6-year graduation rates, as well as retention after 6 years, utilizing

regression and ANOVA techniques. Considered were the differences of the subject from the institutional mean for each personality variable, with the hypothesis that students who were most different from their peers were the ones less likely to be retained or graduate. The results of this analysis are presented and discussed.

Roundtable 10

Entering Freshmen to Graduating Seniors: Partnering CIRP Entering Freshmen Surveys, Graduating Senior Surveys, and Institutional Data

Track: Institutional Research

Presenter: Roy Ikenberry, *Belmont University*

Location: Crystal Ballroom Salon B & C

Belmont University has participated in the UCLA Higher Education Research Institute Cooperative Institutional Research Program Freshman Survey for years. The institution has also been using a home-grown graduating senior survey for several years; however, within the last four years identifiers have been added to allow for matching survey responses to specific students in the administrative database. The current study partners the CIRP responses, graduating senior survey responses and a robust database of institutional data in an effort to identify characteristics of students who are successful (graduate from the institution) versus those who are not successful (dropouts).

Roundtable 11

Faculty Qualifications: Documenting and Making the Case for SACS

Track: Accreditation

Presenters: Basma Selim, *University of Central Florida*; Heidi Watt, *University of Central Florida*

Location: Crystal Ballroom Salon B & C

Achieving and demonstrating compliance with Comprehensive Standard 3.7.1. (Qualifications) involves two key components: 1) documenting faculty qualifications and 2) making the case. This session describes and demonstrates the approach used at a major university to conduct an initial audit of faculty files, create a web-based documentation and review system, and establish policies and procedures to ensure continued compliance in future years. Technology was a key enabler in developing the system. This session will describe the advantages and some of the challenges with creating a faculty qualifications review system that encompasses the hiring process through the course assignment process.

Roundtable 12

Faculty S.O.S.: Student Outcomes Success

Track: Assessment

Presenters: Paula Krist, *University of Central Florida*; Tace Crouse, *University of Central Florida*

Location: Crystal Ballroom Salon B & C

Identifying clear student learning outcomes is critical to improvement in academic and student support programs at a col-

lege or university. The role of the Institutional Researcher is critical to this effort. This session will demonstrate a proven model for the development of quality program level student learning outcomes. Participants who are interested in Institutional Effectiveness efforts will learn techniques for teaching faculty and support area directors to write targeted student learning outcomes. Emphasis will be placed on developing direct measures to provide evidence of student learning.

Roundtable 13
First Year Experience Colloquium at a Liberal Art's College: An Overview

Track: Institutional Research

Presenter: Renee N. Galloway, Randolph-Macon College

Location: Crystal Ballroom Salon B & C

Because the first year of full-time enrollment in college is so integral to a student's refinement of skills, attitudes, and interests, Randolph-Macon's required First-year Experience (FYE) is aimed at robustly fostering and supporting this refinement. In a typical FYE offering, two professors from different disciplines collaborate to present a two-semester colloquium to each of two 15-student groups, giving the students a cross-disciplinary view of a selected topic. Major goals of this program are to encourage students to see connections in knowledge and relationships among various disciplines, to make them more aware of technology, its uses and its influences, help them understand foreign cultures and develop an appreciation of differences among people, whether racial, religious, economic, or ethnic, and engage them in active learning.

Roundtable 14
Graduation On-Time and Course Success of Nursing Students: A Case Study

Track: Institutional Research

Presenter: Diby Kouadio, *Columbia State Community College*

Location: Crystal Ballroom Salon B & C

The Nursing department at Columbia State Community College has been exploring the revision of its admissions policy. The Nursing Admission Committee has requested that the Office of Institutional Research and Analysis: compare the on-time graduation and course success rates of nursing students admitted under the "ranked" and "first qualified, first admitted" criteria, find out if the timing of enrollment in Human Anatomy and Physiology I (A&P I) and Nursing I has a bearing on nursing course success and graduation rates, and determine the extent to which academic performance and course enrollment timing factors can predict a nursing graduation on-time and success in Nursing I. The findings in this study will inform decisions about changes to the nursing admissions criteria.

Roundtable 15
HERA : Developments in the Higher Education Reauthorization Act of 2005

Track: Institutional Research

Presenter: Nerissa Rivera, *Duke University*

Location: Crystal Ballroom Salon B & C

This roundtable will concern the status of the Higher Education Reauthorization Act of 2005. Discussion will focus on additional reporting for financial aid recipients and also looks at additional data that the feds may be collecting once the Senate agrees to the final form of the act.

Roundtable 16
High School Class Rank: The Dilemma of Declining Reporting Rates

Track: Institutional Research

Presenters: Cara Mia Pugh, *Auburn University*; Jon Charles Acker, *University of Alabama*

Location: Crystal Ballroom Salon B & C

The declining reporting rate for high school class rank is a serious concern for many post-secondary institutions. In an attempt to better understand the policies of Alabama high schools pertaining to the release of class rank, ALAIR sponsored a survey of high school counselors. The results indicate that nearly half of the schools release the rank upon request, a quarter of the schools release the rank for all students, and a quarter of the schools do not release the rank or release it under other special circumstances. It is hoped this roundtable will foster discussion on how institutions deal with the dearth of class rank information.

Roundtable 17
How to Achieve a Successful Compliance Certification Review

Track: Accreditation

Presenters: Terry Norris, *Columbus State University*; Joyce Hickson, *Columbus State University*

Location: Crystal Ballroom Salon B & C

This presentation will describe the major components in achieving a successful compliance certification review. The session will describe guidelines for electronic submission. Additionally, the use of a compliance certification committee to ensure collaborative decision-making and the vestment of all stakeholders will be illustrated. The round-table discussion will discuss procedures for writing narratives and gathering resources to support compliance, as well as the pitfalls and lessons learned in producing the compliance document. Presenters will address the process of how a mid-size institution approached the tasks involved from beginning to end and share the building blocks for a successful compliance certification review. The structure will be question and answer as well as a discussion format.

Roundtable 18
Integrate! Don't Duplicate! Accreditation Starts with IR

Track: Institutional Research

Presenters: Tim Martin, *University of Arkansas - Fort Smith*; Marion Dunagan, *University of Arkansas - Fort Smith*; Jan Dickinson, *University of Arkansas - Fort Smith*

Location: Crystal Ballroom Salon B & C

The wheel continues to be reinvented in higher education. With all of the emphasis being placed upon universities and programs to become outcome-based and centered on data, then why are most institutional researchers left out of the elaborate schemes designed to monitor, track, and report on student learning and performance when this is what institutional researchers do as an occupation? This presentation will concentrate on the processes involved to include all stakeholders in the planning, design, and implementation of an outcome-based assessment system for successful program and/or university-wide accreditation.

Roundtable 19

Making your IR Department Shine through the Use of Reports

Track: Institutional Research

Presenter: Joanne Olson, *University of Mississippi Medical Center*

Location: Crystal Ballroom Salon B & C

Institutional Researchers provide added value by not only generating data but by presenting this data in formats that can be quickly and easily comprehended by faculty, administrators, and other constituents. This roundtable will focus on three methods of reporting institutional research data: (1) executive reports (2) detailed survey research reports and (3) technical reports. Examples of each type of report will be available.

Roundtable 20

Program Review Process—Focus on Data Preparation

Track: Institutional Research

Presenters: Patricia Ramsey, *University of Central Florida*; Mia Alexander-Snow, *University of Central Florida*

Location: Crystal Ballroom Salon B & C

All degree programs at our university must undergo an in-depth review every seven years. The primary goal is to determine which programs to enhance, maintain, reduce, eliminate or study further. The basis for this review is the program self-study that relies on relevant department data prepared by the Institutional Research Office. This session describes the data preparation for Program Review and the recent conversion to SAS® Business Intelligence functionality.

Roundtable 21

Responding to the Nursing and Allied Health Worker Shortage

Track: Planning

Presenter: Jim Purcell, *Oklahoma State Regents for Higher Education*

Location: Crystal Ballroom Salon B & C

Many states are experiencing a shortage in nursing and allied health workers. With higher education as the vehicle for preparing health care workers, the solution is dependent on colleges and universities responding to the crisis. Research indicates that cracks in the education pipeline have exacerbated the crisis.

Recommended approaches to addressing shortages in nursing and allied health practitioners are discussed. Many of these recommendations require new thinking for college and university administrators.

