What’s Now
What’s New
And What’s Next
In Institutional Research

27th Annual Conference of the
Indiana Association for Institutional Research

Indianapolis Marriott North
Indianapolis, IN
March 7-8, 2013
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UNIVERSITY OF ILLINOIS-CHICAGO MESA PROGRAM
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<th>Period</th>
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<tr>
<td>Thursday, 8:00 – 11:00 am</td>
<td>From Fall to Spring: The IPEDS Survey Cycle</td>
<td>Miller</td>
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<td>Adapting Basic Project Management Techniques to IR</td>
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<td>Using Longitudinal Data to Track Student Persistence, Transfer, Completion Outcomes</td>
<td>Clark</td>
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<td>Thursday, 11:15 am – 12:30 pm</td>
<td>Luncheon</td>
<td>Hart</td>
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<td>Thursday, 12:30 – 1:30 pm</td>
<td>Opening Plenary Session: Molly Chamberlain, Mary Ellen Hamer, &amp; Richard I. Ludwick</td>
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<td>Thursday, 1:45 – 2:30 pm</td>
<td>The New Face of Summer School: Decreasing Time-to-Degree and Improving Academic Performance</td>
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<td>IMPACT: A multi-unit assessment effort of course transformation</td>
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<td>Clark</td>
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<td>Thursday, 2:45 – 3:30 pm</td>
<td>Student Attrition and Program Impact</td>
<td>Porter</td>
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<td>NSSE 2013: Discussion of the New Survey and Reports</td>
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<td>Thursday, 3:30 – 4:30 pm</td>
<td>Poster Session, Dessert, Exhibitors</td>
<td>Pre-function</td>
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<td>Thursday, 4:30 – 5:15 pm</td>
<td>Building and using a database for tracking faculty retention, promotions, and separations</td>
<td>Porter</td>
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<td>To Register Early or Not to Register Early? The Conundrum of Students at a Local Two-Year Institution</td>
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<td>From Simple Answers to Useful Answers: Lessons Learned from Analyzing National Student Clearinghouse Data</td>
<td>Hart</td>
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<tr>
<td>Thursday, 5:30 – 6:30 pm</td>
<td>Award Ceremony, Business Meeting, and Reception</td>
<td>Clark</td>
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<td>Period</td>
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<td>Friday, 7:45 – 8:15 am</td>
<td>Breakfast</td>
<td>Pre-function</td>
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<td>Friday, 8:30 – 9:15 am</td>
<td>A look in the mirror: Comprehensive internal assessment&lt;br&gt;Student Attrition and Program Impact&lt;br&gt;The Effectiveness of Early Alert on Math Tutoring, Grades and Student Success&lt;br&gt;Using the Indiana Commission for Higher Education Database to Calculate Retention and graduation Rates: A New Definition of Student Success</td>
<td>Porter, Miller, Hart</td>
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<tr>
<td>Friday, 9:30 – 10:15 am</td>
<td>Institutional Research in Non-Postsecondary Setting: A look at College Readiness and Persistence and Using the National Student Clearinghouse’s High School Tracker Program&lt;br&gt;Enterprise-Wide Application of CRM at Indiana State University&lt;br&gt;Course evaluations, surveys, assessments and more with Remark Office OMR&lt;br&gt;From Boring to Brilliant! Using Tableau to Transform Static Reports</td>
<td>Porter, Miller, Hart, Clark</td>
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<tr>
<td>Friday, 10:30 – 11:15 am</td>
<td>The New Faces Within Higher Education: Analyzing &amp; Critiquing Indiana’s Effort to Increase College Completion &amp; Its Benefits and Implications for First-Generation College Students&lt;br&gt;The Impact of Changing Majors on Student Retention and Graduation&lt;br&gt;Factors related to persistence of African American adults in higher education&lt;br&gt;Predicting Faculty and Staff Giving at Indiana University</td>
<td>Porter, Miller, Hart, Clark</td>
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<tr>
<td>Friday, 11:15 – 11:45 am</td>
<td>Refreshment break and hotel check-out</td>
<td>Pre-function</td>
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<tr>
<td>Friday, 11:45 am – 12:45 pm</td>
<td>Keynote Address: Marcus Kolb</td>
<td>Hart</td>
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<td>Extended paper abstracts</td>
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<td>Hotel layout</td>
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<td>7:30 AM – 11:30 AM</td>
<td>Conference Registration Pre-function Area</td>
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<tr>
<td>8:00 AM – 11:00 AM</td>
<td>INAIR Workshops: From Fall to Spring: The IPEDS Survey Cycle Facilitated by Bethany Butson Purdue University</td>
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<td>Hart Adapting Basic Project Management Techniques to IR Facilitated by Karl Burgher, Michael Snyder Indiana State University</td>
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<td>Clark Using Longitudinal Data to Track Student Persistence, Transfer, Completion Outcomes Facilitated by Molly Chamberlain, Nick Buchanan Indiana Commission for Higher Education</td>
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<td>1:15 PM – 1:30 PM</td>
<td>Lunch: Clark</td>
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<tr>
<td>12:30 PM – 1:30 PM</td>
<td>Conference Opening: Plenary Session Clark</td>
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This session will provide updates and news related to data and research initiatives being undertaken by both the Indiana Commission for Higher Education and Independent Colleges of Indiana. Information will include updates on the availability of workforce data for public institutions through the IWIS statewide longitudinal data system and the Commission’s work on revised and improved College Readiness reports for high schools. Further, updates will be provided on the ongoing collaboration between ICHE and ICI to utilize both public and private data to inform higher education policy across the state, and options that are available to independent colleges for obtaining information about workforce outcomes for their graduates.
### Concurrent Sessions