Roundtable 22

Students' Algebra I Subject Area Testing Program (SATP) Scores as a Predictor of Placement in Postsecondary Mathematics, (Received SACCR 2005 Outstanding Paper Award)

Track: Community College

Presenter: Charles Barnett, *Itawamba Community College*

Location: Crystal Ballroom Salon B & C

Several states, including Mississippi, have increased the number of Carnegie units required for graduation and taken other measures to strengthen the high school academic program. The State of Mississippi has spent a minimum of \$14.5 million dollars from 2000 through 2004 on the Subject Area Testing Program. All of Mississippi's 15 community and junior colleges use the mathematics ACT score as part or all of the criteria for postsecondary mathematics placement. The results of this study indicated that approximately 70% of the students who passed the Algebra I SATP (300+) in high school were ultimately targeted for postsecondary remedial mathematics.

Roundtable 23

Strategic Decision Support Using SAS® Enterprise BI & ETL Tools

Track: Institutional Research

Presenters: M. Paige Borden, *University of Central Florida*; Linda Sullivan, *University of Central Florida*

Location: Crystal Ballroom Salon B & C

There is a continuing demand for increased extraction and analysis of university data to facilitate strategic decision-making and management of university programs and activities. This session describes how a large university implemented the SAS® Enterprise BI and ETL Platforms. Topics include data validation methods, conversion of existing SAS reporting applications to utilize warehouse data, and how additional SAS applications such as Enterprise Guide, Information Map, and Web Report Studio have been integrated to provide the university-user community access to strategic performance measurement, evaluation, forecasting and decision-making.

Roundtable 24

The 2004 Society for College and University Planning (SCUP)-Campus Facilities Inventory (CFI)

Track: Institutional Research

Presenters: Paul Wilver, *Georgia Southern University*; Jayne Perkins Brown, *Georgia Southern University*

Location: Crystal Ballroom Salon B & C

The 2004 Society for College and University Planning (SCUP)-Campus Facilities Inventory (CFI) Survey was the basis for a campus report for Georgia Southern University. The 2004 Survey had 189 participating institutions, including Georgia South-

ern. The SCUP CFI data provided a unique path to review benchmarks with Peer / Aspirational and University System of Georgia (USG) institutions. These benchmarks are particularly useful in continuing discussions with Board of Regents, USG staff in addressing facility development needs and identifying appropriate funding sources or paths to fund new facilities or renovations of existing facilities. The creation and use of the campus report will be the focus of this presentation.

Roundtable 25

The Pluses and Minuses of Policy Analysis: Predicting the Impact of a New Grading Policy

Track: Institutional Research

Presenters: Michelle Appel, *University of Maryland*; Chad Muntz, *University of Maryland*

Location: Crystal Ballroom Salon B & C

The purpose of this study was to better understand the impact of a new weighted plus/minus grading calculation on undergraduate graduation rates and course availability. Grades from the fall 2002 cohort of incoming undergraduate students were used to recalculate GPAs in order to determine the change in the number of probation and dismissals and the accompanying impact on graduation rates. Additionally, the number of C- grades earned during the 2003-04 and 2004-05 Academic Years was used to understand the impact on course availability, should students have to repeat courses due to the C- falling below the required 2.0. Finally, this session will discuss the Institutional Research office's role in determining the potential impact of University policies.

Roundtable 26

The Re-affirmation Process in Community Colleges: Things You Might Overlook

Track: Community College

Presenter: Cathy Ellett, *Copiah-Lincoln Community College*

Location: Crystal Ballroom Salon B & C

There are many issues that an institution should be aware of before submitting materials to SACS for the review process. This will be a discussion about issues, large and small that institutions will not want to forget when preparing materials to send out for their reaffirmation review process. Topics discussed will be: 2.5, 3.1.1, 3.3.1, 3.4.1, a website vs. hardcopy, organization of materials, and faculty credentials.

Roundtable 27

Using Baldrige Criteria as an Acid Test for Effectiveness and Assessment

Track: Assessment

Presenter: Caula A. Beyl, *Alabama A&M University*

Location: Crystal Ballroom Salon B & C

Baldrige Education Criteria for Performance Excellence are designed to evaluate organizational performance with respect to the quality and delivery of learning. In addition to examination of organizational effectiveness through collection of data and

assessment, the refinements of processes as a result of that assessment are important. Key features of the Baldrige approach include use of values to drive organizational goals and the important trio of synthesis (building upon strategic objectives), alignment (plans are consistent with processes, measures, and actions), and integration (embedded and interconnected management system). Institutional research and assessment offices have a key role in the Baldrige process particularly in Category 4, which is "Measurement, Analysis, and Knowledge Management." Examples of strategies used by Alabama A&M University will be used to illustrate the characteristics of institutions that are effective in Category 4.

Roundtable 28

Using SAS in an Institutional Research Office

Track: Institutional Research

Presenter: Jamil Ibrahim, *University of Mississippi Medical Center*

Location: Crystal Ballroom Salon B & C

SAS has developed a reputation of being a powerful and a full-featured statistical software that allows the Institutional Research user to manipulate and analyze data in many different ways. It is essential for mastering the four data-driven tasks common to virtually any computing application: data access, management, analysis and presentation. Institutional researchers should have knowledge and experience in using SAS for these functions.

Roundtable 29

Web-based Collection of Instructional and Non-Instructional Faculty Information

Track: Technology

Presenter: Donna J. Williams, *University of Maryland*

Location: Crystal Ballroom Salon B & C

This demonstration covers the development and implementation of a web-based collection and reporting of faculty information at a major Research I institution. The data are collected as part of a state mandated reporting process. The new process has improved the efficiency and accuracy of the data. The board of regents collects and reports the data to the legislature prior to the budget hearings. The focus of the report has been on tenured/tenure-track faculty, their instructional workload, and non-instructional activity. The most recent policy impact was to increase the instructional workload expectations for tenured/tenure-track faculty.

Roundtable 30

When Time is an Issue: Building Institutional Effectiveness and Faculty Involvement in the Face of Adversity

Track: Accreditation

Presenter: Vann Newkirk, *North Carolina Wesleyan College*

Location: Crystal Ballroom Salon B & C

Since 2001, more than sixty-four (64) colleges and universities have received sanctions from the Southern Association of Col-

leges and Schools (SACS). The vast majority of these recommendations were due to ineffective planning and decision-making, limited faculty involvement, inadequate quality enhancement plans and poor administrative oversight. In response to these problems an innovative methodology was developed. This methodology increased faculty participation in the assessment/evaluation processes, overcame staffing limitations, enhanced administrative oversight and rapidly helped several troubled institutions develop functional institutional effectiveness programs.

Roundtable 31

Will Work for Free: A Case Study of a Doctoral-Level Practicum in Institutional Research

Track: Institutional Research

Presenter: Deborah Worley, **Recipient of the Larry G. Jones Graduate Student Travel Grant, University of Mississippi**

Discussants will address the process of formulating a doctoral-level practicum and highlight the benefits for the student and the office of institutional research. This roundtable discussion will include consideration of academic requirements and expectations of all involved parties.

Concurrent Sessions

Monday, October 16, 1:00pm–1:45pm

Session 31: Monday, October 16, 1:00pm–1:45pm
PAPER

Defining What Works in Academic Advising

Track: Assessment

Presenters: Dana Hartley, *Georgia Institute of Technology*;

Jonathan Gordon, *Georgia Institute of Technology*

Facilitator: Donna Kidd, *George Mason University*

Location: Madison

Academic Advising is still run by each individual department on many campuses. In this decentralized mode, it is difficult to ensure consistency (and excellence) across campus. Using the National Survey of Student Engagement (NSSE) and working with the Student Government, we define the essential components of a good advising program based on the data and our interviews with each department at our institution. We then communicated with all the departments what specific actions they could do to improve their advising programs. We will discuss the findings of this study, describe the process followed, and provide recommendations for practice.

Session 32: Monday, October 16, 1:00pm–1:45pm
PANEL

Did It Promote Quality or Is It Just Another Report? Initial Experiences Using Baldrige Criteria for State Accountability Reports

Track: Planning

Presenters: Braden J. Hosch, *University of South Carolina Aiken*;

Susan V. Prior, *University of South Carolina Columbia*;

Charles H. Parker, *Midlands Technical College*

Facilitator: Mary Beth Adams, *University of Alabama at Birmingham*

Location: Monroe

Beginning in 2006, public higher education institutions in South Carolina have been mandated to submit an annual report to state policymakers using a version of the Malcolm Baldrige criteria, a framework for quality more often associated with private sector than public higher education. This session will provide a brief overview of the political context for accountability in the state followed by a discussion of how institutions from the research, teaching, and technical sectors applied this framework for accountability. Lessons learned will be useful to institutions in any state that are interested in using Baldrige criteria or to link localized assessment practices to strategic planning and institutional change.

Session 33: Monday, October 16, 1:00pm–1:45pm

CORPORATE DEMONSTRATION

The Nuventive Enterprise Outcomes Assessment Solution: TracDat (Assessment Management Software) and iWebfolio (Electronic Portfolio System)

Track: Assessment

Presenter: Denise Raney, *Nuventive*

Facilitator: Darla Keel, *University of Memphis*

Location: Jackson

The Nuventive enterprise assessment solution begins with efficient planning and provides structure, process and documentation to ongoing continuous improvement efforts focused on outcomes.

Session 34: Monday, October 16, 1:00pm–1:45pm

CORPORATE DEMONSTRATION

Collegiate Learning Assessment: New Measures for Benchmarking Undergraduate Student Development

Track: Assessment

Presenter: Marc Chun, *Council for Aid to Education*

Facilitator: Meihua Zhai, *University System of Georgia*

Location: Harrison

The Council for Aid to Education's Collegiate Learning Assessment (CLA) presents measures that are performance-based, administered wholly online, and chart value-added growth in critical thinking, analytic reasoning and written communication skills. 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.

Session 35: Monday, October 16, 1:00pm–1:45pm
PAPER

How Students' Financial Burden Affect Persistence and Performance

Track: Institutional Research

Presenter: Zhao Yang, *Old Dominion University*

Facilitator: Howard Ballentine, *Jefferson College of Health Sciences*

Location: Wilson

This longitudinal study focuses on academic performance and persistence at a four-year public institution with selective admission criteria. Incoming freshmen are categorized into three groups by Pell Grant amounts they received. The group receiving the most amount performs better on persistence and graduation, though no difference is detected on academic preparedness from high school, cumulative GPA and earned credit hours among the groups. Non-cognitive measures gauged by mandatory freshman survey showed fewer students receiving Pell Grants are at risk, an important reason of better academic performance. The findings are compared with national average and implications are discussed.

Session 36: Monday, October 16, 1:00pm–1:45pm

SOFTWARE DEMONSTRATION

Generating Your Reports with the TABULATE procedure and the Output Delivery System in SAS

Track: Institutional Research

Presenter: Meihua Yang, *University of Memphis*; Carole Anderson, *University of Memphis*

Facilitator: Denise Gardner, *University of Georgia*

Location: Van Buren

This session will be a beginner's guide to incorporating SAS ODS into PROC Tabulate. Institutional researchers often need to publish reports in various formats. The tabulate procedure (PROC TABULATE) and Output Delivery System (ODS) in SAS offer a quick and easy way to customize high quality reports in PDF, HTML, and RTF layouts. Using census data, this software demonstration will show how to optimize SAS traditional print output into reader-friendly reports with multiple font styles, texts, and background colors. The flexibility of PROC TABULATE and ODS is an efficient way to publish census reports on Institutional Research's website.

Session 37: Monday, October 16, 1:00pm–1:45pm

PAPER

Knowing What We Don't Know - Race and Ethnicity at SACS Flagships

Track: Institutional Research

Presenter: Mike Kelly, *University of South Carolina*

Facilitator: Joachim Knop, *George Washington University*

Location: Pentagon 1 & 2

The basic meta-analysis was intended to discover whether patterns of "unknown" race and ethnicity identity declarations have emerged at select postsecondary institutions between 1998 and 2004. The material provides a glimpse into the choice not to identify with any racial/ethnic group, and provides an overview of data collection and reporting practices. A growing trend toward non-disclosure of one's race/ethnicity is emerging on college campuses, confirming results of earlier studies. Furthermore, as the unknown population has increased, the population of White, Non-Hispanic students has declined in number.

Evidence of gender differences in choice of disclosure was also discovered.

Session 38: Monday, October 16, 1:00pm–1:45pm

WORKSHARE

Tuning Up An Assessment System for Better Communication

Track: Assessment

Presenter: Patricia DeWitt, *Shorter College*

Facilitator: Verna Dewees, *Texas A&M University System*

Location: Salon D & E

After nearly a decade of systematic outcomes assessment using the Assessment Record Book system, we found that the process was vital only for some departments, and materials produced were too voluminous for effective communication and use in planning and budgeting. We revised the system to maintain an assessment database, improve feedback from the faculty assessment committee, keep more raw data at the dean level, shorten the dean's assessment report, and produce a public report for the faculty as well as various reports that are generated from the database. The desired result of having budgeting informed by assessment reporting was achieved.

Session 39: Monday, October 16, 1:00pm–1:45pm

WORKSHARE

U.S. News & World Report's America's Best Graduate Schools Rankings: How They're Done and What's New

Track: Institutional Research

Presenter: Bob Morse, *U.S. News and World Report*

Facilitator: Jim Eck, *Rollins College*

Location: Lincoln (Lower Level, North Tower)

An overview of the methodology used in the Medical, Law, Engineering, Business, Education, Ph.D. and the many other graduate rankings done yearly by U.S. News will be presented. The discussion will include methodology changes made in the America's Best Graduate Schools rankings published in 2006. A look ahead at what to expect for next year's America's Best Graduate Schools rankings to be published in 2007. An explanation of the various U.S. News graduate school publications and online resources where the best graduate school rankings and data appear.

Session 40: Monday, October 16, 1:00pm–1:45pm

PANEL

Skits Depicting Dilemmas, Recognizing and Avoiding Ethical Traps in your Office

Track: Institutional Research

Presenters: Alice M. Simpkins, *Paine College*; Mary M. Sapp,

University of Miami; Larry G. Jones, *University of Georgia*;

William R. Fendley, Jr, *University of Alabama*

Facilitator: Alice M. Simpkins, *Paine College*

Location: Commonwealth (Lower Lobby Level, South Tower)

AIR's Code of Ethics, adopted in 1992, has been updated, along with a new preamble and appendices, which have guidelines for

avoiding ethical dilemmas. Members of the AIR Ethics Committee, along with other volunteers, will present skits depicting situations that IR offices confront, followed by discussion, and a review of the guidelines for avoiding dilemmas. Participants are also encouraged to submit their own ideas for skits (anonymously).

Concurrent Sessions

Monday, October 16, 2:00pm–2:45pm

Session 41: Monday, October 16, 2:00pm–2:45pm

PAPER

The Quality Enhancement Plan: An Institutional Case Study

Track: Accreditation

Presenters: Joyce Hickson, *Columbus State University*; Terry Norris, *Columbus State University*; Gina Sheeks, *Columbus State University*

Facilitator: John Davis, *Thomas Nelson Community College*

Location: Madison

The Quality Enhancement Plan is designed to enhance the quality of an institution's programs and services within the context of its mission, resources, and capabilities and to result in improvements in student learning. This presentation describes the background of QEP development at one mid-size institution in the southeast and how a culture of commitment was engendered. The step-by-step process used to develop the topic, "Writing the Solution: Steps Toward Developing Competent and Professional Student Writers," will be delineated from inception to on-site visit. This presentation will describe both the challenges and the opportunities for excellence. The institution received feed-back from the on-site team that it had done an excellent job in its QEP proposal.

Session 42: Monday, October 16, 2:00pm–2:45pm

CORPORATE DEMONSTRATION

Using Longitudinal Data with CIRP Surveys

Track: Institutional Research

Presenter: John Pryor, *Higher Education Research Institute*

Facilitator: Ross Griffith, *Wake Forest University*

Location: Monroe

This presentation will demonstrate the effectiveness of using longitudinal data to examine student change over time using the CIRP Freshman Survey, Your First College Year, and newly renamed College Senior Survey (CSS).

Session 43: Monday, October 16, 2:00pm–2:45pm

SOFTWARE DEMONSTRATION

Accessing and Using the Delaware Study Secure Server to Develop Customized Peer Analysis at your Institution

Track: Institutional Research

Presenters: Allison Walters, *University of Delaware*; Karen A. DeMonte, *University of Delaware*

Facilitator: Donald Cunningham, *University of Tennessee*

Location: Jackson

In 2001, the University of Delaware enhanced the online Cost Study site to give participants the capability to download from our database a set of ratios for their peers similar to the customized study. With an increase in demand for institutions with multiple disciplines to develop different peer groups for those disciplines and a future limit on number of customized peer analysis requests, an understanding of the data set is necessary. This demonstration will review how to use the secure site and will also provide attendees with the tools and skills to develop their own peer analysis.