**1:45 PM – 2:30 PM**

| **Porter** | **The New Face of Summer School: Decreasing Time-to-Degree and Improving Academic Performance**<br>Facilitated by Michele J. Hansen, Janice E. Childress, & Daniel J. Trujillo<br>Indiana University-Purdue University Indianapolis |
| **Miller** | **IMPACT: A multi-unit assessment effort of course transformation**<br>Facilitated by Brent Drake<br>Purdue University |
| **Hart** | **Past, present, and future of reauthorization of Higher Education Act of 1965 and its impact on institutional research**<br>Facilitated by David H. K. Nguyen, Cindy Ahonen<br>Indiana University Bloomington |
| **Clark** | **Are Only 25% of American High School Graduates Ready for College? An Examination of the ACT College Readiness Benchmarks**<br>Facilitated by Steve Cordogan<br>Township High School District 214 |

This research investigates the role that summer course attendance plays in helping students graduate on-time, keeping them on track toward graduation, and leading to better performance in the academic year.

This presentation is an examination of a multi-office assessment effort of Purdue's course transformation initiative. The focus is how multiple campus units collaborate to create and enact the assessment plan.

The Higher Education Act of 1965 is scheduled for an update within the next 2-3 years. This presentation will discuss how future IR may change due to another reauthorization, in historical context.

ACT annually claims that only about 25% of U.S. high school students are ready for college. This study demonstrates the disconnect between their publicity and data on initial college success.

**2:45 PM – 3:30 PM**

| **Porter** | **Conducting a Content Analysis: Data Collection, Examination, & Reporting**<br>Facilitated by Karen Black, Daniel Trujillo, & Cindy Ahonen<br>Indiana University-Purdue University Indianapolis |
| **Clark** | **NSSE 2013: Discussion of the New Survey and Reports**<br>Facilitated by Heather Heager, Rich Shoup, Amy Riberia<br>NSSE Institute |
| **Hart** | **Improving graduation rates: Doing the right thing v. doing things right**<br>Facilitated by Victor Borden & Yang Hu<br>Indiana University |
| **Clark** | **Using a performance rating process for summative assessment of student learning**<br>Facilitated by Timothy Chow<br>Rose Hulman Institute of Technology |

This study examined a sample of documents collected as part of a campus academic program review process. A detailed discussion of data collection, examination approaches, and reporting will be provided.

The year 2013 marks an important milestone for the National Survey of Student Engagement with the first substantial update to the survey since its inaugural administration in 2000. During this discussion session, participants will learn about changes to survey items and benchmarks, and issues related to transitioning to the new survey (e.g., longitudinal comparisons). Most importantly we invite you to give feedback on new ideas for institutional reports and helpful resources.

Graduation rate prediction models were used to identify prospective “best practice” institutions. An analysis of practices suggested that “doing things right” may be more important than “doing the right things.”

This paper will introduce the key elements for conducting authentic assessment of student learning, present a computer-aided performance rating process for assessing learning outcomes primarily at the institutional level, and highlight commonalities and differences with other approaches. The author will use data collected from past rating events to examine the validity, reliability and efficiency of using this process.
THURSDAY, MARCH 7

POSTER SESSION
GRAND BALLROOM LOBBY            3:30 PM – 4:30 PM
DESSERT ~ POSTER EXHIBITS ~ EXHIBITORS

<table>
<thead>
<tr>
<th>Exploring Reasons for Student Attrition Through Phone Surveying</th>
<th>Building an Easy to Understand Revenue Projection Model to Drive Enrollment Decisions</th>
<th>The Butler Way: A &quot;Blue&quot;-print for Success</th>
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<tbody>
<tr>
<td>Tiffany LeFever, Indiana Wesleyan University</td>
<td>Robert M. Roe, Alma College</td>
<td>Kaitlyn Donohue, Butler University</td>
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<tr>
<td>This study used a simple, over-the-phone survey to explore issues contributing towards student departure. Means and text analysis found that there are several key areas which will guide future research.</td>
<td>The evolution of a financial aid and revenue projection model from a simple enrollment estimator is described. The model accepts parameters such as retention rates, discount rates, and estimates revenue.</td>
<td>Recently, Butler University’s men’s basketball team competed, as finalists, in two NCAA Tournaments, providing national exposure to the university. Data will illustrate possible relationships between exposure and application numbers/acceptance criteria.</td>
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CONCURRENT SESSIONS 4:30 PM – 5:15 PM