Session 44: Monday, October 16, 2:00pm–2:45pm

CORPORATE DEMONSTRATION

Snap Survey Software - Survey Research, Assessments, Evaluations and more...!

Track: Technology

Presenter: Stan Smith, *Snap Surveys*

Facilitator: John Kalb, *Southern Methodist University*

Location: Harrison

The purpose of this presentation is to demonstrate how Snap Survey Software may be used for all your survey research, assessments, evaluations and more. Snap Survey Software is a powerful, intuitive Windows-based program for questionnaire design, publishing, data collection and analysis. Snap supports all survey modes (Web, E-mail, Paper, Kiosk, Phone, PDA, Scanning, Tablet PC). Snap has robust analysis capability (Tables, Charts, and Descriptive & Multivariate Statistics) and is very extensible—MS Access or SQL database connectivity and seamless integration with SPSS and MS Office (Word, Excel, PowerPoint, Access).

Session 45: Monday, October 16, 2:00pm–2:45pm

PAPER

Engaging African American Students: Compare Student Engagement and Student Satisfaction at HBCUs and their Self-Identified PWIs using National Survey of Student Engagement (NSSE) Data

Track: Assessment

Presenters: Lowell K. Davis, *Indiana University-Bloomington*;

Ted N. Ingram, *Indiana University- Bloomington*; Pu-Shih

Daniel Chen, *Indiana University-Bloomington*

Facilitator: Michael Hadley, *Methodist College*

Location: Wilson

Over the past thirty years, numerous studies in higher education literature have attested to the beneficial academic and professional effects of attending an HBCU (Allen, 1992; Astin, Tsui, & Avalos, 1996; Bonous-Hammarth & Boatsman, 1996; Davis, 1991; Fleming, 1984; Roebuck & Murty, 1993). The literature does not contain many studies examining the relationship between student involvement and satisfaction for African American students at HBCUs. The National Survey of Student Engagement randomly surveyed more than 660,000 first year and senior students from 539 American four-year colleges and universities. The results of analyses showed that African American

students had more educational involvement at HBCUs than their peers at PWIs. However, African American students are significantly more satisfied with their educational experiences at PWIs than at HBCUs.

Session 46: Monday, October 16, 2:00pm–2:45pm

PAPER

Teaching, Doing and Using Institutional Research: The Institutional Research Trinity

Track: Institutional Research

Presenter: Larry G. Jones, *University of Georgia*

Facilitator: Edwin T. Ramos, *Marine Corps University*

Location: Van Buren

This paper is an examination of the three essential activities — teaching institutional research, doing institutional research and using institutional research — necessary to provide the knowledge, skills and tools required for effective institutional research. While “teaching,” “doing,” and “using” institutional research are well established activities, they have typically been viewed as separate — and often unequal — functions among those responsible for their development, application and effectiveness. In this discussion the three activities are presented as one institutional research reality combining their unique contributions into the concept of an institutional research trinity best described as “learning” institutional research.

Session 47: Monday, October 16, 2:00pm–2:45pm

PAPER

The Impact of Hurricanes Katrina and Rita on Higher Education along the Gulf Coasts of LA, MS and TX: Preliminary Findings

Track: Institutional Research

Presenter: Rene J. Toups, *2006 AIR/NCES Research Fellow*

Facilitator: Nerissa Rivera, *Duke University*

Location: Pentagon 1 & 2

Hurricanes Katrina and Rita not only wreaked havoc on the lives and property of millions of people along the Gulf Coasts of Louisiana, Mississippi and Texas, but also dramatically impacted higher education in a manner not seen before. This paper will document the immediate impact of the storms to the delivery of higher education services caused by both wind and flooding, especially in the New Orleans area. Through pictures and timelines, the extent of the devastation will be discussed. The beginning of recovery efforts will be documented and lessons learned will be shared.

Session 48: Monday, October 16, 2:00pm–2:45pm

PAPER

Welcoming the Uncomfortable Now: Transforming Strategies for Knowledge Management and Institutional Research

Track: Institutional Research

Presenter: John Milam, *HigherEd.org*

Facilitator: Teresa Hall, *University of Alabama at Birmingham*

Location: Salon D & E

The lessons, tools, and projects of knowledge management (KM) are reviewed, along with their application in the context of higher education. Senge’s (2005) emphasis on leaders as human beings is discussed, with examples from the author’s life useful for being authentic and seeing habitual responses to organizational issues. In order to keep pace with the changing landscape of institutions, it is necessary to challenge assumptions about the higher education enterprise, including the nature of tuition, faculty roles, competencies, and credentialing. To incorporate new KM tools such as storytelling and learning histories, leaders must challenge the traditional paradigm and recognize lessons from the new physics about the changing nature of knowledge. This transformation requires us to admit that we sometimes lie to ourselves, don’t see the value of mistakes, and revert to the status quo because it is uncomfortable to change. New types of KM skills, such as sensing emerging patterns and what Scharmer (2002) calls *presencing* are needed to focus less on the past and more on what is happening in the now.

Session 49: Monday, October 16, 2:00pm–2:45pm

PAPER

Raising the Graduation Rates of Male College Students

Track: Institutional Research

Presenters: David Allen, *Fayetteville State University*; John Brooks, *Fayetteville State University*

Facilitator: Sandra Nicks, *Belmont Abbey College*

Location: Lincoln (Lower Level, North Tower)

As a group, males have lower graduation rates than females. And at a time when progressively fewer males attend college relative to females, institutional researchers need to be aware of programmatic and policy implications that impact enrollment management. Evidence suggests that colleges that intervene early and often based on targeted intervention strategies position themselves for improving college outcomes and enhancing success. The purpose of this proposed study is to investigate the role of pre-college background variables, motivation, and persistence behavior among male and female students within a theoretically based model of college persistence.

Session 50: Monday, October 16, 2:00pm–2:45pm

PAPER

The Patterns of College Affordability Index and Implications

Track: Institutional Research

Presenters: Jang Wan Ko, *George Mason University*; Mikyong Minsun Kim, *George Washington University*; Donna Kid, *George Mason University*

Facilitator: James Thomas, *Freed-Hardeman University*

Location: Commonwealth (Lower Lobby Level, South Tower)

This study examines college affordability, providing the patterns of the College Affordability Index (CAI) and at-risk indicators between 2002 and 2005. Using 1,389 public and private four-year institutions, we conducted a trend analysis to examine the patterns of college affordability by institutional control and

size, Carnegie classification, and tuition level. Our initial analysis indicates that in general average CAI scores and the number of institutions at-risk have decreased over year. The patterns vary by institutional control (public vs. private) and enrollment size, institutional type by Carnegie classification, and tuition level.

Monday, October 16, 2:45pm–3:15pm
EXHIBITORS' REFRESHMENT BREAK

Location: Washington Ballroom

Sponsored by SAS Institute, Inc.

Concurrent Sessions

Monday, October 16, 3:15pm–4:00pm

Session 51: Monday, October 16, 3:15pm–4:00pm

CORPORATE DEMONSTRATION

Visual Analysis: See and Understand IR Data Like Never Before

Track: Institutional Research

Presenter: Kevin Brown, *Tableau Software*

Facilitator: Michael Schuchert, *Marymount University*

Location: Madison

This session will promote visual problem-solving and visual analysis of IR data.

Session 52: Monday, October 16, 3:15pm–4:00pm

SOFTWARE DEMONSTRATION

Data Warehousing for Easier Reporting at Texas State Technical College Waco

Track: Technology

Presenters: Darline Morris, *Texas State Technical College Waco*; Michael Taft, *Zogo Tech*

Facilitator: Howard Ballentine, *Jefferson College of Health Sciences*

Location: Monroe

This session will give a demonstration of the data warehouse Texas State Technical College Waco has deployed in partnership with ZogoTech. A data warehouse with all of the advanced analytics such as data mining and prediction that institutional researchers need in addition to a suite of server-based student tracking and reporting software to consolidate silos of information. Users can create their own ad-hoc queries and reports in a secure, central location -- all designed from the ground up. We will explore Reporting, ETL, Metadata management and data cleansing and the advantages we have seen in reporting from a data warehouse instead of a live system. This presentation is for everyone that uses data for informed decision making.