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<tr>
<th>Porter</th>
<th>Building and using a database for tracking faculty retention, promotions, and separations</th>
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<td>Facilitated by Christopher Maxwell, Jacque Frost Purdue University</td>
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<td>Facilitated by Sonia Ninon, Wendy Lin Ivy Tech Community College</td>
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<td></td>
<td>The presenters will share their approach to designing a database to track faculty retention, promotions, and separations. Topics covered include data acquisition, ensuring longitudinal consistency, and techniques used for reporting.</td>
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<td>Late registration has been a recurring concern for many institutions. In this presentation, we will explore the relationship between registration time and academic performance measures for students at Ivy Tech.</td>
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<tr>
<th>Hart</th>
<th>From Simple Answers to Useful Answers: Lessons Learned from Analyzing National Student Clearinghouse Data</th>
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<td>Facilitated by Douglas Anderson, Bridgett Milner, Lindsay Boersma, Nancy Remillard Indiana University Bloomington</td>
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<td>National Student Clearinghouse data gave us quick answers to simple questions about student choice. The useful answers came later, after we navigated around several logical pitfalls.</td>
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AWARD CEREMONY, BUSINESS MEETING, AND RECEPTION
5:30 – 6:30 PM

Door Prizes - Awards - Appetizers - Cash Bar

During this reception, the INAIR 2012 annual conference best presentation and best paper will be celebrated at the award ceremony. The annual business meeting and door prize drawing will also take place at this time.

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Find on tables in the reception area:
- Business Meeting Agenda
- 2011 Business Meeting Minutes
- INAIR Financial Statement
- Slate of Officers

DINNER GROUPS OR ON YOUR OWN (SIGN-UP SHEETS WILL BE AVAILABLE AT CONFERENCE REGISTRATION TABLE)
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### Continental Breakfast

**Pre-function area**  
7:45 AM – 8:15 AM

INAIR Past Presidents, Mentoring Program Participants, and the 2013 Conference Planning Committee will have designated tables. All other tables are open seating.

### Concurrent Sessions

**8:30 AM – 9:15 AM**

<table>
<thead>
<tr>
<th>Porter</th>
<th>Miller</th>
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</table>
| **A look in the mirror: Comprehensive internal assessment of an IR Office**  
Facilitated by Don Sprowl, Tony Parandi  
Indiana Wesleyan University | **Student Attrition and Program Impact**  
Facilitated by Andy Zehner  
Purdue University |

Presenters will show how a small-shop IR office, through careful planning, time tracking, and data analysis, was able to focus resources and energy to accomplish the departmental mission.

**Porter**

**Institutional Research in Non-Postsecondary Setting: A look at College Readiness and Persistence and Using the National Student Clearinghouse’s High School Tracker Program**  
Facilitated by Demetrees Hutchins, Gary Pike  
Indiana University-Purdue University Indianapolis

This presentation examines how institutional research can be used in non-higher education settings, showing how IMIR has been able to work with Marion County school districts to track high school graduates’ college enrollment and persistence rates.

**Hart**

**The Effectiveness of Early Alert on Math Tutoring, Grades and Student Success**  
Facilitated by Mary Beth Mitchell, John Novak  
Indiana University Northwest

We investigated the effectiveness of the IU Northwest early alert system in relation to grades in math courses with students who were advised to obtain tutoring at the Math Lab.

**Clark**

**From Boring to Brilliant! Using Tableau to Transform Static Reports**  
Facilitated by Margaret Dalrymple, Bethany Buston  
Purdue University

In an effort to modernize our static reports, we implemented Tableau for our academic program assessment. This presentation will demonstrate how to recreate an existing report into a Tableau dashboard.

**Miller**

**Using the Indiana Commission for Higher Education Database to Calculate Retention and graduation Rates: A New Definition of Student Success**  
Facilitated by Molly Chamberlain, Indiana Commission for Higher Education, Robert Wilkinson, Indiana University-Purdue University Fort Wayne

This session will show how a collaboration between the Commission for Higher Education and IPFW allows for tracking student completion in a way that is more comprehensive than the traditional graduation rate calculations.

### Concurrent Sessions

**9:30 AM – 10:15 AM**

<table>
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<tr>
<th>Porter</th>
<th>Miller</th>
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</table>
| **Enterprise-Wide Application of CRM at Indiana State University**  
Facilitated by Karl Burgher, Santhana Naidu  
Indiana State University | **Institutional Research in Non-Postsecondary Setting: A look at College Readiness and Persistence and Using the National Student Clearinghouse’s High School Tracker Program**  
Facilitated by Demetrees Hutchins, Gary Pike  
Indiana University-Purdue University Indianapolis |

Indiana State is using its’ CRM technology, Talisma, beyond recruitment, via ‘One Data’, to enhance student success and alumni relations through an optimized series of linked intervention and engagement strategies.

**Clark**

**Course evaluations, surveys, assessments and more with Remark Office OMR**  
Facilitated by Steve Joslin  
Gravic, Inc.

Collecting and analyzing data from course evaluations, surveys, assessments and more with Remark Office OMR. Create & print your own forms and scan them with an image scanner or multifunction printer.

**Hart**

**Institutional Research in Non-Postsecondary Setting: A look at College Readiness and Persistence and Using the National Student Clearinghouse’s High School Tracker Program**  
Facilitated by Demetrees Hutchins, Gary Pike  
Indiana University-Purdue University Indianapolis

This presentation examines how institutional research can be used in non-higher education settings, showing how IMIR has been able to work with Marion County school districts to track high school graduates’ college enrollment and persistence rates.
### PORTER
**The New Faces Within Higher Education: Analyzing & Critiquing Indiana’s Effort to Increase College Completion & Its Benefits and Implications for First-Generation College Students**
Facilitated by Brooke M. Moreland-Williams, Indiana University Bloomington

The purpose of this research is to analyze and critique the goals to increase college completion within the state of Indiana’s Commission for Higher Education Reaching Higher, Achieving More 2012 report and its benefits and implications for first-generation college students.

### MILLER
**The Impact of Changing Majors on Student Retention and Graduation**
Facilitated by Monal Patel, Purdue University

Two distinct population comparisons within entry cohorts from 2005-2011 suggest that students changing majors in their first three semesters have relatively similar retention and graduation rates to those who never change majors.

### HART
**Factors related to persistence of African American adults in higher education**
Facilitated by Harry Hall, Indiana Wesleyan University, Cynthia Tweedell, Mid-Continent University

Description of a collaborative research project at four private colleges. Researchers interviewed students, faculty and administrators at each college. While each presents a unique case, common characteristics emerged which may influence African American students’ graduation. Characteristics and the implications of this study for other colleges will be discussed.

### CLARK
**Predicting Faculty and Staff Giving at Indiana University**
Facilitated by Victor Borden, Indiana University, Brittany Miller, Genevieve Shaker, Indiana University-Purdue University Indianapolis

This study explores how personal and positional characteristics, as well as alumni status, predict the propensity of faculty and staff to donate to the institutions at which they work.

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**REFRESHMENT BREAK AND HOTEL CHECK-OUT**
GRAND BALLROOM LOBBY
11:15 AM – 11:45 AM
Given the increasing focus on college completion, and pressures from many stakeholders for institutions to graduate more students in less time using fewer dollars, where does the issue of quality exist in the national conversation? Marcus will examine the current conditions driving the "completion agenda" and the work being done to enhance and ensure quality teaching and learning, including Tuning and the Degree Qualifications Profile. In addition, Marcus will provide a brief exploration of the new Lumina Foundation strategic plan in the context of quality and completion.

Marcus Kolb serves as a Program Officer at Lumina Foundation. In that role he makes and manages grants to advance the Big Goal — raise the proportion of post-secondary attainment of high quality credentials in the United States to 60% by 2025.

Much of Marcus' grant work focuses on student learning outcomes as the measure of quality in higher education, including Tuning and the recently released Degree Qualifications Profile. He currently serves on the Productivity strategy team within the foundation.

Prior to coming to Lumina in 2008, Marcus served as faculty and Assistant Dean for Student Affairs in the Drexel University School of Public Health. Marcus has a posting as adjunct faculty in University College at IUPUI and received his PhD in Higher Education from the University of Arizona.
**Extended Paper Abstracts**

Some of the synopses included in the program schedule were edited for space. For presentations whose synopses were condensed, the full versions as provided by the authors are presented below, in order of presentation.

**Pre-conference workshops**

**Adapting Basic Project Management Techniques to IR**
*Karl Burgher & Michael Snyder, Indiana State University*

The 21st century will not allow excess – only the project managers may survive." -- Karl & Mike

All of us who manage projects and/or people working in either the knowledge worker or service sector project environments are and will continue to operate in an extremely competitive and fast-moving economy. This pressure and pace, combined with the human nature and characteristics of the employees that make up this particular workforce, present unique challenges. They require change that while not necessarily innovative, will be a major departure from the management approaches to which we have become accustomed to over the last 50 years.

During this course you will learn:
- Why we must manage knowledge workers as if they were volunteers.
- Why we need to apply project management tools to our work place to compete.
- And, How to do both ...

Some 60 percent-plus of the GDP is now generated in the service sector of the economy. And many of these jobs are in industries managed by and for knowledge workers – service is not just food and hotels anymore. We must adapt and move forward our businesses/units are to succeed much further into the 21st century. We believe this is accomplished via better management – and even more specifically, project management. Our take is that we must integrate project management techniques like those traditionally found in the construction and technology industries into the daily activities of our knowledge worker / service sector operations, big and small.

Why? One could argue that today's service, government, volunteer, and non-profit sectors are operating as fast and changing as rapidly as the private sector has had to over the last several decades. Along with that, we're all battling this "new economy" — one that has undergone many structural changes. It is an economy in which the post WW2, 1960s, and Silicon Chip wonders have passed by. And, until we see another "chip-like" event, it appears we are in for a long slog through a very competitive work life. This is an economy whose industrial and tech bubbles have burst, one that has taught our generation the true meaning of the word "recession", and one we may respond to better by using the lessons learned from the recession of 1893 rather than those of 2001 and prior.