Session 53: Monday, October 16, 3:15pm–4:00pm

SOFTWARE DEMONSTRATION

Saving Trees: Online Support for Academic Program Review

Track: Institutional Research

Presenters: Marsha R. Allen, *University of Georgia*; Andy Furlow, *University of Georgia*

Facilitator: Karen Bauer, *University of Georgia*

Location: Jackson

An important role of an IR office is supporting assessment needs, including the academic program review process. The Office of Institutional Research at the University of Georgia has developed a Program Review Support web application that trims preparation time, accelerates data delivery, and improves the quality of data provided to the various units under review. This system is based on a collection of census-data snapshots and the middleware application ColdFusion. The Program Review web application replaces an old static system of main-frame-based hardcopy reports that were not fine-tuned to the program review process. This demonstration will allow SAIR participants to see the before and after outcomes, including a look at the flow and simple structure of the web application.

Session 54: Monday, October 16, 3:15pm–4:00pm

CORPORATE DEMONSTRATION

An Overview of SREB Data Resources

Track: Institutional Research

Presenter: Joseph L. Marks, *Southern Regional Education Board*

Facilitator: Angela Detlev, *State Council of Higher Education for Virginia*

Location: Harrison

The Southern Regional Education Board (SREB) is a leader in providing online resources to higher education researchers and planners. SREB maintains extensive databases and publishes comparative data on postsecondary education trends and on the outside factors affecting institutions. The backbone of the SREB holdings is the annual SREB-State Data Exchange survey—a cooperative effort among the state coordinating and governing boards and SREB dating back to 1969-70. This session is an overview of the SREB data holdings with practical examples of interstate and inter-institutional comparisons developed from these holdings. Areas of comparison include population/demographics; economics/governments; the elementary/secondary education pipeline; and higher education enrollment, retention, graduates, tuition/fees, student financial aid, health professions education, finance/budgets and faculty/administrators.

Session 55: Monday, October 16, 3:15pm–4:00pm

PAPER

The Impact of Hurricanes Katrina and Rita on Higher Education along the Gulf Coasts of Louisiana, Mississippi and Texas: One Year Later

Track: Institutional Research

Presenter: Rene J. Toups, *2006 AIR/NCES Research Fellow*

Facilitator: Frank Doherty, *James Madison University*

Location: Wilson

Just over one year has elapsed since hurricanes Katrina and Rita

devastated the Gulf Coasts of Louisiana, Mississippi and Texas. Higher education institutions have also been severely impacted. This paper will examine the state of higher education in the area one year later. Enrollment, faculty and staff, funding, and applications will be presented. Steps taken by various institutions in the New Orleans area to re-position their institutions will be examined due to the population shift resulting from the flooding.

Session 56: Monday, October 16, 3:15pm–4:00pm

PAPER

Organizational Climate: Access and Security Considerations for an Institutional Data Warehouse

Track: Institutional Research

Presenter: Maryann S. Ruddock, *University of Texas at Austin*

Facilitator: Meihua Zhai, *University System of Georgia*

Location: Van Buren

Data access through a mainframe computer and the institutional researcher's responsibility for those data, required the programmer and institutional researcher to be "gatekeepers." The advent of data warehouses puts a multitude of information at everyone's fingertips, but with that brings concerns about misinterpretation and release of data. The data warehouse can control for misinterpretation by predefining information, and existing rules can control for external data requests, but how can we control for an institutional climate of being "closed" versus "open" where one dean wants everyone to have access to data while another does not. The role of the institutional researcher in these issues will also be discussed.

Session 57: Monday, October 16, 3:15pm–4:00pm

PAPER

Oracle Analytic Functions for IR Analysis and Reporting

Track: Institutional Research

Presenters: Mingguang Xu, *University of Georgia*; Denise Gardner, *University of Georgia*

Facilitator: Adam Shick, *Wake Forest University*

Location: Pentagon 1 & 2

When Institutional Researchers want to do analytic studies, they often import data into statistical packages such as SAS or SPSS. However, most of the main statistics used for such projects can also be run with Oracle's analytic functions. If you know the basics of SQL, come learn how to easily perform descriptive statistics, regression, t-tests, and ANOVAs.

Session 58: Monday, October 16, 3:15pm–4:00pm

PAPER

A Look in the Mirror: Using a Campus-Wide Survey to Initiate Change

Track: Assessment

Presenters: Patrice Lancey, *University of Central Florida*; Paula Krist, *University of Central Florida*

Facilitator: Alice M. Simpkins, *Paine College*

Location: Salon D & E

Targeted surveys can be catalysts for institutional change.

Many factors need to be considered at all phases of development and implementation of a survey for staff, faculty and administrators. This session describes a university wide Quality of Life survey, from its inception, through its implementation, to reporting results from the survey. The survey addressed the university Strategic Plan and results are being used to establish sound plans for change in several areas. This session will be of particular interest to those responsible for institutional assessment and planning.

Session 59: Monday, October 16, 3:15pm–4:00pm

PAPER

New Carnegie Classifications: Overview and How to Use Them

Track: Institutional Research

Presenter: Mary M. Sapp, *University of Miami*

Facilitator: Scott Dittman, *Washington and Lee University*

Location: Lincoln (Lower Level, North Tower)

Last year the Carnegie Foundation replaced its widely used framework for classifying higher education institutions with a multi-dimensional approach that supplements a new version of the "basic classification" with five additional classifications relating to undergraduate instructional program, graduate instructional program, enrollment profile, undergraduate profile, and size and setting. Carnegie is also developing "elective classifications" that rely on voluntary participation. This session will provide an overview of the new classifications, describe some of the issues that have been raised in connection with them, and explain how they were used to help a new provost enhance his understanding of his new university.

Session 60: Monday, October 16, 3:15pm–4:00pm

PANEL

A Set of Alternative Measures of Success for Community College Students—Results of a Pilot Exploration

Track: Community College

Presenters: Donna Jovanovich, *Virginia Community College System*; Pat Windham, *Florida Department of Education*; Keith Brown, *North Carolina Community College System Office*

Facilitator: Sally Holley, *Jefferson State Community College*

Location: Commonwealth (Lower Lobby Level, South Tower)

In response to identified limitations of the Student Right to Know (SRK) measures of success for community college students, seven states (Connecticut, Florida, North Carolina, New Mexico, Ohio, Texas, Virginia) which are part of the Lumina Foundation's Achieving the Dream Initiative, are pilot testing and refining a set of alternative measures of success. This session presents the definitions of the measures, the findings of the pilot in three states (Florida, North Carolina, and Virginia), and the next steps for additional pilots and advancing these measures.

Affiliated and Special Interest Groups

Monday, October 16, 4:15pm-5:00pm

Institutional Research Faculty and Graduate Students

Convener: Larry G. Jones, *University of Georgia*
Location: Madison

North Carolina Association for Institutional Research (NCAIR)

Convener: Kendrick Tatum, *Duke University*
Location: Monroe

South Carolina Association for Institutional Research (SCAIR)

Convener: Catherine Watt, *Clemson University*
Location: Jackson

Louisiana Association for Institutional Research (LAIR)

Convener: Edwin Litolff, *University of Louisiana System*
Location: Lincoln (Lower Level, North Tower)

Texas Association for Institutional Research (TAIR)

Convener: Gerry Dizinno, *University of Texas, San Antonio*
Location: Wilson

Higher Education Data Sharing Consortium (HEDS)

Convener: Erika Newcomer, *Higher Education Data Sharing Consortium*
Location: Van Buren

Southeastern Association for Community College Research (SACCR)

Convener: Edith Carter, *Radford University*
Location: Pentagon 1 & 2

Traditionally Black Colleges and Universities (TBCU)

Convener: Martin Fortner, *University of New Orleans-Shreveport*
Location: Salon D & E

Virginia Association for Institutional Research (VAMAP)

Convener: Patricia Harvey, *Richard Bland College*
Location: Potomac View Room (14th Floor, North Tower)

Independent Colleges and Universities of Florida (ICUF)

Convener: Melanie Hicks, *Independent Colleges and Universities of Florida*
Location: Commonwealth (Lower Lobby Level, South Tower)

Data Warehousing Solutions Leveraging Operational Systems to Achieve Insight

Convener: Rich Lee, *ACT, Inc.*
Location: Harrison

Monday, October 16, 5:30pm-9:30pm

SPECIAL EVENT

Sponsored by SAS Institute, Tableau Software, and VAMAP

Trip to Mount Vernon for a tour and dinner

Meet at the lower lobby of the north tower. The buses will start leaving at 5:30pm, so don't be late.