The knowledge worker workforce is facing extreme efficiency requirements and often deep cost cutting measures that have taken an especially heavy toll on our 8–5 staffs and resources. In addition, we face the threat of even more reductions every day as the barriers to market entry for knowledge worker organizations have virtually disappeared, ever increasing our competition and the need for productivity and efficiency enhancements.

How, then, do we react to all of this? For the most part, we have seen organizations spin out one new strategic plan after another producing a never ending stream of top priority projects that need ASAP initiation in an attempt to stay current and competitive. Rather than change the structure and methodology of the work effort these strategic projects are instead simply added on top of already busy workloads. We keep on piling it on until something breaks. This is not sustainable. Every action, as we know, has a reaction. We do not have the bloated staffs of the past to take up the slack. We have more projects than ever to complete and we have fewer people and resources to help us do so. Couple that with a lack of priority setting, and it’s no wonder many of us are landing in situations where we’re way over our heads.

Which begs the question: What about those folks that manage to keep their head above the water? How do they manage to cope so well when their fellow colleagues are all floundering? They are intelligent and driven of course. But another critical trait they all possess is their ability to effectively and efficiently manage the swell of projects they take on, execute, and close. They thrive through organization, priority setting, and a linear, task-oriented mindset.

We believe it all comes down to good project management, whether in our particular business setting we call it that or not. Traditional thinking is that project management (PM) is meant only for the sorts of jobs that require an obvious sequence of processes, completed in the proper order for the task to be accomplished, such as those found in the construction and manufacturing industries, or in information technology. More traditional thinking is that project management brings with it more documentation and process work than the actual project work itself! But in fact every project, large or small, physical or mental, benefits from a clearly planned and defined workflow. The right amount of documentation, for the right reason, coupled with robust communication focused on a pre-defined schedule of tasks and milestones along with a finish date and finish spec are the cornerstones of project management.

It doesn’t take a lot of grand thinking to incorporate PM practices into your everyday routine. It can take some serious energy and discipline to execute, however. Following the easy approach that we will introduce in this short course, you should be able to move an
organization that does little to no PM to one that does. Despite the funding cutbacks and subsequent setbacks to the “Knowledge Economy” in recent years, we can be as good as we always have been. We simply need to learn to work more effectively in this post recession environment permanently altered economy.

We have seen and helped others in service sector/non-profit/volunteer groups embrace the tools associated with PM quickly realize numerous wins and we strongly believe that you too can adopt — and adapt — PM concepts into your own work world a realize milestone achievements that defy most personnel or budgetary shortfalls.

Never in the history of business has there been a time when it is so important to utilize a set of project management tools while simultaneously adding purpose and humanity back into the management equation. This short course will teach you how to do this by walking you through the initial steps of utilizing these tools in any business setting and with any labor force. Along the way you should also learn how to free up your employees to muster the courage and confidence to make the decisions necessary to perform.

You will learn to capture the efficiencies associated with a project management skill set. What we offer is a synthesis of technique and a roadmap for success. We also offer an argument and process for putting humanity back into (project) management so that we all better serve the knowledge worker and the service economy.

Have some courage to change and get efficient, protect and teach your people, and survive!

Thursday, March 7, 1:45-2:30 PM

The New Face of Summer School: Decreasing Time-to-Degree and Improving Academic Success

Michele J. Hansen Executive, Janice E. Childress Data, & Daniel J. Trujillo, Indiana University Purdue University Indianapolis

Encouraging students to take courses in the summer is one promising initiative for ensuring that students will complete their degrees in a timely manner. In other cases, it may be an opportunity for students to make up any deficiencies, and to improve performance during the academic year. At the institution of interest, a number of initiatives were implemented in an effort to increase summer course enrollment for continuing students. This research investigates the role that summer course attendance plays in helping students graduate in a timely manner, keeping them on track toward graduation, and leading to better performance in the academic year. This study also explores summer course taking patterns, the characteristics of students who participate in summer courses, and students’ perceptions of challenges and benefits associated with summer course enrollment. Finally, this research focuses on an evaluation of initiatives designed to enhance summer course enrollment.

IMPACT: A multi-unit assessment effort of course transformation

Brent Drake, Assistant Vice Provost and Director, Purdue University

Beginning in fall semester 2011, Purdue launched its Instruction Matters Purdue Academic Course Transformation (IMPACT) initiative. IMPACT is focused on the redesign of Purdue’s large enrollment foundational gateway courses in all of its academic disciplines. As part of IMPACT, the teaching and learning environments in the courses are transformed to become more student-centered and promote student learning. An assessment committee formed from multiple offices on campus examined 14 research questions to examine the effectiveness of the course transformation program. The questions consisted of: 1. What did faculty participants get out of IMPACT in terms of professional development, 2. What course redesigns were implemented, and what were the supports and barriers faculty experienced in the redesign, 3. Is the transformation achieved in IMPACT transferred to other courses taught by IMPACT faculty fellows, 4. What percentage of IMPACT courses develop five clearly defined learning objectives and associated assessment, 5. What is the distribution of learning objectives to each level of Bloom’s taxonomy 6. What is the effect of IMPACT on the attitudes of administration and non-IMPACT faculty towards teaching and learning, 7. Do students perceived the IMPACT courses as engaging them in active learning, 8. Do students in IMPACT course feel an enhanced sense of confidence and competence, 9. Does implantation of IMPACT courses improve course grades compared to non-IMPACT versions of the same class, 10. Does student participation in IMPACT courses improve student performance in selected future courses, 11. Does participation in IMPACT courses improve student critical thinking skills, 12. Does participation in IMPACT courses improve retention to the institution, 13. Do students involved in IMPACT have higher graduation rates, and 14. Do students involved in IMPACT course perform better on faculty identified measures of learning? This presentation will focus on the process of creating the assessment plan for the courses, how the plan evolved, and how the process of implementing the plan across so many campus units is being enacted. Preliminary assessment efforts and results will be discussed.

Past, present, & future of the reauthorization of the Higher Education Act of 1965 and its impact on institutional research

David H.K. Nguyen & Cindy Ahonen, Indiana University Bloomington

The Higher Education Opportunity Act in 2008 reauthorized the Higher Education Act of 1965 and includes many reporting and disclosure requirements for information from higher education institutions in a variety of areas such as accreditation, college costs, crime, graduation, and more. Another reauthorization is scheduled within the next two to three years and experts, lobbyists, and legislators have already begun discussing the changes that will influence those involved with institutional research. This presentation will inform attendees about the prior reauthorizations of the Higher Education Act of 1965, its current impact in the industry, and to discuss how future data disclosures may change due to another, inevitable reauthorization. This paper presentation will keep IR professionals updated on the latest developments on the reauthorization and its impact on IR.
Are Only 25% of American High School Graduates Ready for College? An Examination of the ACT College Readiness Benchmarks
Steve Cordogan, Township High School District 214

ACT, in its annual announcement of ACT test scores, has again declared that only 25% of high school students in the United States are ready for college because they have not met all four of ACT’s College Readiness Benchmarks, inciting the media news outlets everywhere to declare an educational crisis. This study is an examination of ACT’s findings, focusing on the research upon which the benchmarks are based, conflicting research findings (including research by ACT itself), and other college success data. The study will clearly show how and why ACT’s benchmarks are not supported by college performance and persistence data.

Thursday, March 7, 2:45-3:30 PM

Conducting a Content Analysis: Data Collection, Examination, & Reporting
Karen Black, Daniel Trujillo, & Cindy Ahonen, Indiana University – Purdue University Indianapolis

The purpose of this paper is to present a scholarly qualitative research project as both a case study. The aim is achieved by examining the methods used to study Indiana University Purdue University, Indianapolis (IUPUI) at the macro-level through its formal academic program review process. In an effort to gather diverse perspectives of IUPUI 11 separate program review reports were examined using qualitative data analysis procedures. First, in an effort to provide context a brief overview of the program review process used in the formulation of the reports is provided. This is followed by a detail account of how the sample was selected, methods, and limitations of the exploratory study. The paper reports overall observations, including highlights of possible implications and future research questions.

In an effort to gain a holistic view of IUPUI as an academic institution a “stratified and purposeful” sampling strategy was employed (Patton, 2002, p.244). Within this sampling strategy the goal is to gain diverse perspectives in which comparisons and inferences can ultimately be drawn. First, a collection of primary documents was gathered from the electronic archive at the Office of Planning and Institutional Improvement. It was found that 83 separate formal program reviews were conducted at IUPUI from 2002 – 2012. Primary documents were then sorted into 14 distinct categories representing academic schools (e.g., School of Liberal Arts) or institutional unit types (e.g., Campus Support Units). Next, from within these 14 categories three academic schools were selected for final analysis. In total a final sample of (n = 11) External Review documents were selected for content analysis.

The intended audience for the presentation are professional and graduate students interested in learning more about academic program review and exploratory qualitative analysis as related to higher education.

NSSE 2013: Discussion of the new survey and reports
Heather Heager, Rick Shoup, & Amy Riberia, NSSE Institute

The year 2013 marks an important milestone for the National Survey of Student Engagement with the first substantial update to the survey since its inaugural administration in 2000. During this discussion session, participants will learn about survey updates, including changes to survey items and benchmarks along with issues related to transitioning to the new survey (e.g., longitudinal comparisons), and most importantly be invited to give feedback on new reports and resources.

Improving Graduation Rates: Doing the Right Things vs. Doing Things Right
Victor Borden & Yang Hu, Indiana University Bloomington

A model to predict graduation rates among public, four-year colleges was developed and used to identify peer institutions that had higher than predicted graduation rates for a set of regional, commuter campuses. Two frameworks—high impact practices and the Completion by Design Pathway Principles—were used to conduct web scans of both the high performing peers and target institutions, revealing only minor differences between the two groups in terms of “doing the right things.” Ensuing analysis and discussion with campus colleagues focused on program integration and implementation fidelity, that is, “doing things right.”