TUESDAY, OCTOBER 17

Tuesday, October 17, 7:30am - 9:00am

AWARDS BREAKFAST AND BUSINESS MEETING

Convener: Jim Eck, *Rollins College*
Location: Crystal Ballroom Salon A, B, & C
Sponsored by UCLA Higher Education Research Institute (HERI)

Concurrent Sessions

Tuesday, October 17, 9:15am-10:00am

Session 61: Tuesday, October 17, 9:15am-10:00am

CORPORATE DEMONSTRATION

Data Warehousing and CRM with ZogoTech's Estudios Enterprise

Track: Technology

Presenter: Michael Taft, *ZogoTech*

Facilitator: Michael Schuchert, *Marymount University*

Location: Madison

This session will discuss the advantages of data warehousing, deciding whether to build or buy, common pitfalls and examples. We will discuss why using ZogoTech's approach has a far higher success rate, is quicker and much less expensive than traditional approaches. We will discuss metadata management, data quality, and security. We will look at examples from our flagship product, Estudios, showing longitudinal cohort tracking, and ad-hoc querying and reporting. We will see how data warehousing is only the first step in consolidating a school's information for security and effective reporting.

Session 62: Tuesday, October 17, 9:15am-10:00am

CORPORATE DEMONSTRATION

Planning for Successful General Education Outcomes Assessment with CAAP

Track: Assessment

Presenter: David Chadima, *ACT*

Facilitator: Mary Harrington, *University of Mississippi*

Location: Monroe

Assessing general education outcomes is often one of the most challenging aspects of accreditation self-study. Where do you begin, what do you assess, and most importantly, how do you get results that will help you and your faculty evaluate your general education program and identify opportunities to enhance student learning? The key to success is careful planning. This session will give an overview of the planning process using CAAP (the Collegiate Assessment of Academic Proficiency) a standardized, nationally-normed general education outcomes assessment program from ACT. Last year, over 300 postsecondary institutions around the country used CAAP to evaluate the outcomes of their general education programs. Examples will be given that demonstrate how faculty and administrators used their assessment results to evaluate their general education programs and identify opportunities to enhance student learning.

Session 63: Tuesday, October 17, 9:15am–10:00am

PAPER

Survey Feedback Mechanism as a Strategy to Increase Response Rates

Track: Institutional Research

Presenters: Richard J. Iannelli, *Vanderbilt University*; Mary T. Lucus, *Vanderbilt University*; Patrica M. White, *Vanderbilt University*

Facilitator: Jana Marak, *Baylor University*

Location: Jackson

One common IR difficulty is obtaining good response rates. New online technologies present promise for helping this problem. We examined changes in response rates following developing an online feedback mechanism. The feedback tool allows students to view individual results and group norms. We followed the same procedures to solicit responses the year prior, except for the addition of short description of the feedback tool in solicitations, and with the subject line addition "... and view your results." With the feedback addition our login rate increased 10% (from 43.9% to 53.4%). We will present these findings and demonstrate our online feedback tool.

Session 64: Tuesday, October 17, 9:15am–10:00am

SOFTWARE DEMONSTRATION

Life After SACS Reaffirmation: Sustaining the Profile System

Track: Accreditation

Presenter: William R. Fendley, Jr., *University of Alabama*

Facilitator: Jon Acker, *University of Alabama*

Location: Harrison

A website was developed for the SACS Compliance Certification and QEP re-accreditation process at The University of Alabama. After the reaffirmation, the university decided to sustain a portion of the website for internal purposes. As a result, the Office of Institutional Research and Assessment took on the responsibility of redeveloping the University of Alabama Online Profile System (UAOPS). The purpose of this presentation is to demonstrate the system and to explain the applications

and uses.

Session 65: Tuesday, October 17, 9:15am–10:00am

PAPER

Two Birds in One Hand: Merging the Institutional Research and Assessment Functions

Track: Institutional Research

Presenter: Marsha Smith Sharpe, *Old Dominion University*

Facilitator: Sandra Nicks, *Belmont Abbey College*

Location: Wilson

Recently, many colleges and universities have considered the advantages of combining institutional research and assessment into a single organizational unit. The sharing of expertise, technology and data systems; reduction of duplication; increased communication; and cross training are all advantages of such an arrangement. At a four-year public university, the combination of Institutional Research and Assessment three years ago has benefited campus-wide initiatives including strategic planning, accreditation, enrollment management, responses to external accountability demands, and many other activities. With all the advantages, merging these functions has not been without challenges, e.g., learning each others' language, varying constituencies, and different work cycles.

Session 66: Tuesday, October 17, 9:15am–10:00am

PAPER

Exploring methods for evaluating group differences on the NSSE and other surveys: Are the t-test and Cohen's d indices the most appropriate choices?

Track: Assessment

Presenters: Jeanine Romano, *University of Tampa*; Jeffrey D.

Kromrey, *University of South Florida*; Jeff Skowronek, *University of Tampa*; Linda Devine, *University of Tampa*

Facilitator: Jackie Bourque, *J Sargeant Reynolds Community College*

Location: Van Buren

Institutional comparisons on surveys, such as the National Survey of Student Engagement (NSSE), are analyzed with statistics such as t-tests and Cohen's d, methods developed to evaluate mean differences on variables with interval or ratio measurement under assumptions of population normality and homogeneous variances. This presentation explores issues surrounding the use of such statistics and demonstrates alternative methods for evaluating data (raw differences, odds ratios, and Cliff's Delta). Data from a comparison of Master's level universities on the 2005 NSSE results at the item level as well as groups of items for the NSSE benchmarks illustrate the methods.

Session 67: Tuesday, October 17, 9:15am–10:00am

PAPER

Retention and Graduation: An Examination of Students Who Earn Academic Probation

Track: Institutional Research

Presenters: Charles Mathies, *University of Georgia*; Denise

Gardner, *University of Georgia*; Karen Bauer, *University of*

*Georgia*Facilitator: Caula Beyl, *Alabama A&M University*

Location: Pentagon 1 & 2

A regular analysis conducted by many institutional research offices relates to student retention and persistence. Despite voluminous research, no definitive model has been developed to provide guidelines for institutional officials to enhance student persistence through graduation. This study examines the academic progression of a cohort of entering freshmen at a large southeastern Research I university who have been placed on academic probation at some point during their tenure at the institution. Findings include a series of descriptive analyses followed by regression analysis to examine potentially contributing factors to academic probation.

Session 68: Tuesday, October 17, 9:15am–10:00am**PAPER****Selecting Peer Institutions**

Track: Planning

Presenters: John Kalb, *Southern Methodist University*; MichaelTumeo, *Southern Methodist University*Facilitator: Merrill Schwartz, *Association of Governing Boards of Universities and Colleges*

Location: Salon D & E

Selecting a peer institution can be a lengthy process full of detours and problems. This presentation will summarize the recent experience of the authors in preparing for review of the list of peers that had been in use since 1998. It was thought to be time to revisit the list and the process and perhaps come up with a new list of peers or affirm the previous list. Has there been a substantial change in the character of our university, or in those designated peers in the last decade? It was time to find out. Come join us to hear what happened.

Session 69: Tuesday, October 17, 9:15am–10:00am**PANEL****How Do You Know They're Engaged If They Don't Take the Survey? Increasing Response Rates on the National Survey of Student Engagement**

Track: Assessment

Presenters: Maureen Bergstrom, *University of South Carolina*Aiken; Braden J. Hosch, *University of South Carolina Aiken*;Cheryl Fogle, *University of South Carolina Aiken*Facilitator: Sandi Bramblett, *Georgia Institute of Technology*

Location: Lincoln (Lower Level, North Tower)

In 2004 and 2006, the University of South Carolina Aiken, a small-to medium-sized baccalaureate general institution, administered the National Survey of Student Engagement (NSSE) to its incoming freshmen and outgoing senior's classes. This session will provide an outline of strategies used to double the response rate of students taking NSSE from 32% in 2004 to 59% in 2006. The panel will discuss how the major factors of awareness, convenience, and motivation significantly impact response rates and how each of these may be influenced. Strategies discussed by the panel are broadly applicable to a wide

range of institutional surveys.