Using a performance rating process for summative assessment of student learning
Timothy Chow, Rose-Hulman Institute of Technology

Academic quality measurement through assessing student-learning outcomes targets the crux of teaching and learning activities undertaken by higher education institutions. This paper will introduce the key elements for conducting authentic assessment of student learning, present a computer-aided performance rating process for assessing learning outcomes primarily at the institutional level, and highlight commonalities and differences with other familiar approaches. The author will use experimental data collected from past rating events to examine the validity, reliability and efficiency of using such a process. Furthermore, the current efforts in exploring and defining common educational outcomes and rubrics will be discussed. The audience will be familiarized with some of the key elements, steps, and issues involved in a performance rating process.
Thursday, March 7, Poster Sessions

The Evolution of a Simple Enrollment Projection Model into a Complex Financial Aid and Revenue Projection Model
Robert M. Roe, Alma College
The purpose of this work was to develop an easy to understand model to estimate revenue changes from various enrollment scenarios. In the current higher education climate, it has become increasingly important to maximize revenue in all possible areas. This model allows the user to input various parameters such as retention, incoming class size, total enrollment, cost, housing occupancy, and financial aid expenses and estimate the impact on revenue. The model was well received by the executive committee due to its ease of understanding and use. In this paper I will describe how this model predicts some fairly counterintuitive results and how results from modeling led to some fairly significant changes in enrollment decisions.

The Butler Way: A “Blue”-print for Success
Kaitlyn Donohue, Butler University
In spring 2010 and 2011, the Butler University men's basketball team competed as finalists in the NCAA Tournament. These events provided a phenomenal amount of national exposure for the university. This poster will show the effects of athletic success in collegiate basketball at Butler University and its relation to growth in applications and enrollment. Furthermore, we will look at possible shifts in the academic and social attributes of students who enroll at the institution after 2010. The results will showcase how athletic success can increase "name-recognition" for an educational institution. However, it needs to part of an overall university strategy to use this national exposure to showcase its educational mission and accomplishments.

Thursday, March 7, 4:30-5:15 PM

Building and using a database for tracking faculty retention, promotions, and separations
Christopher Maxwell & Jacque Frost, Purdue University
The costs associated with hiring and retaining faculty are significant; exploring patterns of why faculty members leave an institution can be very beneficial. The presenters will share their approach to designing a database to track faculty retention, promotions, and separations. Building a dedicated database rather than relying on established institutional data sources will be discussed. Topics covered will include longitudinal data consistency, obtaining and ensuring connectivity to data, techniques for flexible reporting, and how to deal with small cohort sizes. An extract of information from a faculty retention system will be shared as well examples of data and reports.

To Register Early or Not To Register Early? The Conundrum of Students at a Local Two-Year Institution
Sonia Ninon & Wendy Lin, Ivy Tech Community College
The Community College voice has often been missing in the plethora of workshops and panel discussions at INAIR conferences. This presentation seeks to bring to the fore a slice of what students experience at two-year institutions.
Ivy Tech Community College (Ivy Tech) is the largest community college system in the nation. This two-year institution has an open access policy which gives prospective and continuing students the ability to register up to the day before classes start. An amendment to this policy stipulates that students can register during the first week of the semester if the class has not met or with permission from the instructor if later.
Late registration has been a recurring concern for many institutions. Do late registrants lack motivation, financial assistance or proper advising tools which hinder them from registering on time? Past research has indicated that these students tend to perform poorly compared to early registrants. Moreover, researchers found that late registrants have characteristics very similar to students at high risk for attrition.
The Office of Institutional Research seeks to answer some of these questions by examining the relationship between registration time and academic performance measures (i.e., term GPA and course success) for students at Ivy Tech. The second part of this study involves using demographics, financial and enrollment information in addition to registration time to build a series of logistic regression models in order to better understand their linkage with student success. The presentation will report the methodology and findings from this research study, suggest practice that may help improve student success in community colleges and provide grounds for future research.

From Simple Answers to Useful Answers: Lessons Learned from Analyzing National Student Clearinghouse
Douglas K. Anderson, Bridgett J. Milner, Lindsay Boersma, & Nancy Remillard, Indiana University - Bloomington
When data from the National Student Clearinghouse became readily available to us, we plunged into analysis of student choice, looking at the destination schools of students admitted to our institution. We quickly got answers to simple questions. The useful answers came later.
In this presentation, we share the logical pitfalls we encountered, and the clearer thinking that allowed us to move on to better analysis, and to information that can guide our admissions and recruitment efforts.
We discuss three pitfalls:

1. Miss important information by focusing on the top 10 or top 25 other schools.
2. Muddle the analysis by examining the behavior of unlike groups together.
3. Focus on losses, the students we admitted who chose to attend elsewhere.

First, we initially chose to look at the top 10 or even the top 25 competitor institutions, and trends over time in losing students to those schools. By taking this view, we see clearly the choices of our admits who choose to attend very big schools. We miss the fact that a large number of students choose to attend much smaller schools, or schools that are remote from our own. With a little experience, we found it more useful to combine schools into categories, such as in-state publics, out-of-state publics, and privates. Stated another way, the first approach shows us which individual schools were chosen by hundreds of students. The latter approach shows us the types of schools chosen by our entire admit pool.