Session 70: Tuesday, October 17, 9:15am–10:00am**PANEL****Purpose and Use of Budget Planning Models**

Track: VAMAP Budget Officers

Presenters: Donna Kidd, *George Mason University*; BarbaraMaddox, *George Mason University*Facilitator: Pat Harvey, *Richard Bland College*

Location: Commonwealth (Lower Lobby Level, South Tower)

The use of effective budget planning models to assist with key budget decisions has become a requirement for all institutions as they face diverse resource requirements. Please come prepared to share any budget planning tools your institution is currently utilizing.

Concurrent Sessions

Tuesday, October 17, 10:15am–11:00am

Session 71: Tuesday, October 17, 10:15am–11:00am**CORPORATE DEMONSTRATION****The Interplay between Institutional Cost, Family Income, Applicant Quality, and Financial Aid Award Levels**

Track: Institutional Research

Presenters: James Quinn, *Eduventures*; Catherine Watt, *Clemson University*Facilitator: Nerissa Rivera, *Duke University*

Location: Madison

This presentation will address the interplay between institutional cost, family income, applicant quality, and non-need-based and need-based aid financial aid award levels. In addition, it will look at how this interplay is impacted by a variety of pressures (e.g., increasing tuition and fees, aspirations for enhanced prestige).

Session 72: Tuesday, October 17, 10:15am–11:00am**CORPORATE DEMONSTRATION****Collect and analyze data from paper and web-based surveys**

Track: Technology

Presenter: Steve Joslin, *Gravic, Inc.*Facilitator: Alice M. Simpkins, *Paine College*

Location: Monroe

Collect and analyze data from surveys, tests, assessments and other paper and online forms with Remark software from Gravic.

Session 73: Tuesday, October 17, 10:15am–11:00am**SOFTWARE DEMONSTRATION****Tools for IR Research: Student Success Feedback Tool**

Track: Institutional Research

Presenters: Marina Moschos, *State Council of Higher Educa-**tion for Virginia*; Wendell Pai, *State Council of Higher Educa-**tion for Virginia*; Angela Detlev, *State Council of Higher Edu-*

cation for Virginia; Ophelia Robinson, *State Council of Higher Education for Virginia*; Sumi Lanneau, *State Council of Higher Education for Virginia*

Facilitator: Bruce M. Bartek, *J Sargeant Reynolds Community College*

Location: Jackson

Understanding your students' collegiate experiences is key to designing policies which enhance student success. This demonstration will present an online tracking tool which follows a cohort of students through six years of their educational experiences. Enrollment variables, such as remedial courses, number of course withdrawals, number of institutions attended, and credits earned, and financial variables, such as debt burden and total aid received, are highlighted. Comparison of graduates versus non-completers as well as drill down capabilities for various student characteristics will be demonstrated.

Session 74: Tuesday, October 17, 10:15am–11:00am

WORKSHARE

The Use of the NSF Database, WebCASPAR: A Wealth of Information for Institutional Researchers

Track: Institutional Research

Presenter: Dana L. Dalton, *Winston-Salem State University*

Facilitator: Sara Gravitt, *Wake Forest University*

Location: Harrison

The National Science Foundation, Division of Science Resources Statistics, has been collecting surveys on post-secondary completers for several decades. The NSF houses these data in two online databases. One of the databases, WebCASPAR, houses and provides easy access to a large body of statistical data resources for science and engineering (S&E), non-S&E fields at U.S. academic institutions. HBCUs have a crucial role in supplying the pipeline with students who will go on to earn advanced degrees in S&E. This presentation will show how data from this database can be used to help inform institutional decision-making and educational gains.

Session 75: Tuesday, October 17, 10:15am–11:00am

PAPER

Comparing Teaching Alumni Surveys: Adapting Meta-Analysis Techniques for Surveys in Education

Track: Institutional Research

Presenter: Fletcher F. Carter, *Radford University*

Facilitator: Kathleen Morley, *Baylor University*

Location: Wilson

Meta-analysis is a technique for studying research reports rather than people. This study gives a brief review of the basis for meta-analysis, the "effect size" and how the technique can be adapted for studying surveys, especially surveys of teaching alumni. This review is followed by a report which seeks to compare the results of eight teaching alumni surveys selected from hundreds of such surveys over the last ten years. The report gives the statistical methods for comparing the "effect sizes," the tables derived, and the conclusions reached.

Session 76: Tuesday, October 17, 10:15am–11:00am

PAPER

Data Analysis for Employee Satisfaction Survey: Ordered Logistic Regression Model

Track: Institutional Research

Presenter: Chau-Kuang Chen, *Meharry Medical College*

Facilitator: John Cahill, *Florida Atlantic University*

Location: Van Buren

The ordered logistic regression model was designed to analyze employee satisfaction on a five-point ordinal scale of agreement and disagreement with the overall college work environment. The survey yielded a 33% response rate. Explanatory variables included demographics (gender, race, job classification, years of service), college mission/values, employer's expectation, performance feedback, sense of community, and satisfaction items such as governance and communication. Numerous variables were found to be positively and significantly associated with the work environment, including timely feedback, personal security, resources, and professional development.

Session 77: Tuesday, October 17, 10:15am–11:00am

PAPER

Using Effect Size in Reporting

Track: Institutional Research

Presenter: Rob Springer, *Elon University*

Facilitator: Donald Cunningham, *University of Tennessee*

Location: Pentagon 1 & 2

The National Survey of Student Engagement (NSSE) provides participating schools an Institutional Report that includes mean comparisons, frequency distributions, and student respondent data in its standard reporting package. Sifting through all this data can leave even experienced researchers wondering where to start and what to report. Fortunately, NSSE also provides an effect size indicator that can help bring context to the results. In addition to its value in conveying NSSE results, using effect sizes in reporting helps to easily identify areas/items of praise as well as areas/items for improvements. Non-NSSE examples of using effect size will also be presented.

Session 78: Tuesday, October 17, 10:15am–11:00am

PAPER

Validating NSSE Against Student Outcomes: Are They Related?

Track: Assessment

Presenters: Jonathan Gordon, *Georgia Institute of Technology*;

Joe Ludlum, *Georgia Institute of Technology*

Facilitator: Bethany Bodo, *Radford University*

Location: Salon D & E

While there exist many examples of institutional use of the results of the National Survey of Student Engagement (NSSE), there is a relative paucity of research explicitly linking student outcomes to responses on the survey. A major Doctoral-Extensive institution in the Southeast recently conducted a large-scale implementation of the National Survey of Student Engagement (NSSE). We have linked multiple years of NSSE

responses to several student outcomes: freshman retention, GPA, pursuit of graduate education, and employment outcome upon commencement/degree conferral. Our research finds minimal explanatory power in the NSSE benchmarks for these outcomes. A statistically-derived model from the individual NSSE items shows greater promise, although there are difficulties in replicating the model for previous student cohorts.

Session 79: Tuesday, October 17, 10:15am–11:00am

PANEL

IPEDS: What does the future hold?

Track: Institutional Research

Presenters: Samuel Barbett, *National Center for Education Statistics*; Janice A. Plotczyk, *National Center for Education Statistics*

Facilitator: Sandra Bollinger, *Longwood University*

Location: Lincoln (Lower Level, North Tower)

Between the Commission of the Future of Higher Education and the reauthorization of the Higher Education Act, IPEDS has received much attention over the past year. The focus by policymakers on better consumer information for student and parents as well as a call for increased accountability has implications on the future of data collection and IPEDS. NCES staff will present a general update on IPEDS and review recent changes. They will also provide insight on how NCES is responding to recent calls for more information about postsecondary education and greater accountability by colleges and implications for the future of IPEDS.

Session 80: Tuesday, October 17, 10:15am–11:00am

PAPER

Predicting College Graduation Rates Using High School Exit Scores

Track: Institutional Research

Presenters: Andrew Luna, *University of West Georgia*; Ruth Salter, *Valdosta State University*

Facilitator: Nancy Floyd, *University of South Carolina*

Location: Commonwealth (Lower Lobby Level, South Tower)

Effective prediction of graduation rates allows colleges and universities to target student support service dollars most effectively and determine how effective student support programs are in increasing success rates for those populations. Astin and Oseguera (2005) found that over two-thirds of the variation in baccalaureate degree completion rates is accounted for by differences in entering students rather than effectiveness of student support programs. This study determines if a model that uses components of a standardized high school senior exit exam would make a significantly stronger model for college graduation rate prediction than if only the Astin model was used.

Tuesday, October 17, 12:00pm– 3:00pm

SAIR BOARD MEETING

Convener: Lorne Kuffel, *College of William and Mary*

Location: Van Buren

SAIR 2007

October 5 – 8, 2007
Little Rock, Arkansas

By Sandi Bramblett, 2007 Program Chair



Look out, Little Rock...here we come! SAIR 2007 will be held at The Peabody Hotel also known as "The Only Five-Duck Little Rock Hotel." Located in the heart of the bustling downtown River Market District, The Peabody Little Rock offers unsurpassed luxury and well-appointed guest rooms among Arkansas hotels. Features of The Peabody include:

Centrally located in the River Market District of downtown Little Rock, Arkansas

Less than a mile from the William J. Clinton Presidential Library and less than 15 minutes from Little Rock International Airport

Easily accessible by foot, trolley, or a short drive to nearby attractions, including the Statehouse Museum, Alltel Arena, the Museum of Discovery, Arkansas Repertory Theatre, Arkansas Arts Center and the Robinson Center

Home of the world-famous Peabody Ducks, who march down the red carpet to the Lobby Fountain every day at 11 a.m. and 5 p.m.

For more information, visit www.peabodylittlerock.com. You can bet your lucky duck that a grand program will be in full swing with workshops, speakers, presentations, exhibits, events, and networking. Diane Atchison, Southern University Arkansas Tech, is leading the local arrangements.

Please mark your calendar now for October 5 – 8, 2007. Hope to see you there.

SAIR 2006 Conference Planning Committees

Program Chair, 2006 SAIR Conference

Lorne Kuffel, *College of William and Mary*

Conference Steering Committee

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Program Tracks

Accreditation: Joseph Hoey, *Savannah College of Art and Design*
Assessment: Bethany Bodo, *Radford University*
Community Colleges: Jackie Bourque, *J. Sargeant Reynolds Community College*
Institutional Research: Robert Springer, *Elon University*
Planning: John Kalb, *Southern Methodist University*
Technology: Meihua Zhai, *University System of Georgia*
VAMAP Budget Officers: Donna Kidd, *George Mason University*

Local Arrangements

Debbie Dailey (Co-Chair), *Georgetown University*
Karen Gentemann (Co-Chair), *George Mason University*
Angela Hamlin (Co-Chair), *University of Maryland*

Workshops

Michelle Hall (Chair), *Southeastern Louisiana University*
Denise Gardner, *University of Georgia*
Teresa Hall, *University of Alabama Birmingham*
Angela Hamlin, *University of Maryland*
Renee Hicks, *Nicholls State University*
Libby Joyce, *Elon University*
Lisa Lord, *Delta State University*
Michael Schuchert, *Marymount University*

Papers, Panels, and Software Demonstrations

Joachim Knop (Chair), *George Washington University*
Angela Detlev, *State Council of Higher Education for Virginia*
Marilyn Greer, *University of Texas M.D. Anderson Center*
Tom Martin, *Collin County Community College*
Adam Shick, *Wake Forest University*

Roundtables

Nerissa Rivera (Chair), *Duke University*

Kendrick Tatum, *Duke University*
Rob Springer, *Elon University*

Speakers

Lorne Kuffel (Chair), *College of William and Mary*
Julie Fulgham, *Mississippi State University*

Registration and Help Desk

Bernie Braun (Chair), *Louisiana State University*

Awards

Sandi Bramblett (Chair), *Georgia Institute of Technology*
Julie Fulgham, *Mississippi State University*

Newcomers

Cathy Tanner (Chair), *University of Alabama at Birmingham*
Dana Dalton, *Winston Salem State University*
Debbie Dailey, *Georgetown University*
Karen Gentemann, *George Mason University*
Angela Hamlin, *University of Maryland*

Special Interest Groups

Donald Cunningham (Chair), *University of Tennessee*

Facilitators

Daina Henry (Chair), *College of William and Mary*

Special Event

Debbie Dailey (Co-Chair), *Georgetown University*
Karen Gentemann (Co-Chair), *George Mason University*
Angela Hamlin (Co-Chair), *University of Maryland*

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Conference Publications/Announcements

Darla Keel (Chair), *University of Memphis*

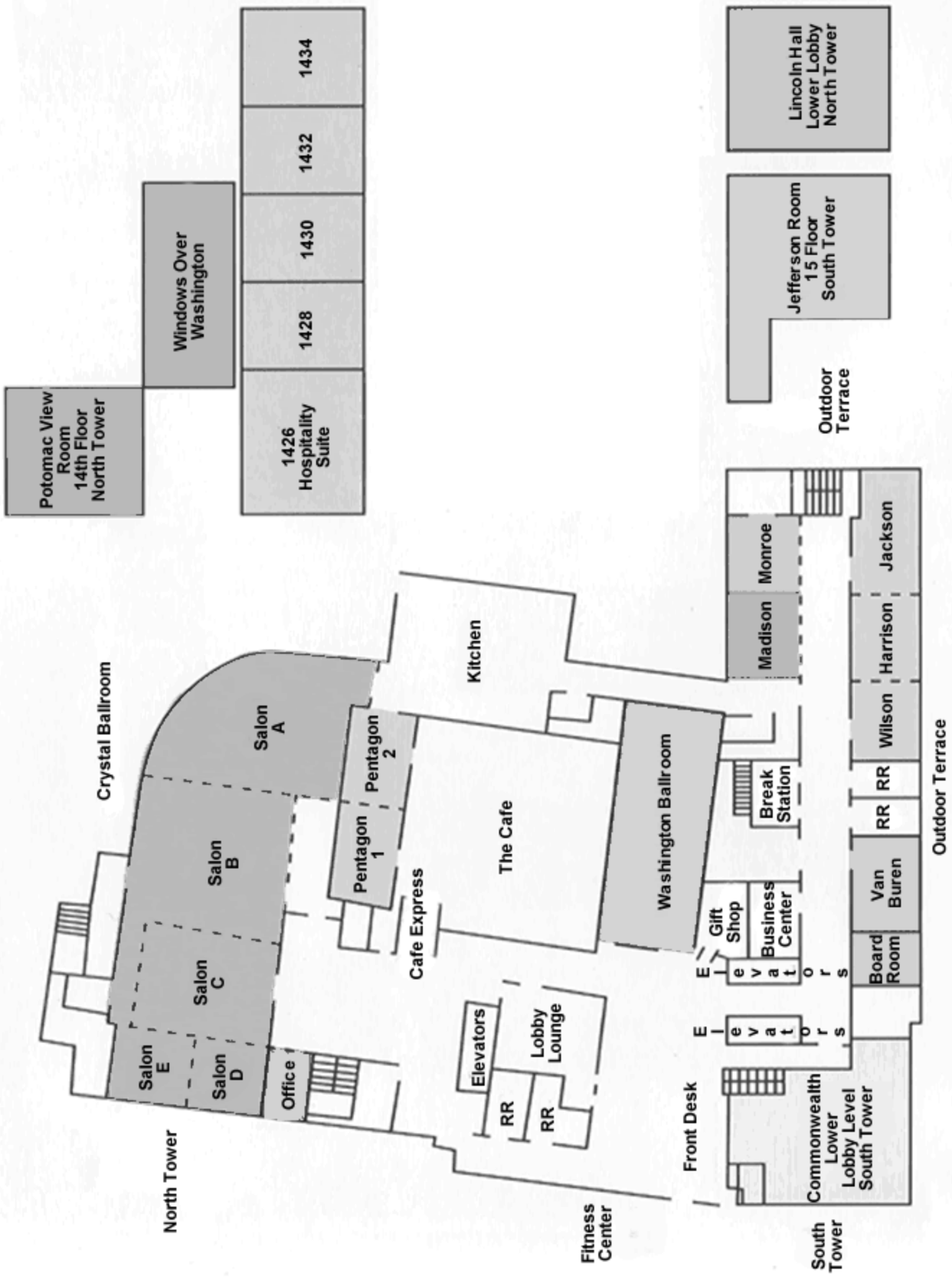
Conference Evaluations

Kim Dam (Chair), *George Washington University*
Erika Newcomer, *Higher Education Data Sharing Consortium*

Photography

Jon Acker (Chair), *University of Alabama*

Meeting and Banquet Facilities





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