Second, we found that we can generate results that can be applied to recruiting only when we focus our analysis on relatively homogenous populations. When we think about students who choose NSFU (Neighbor State Flagship University), there are at least three important groups that merit separate analysis: residents of our state who are considering paying more to go away to NSFU, residents of the neighboring state who likely see NSFU as the natural in-state choice, and residents of other states who evaluate both our university and NSFU as out-of-state schools.

Third, we found that a focus on losses is of very limited value without the context of wins. To understand enrollment choices made by students, we examine our wins and losses together.

We asked how we are doing in recruiting students from a neighboring state, relative to NSFU. The simple answer is that we are losing more admits each year. Is this terrible? A useful answer requires an analysis of enrollment as well as non-enrollment. Applications and admits have grown by 8% each year. Enrollment has grown by 4% each year. We lose more of our admits to NSFU each year because we are attracting more of their applicants. While it could be better, we are on a generally positive trajectory.

Friday, March 8, 8:30-9:15 AM

A look in the mirror: Comprehensive internal assessment of an IR office
Don Sprowl & Tony Parandi, Indiana Wesleyan University

With unlimited demand but limited resources, IR offices must be efficient and effective in their operations. Effectiveness can be optimized through an ongoing process of self-assessment. Presenters will show how a small-shop IR office, through careful planning, time tracking, and data analysis, was able to focus resources and energy to accomplish the departmental mission, and ultimately better serve the needs of the institution. The assessment process includes

1) Developing an IR departmental mission statement and guiding documents
2) Data-collection/measurement
3) Analysis, reflection, and changes toward improvement

The presenters will discuss key lessons learned and steps going forward.

The Effectiveness of Early Alert on Math Tutoring, Grades and Student Success
Mary Beth Mitchel & John Novak, Indiana University Northwest

We investigated the effectiveness of an early alert system on students who were enrolled in math courses and were advised by math instructors to obtain tutoring at the university’s Math Tutoring Lab due to poor performance in math courses. Our results showed that the majority of students that were targeted by math faculty were enrolled in pre-college level math. The grade distribution for students who received tutoring and those that did not were very different; the targeted students who received tutoring were more successful in their math course than those who were advised to receive tutoring and did not. We believe that other interventions besides an early alert system should be developed to assist students in passing pre-college level math courses.

Using the Indiana Commission for Higher Education Database to Calculate Retention and Graduation Rates: A New Definition of Student Success
Robert Wilkinson, Indiana University-Purdue University Fort Wayne & Molly Chamberlin, Indiana Commission for Higher Education

Institutions are coming under tremendous pressure to graduate students in four years regardless of institutional mission or student intent. This focus on the 4-year graduation rate is the centerpiece of many performances funding metrics and is often the single indicator used when defining institutional success. However, a significant number of students do not attend full-time, they change majors, many start at one institution eventually graduating from another and, some plan to take their own time in attending.

At the same time, not all institutions have the same mission, role and scope. When looking at a graduating class, it is not uncommon to find a significant number of graduates that did not start at the institution where they received their degree. Transfers in and out are an import. This means that an institution that prepares a student who transfers and graduates somewhere else is not counted as a success in the balance sheets of most performance measures.
If we change the definition of student success to reflect students achieving the purposes for which they are attending, then we have to change the performance measures to reflect this new definition. This means that institutions are then recognized and rewarded for their transfer function as well as the traditional 4 and 6-year graduation rates.

It is also important to look at another group of students. By the time a student becomes a junior they should be (1) well set in their major, (2) less likely to transfer and (3) committed enough to finish. This is a graduation number worthy of examining and tracking. While there are no benchmarks or national comparisons, many institutions probably have room to improve their junior to graduation rates. Yes, institutions need to keep the focus on a 4-year graduation rate. Programs need to be sequenced accordingly and services provided to help students progress at the best pace possible. However the concept of the traditional student is outdated. What was once thought as nontraditional is now the typical student.

The purpose of this presentation is to show how the Indiana Commission for Higher Education and IPFW worked together to develop a report that broadens the institution’s definition of student success. In addition to the traditional venues of importance, the information derived is additionally important from an enrollment management perspective as institutions look at student success based on the student’s prior educational experience. This session should be of interest to policy makers, institutional research professionals and anyone involved in enrollment management. While it is hoped that the session will add to the body of knowledge related to retention and graduation, the main purpose is to show data and broaden the discussion of student success. To this end, this session will be approximately 20 minutes of visual presentation with numerous data slides followed by discussion for the time remaining. No formal paper will be prepared but handouts will be provided.

Friday, March 8, 9:30-10:15 AM

Institutional Research in Non-Postsecondary Settings: A Look at College Readiness and Persistence Using the National Student Clearinghouse’s High School Student Tracker Program
Demetrees L. Hutchins & Gary Pike, Indiana University-Purdue University Indianapolis

Institutional research is a powerful tool for improving decision making and institutional performance, both in and out of higher education. As the recent New Directors for Institutional Research volume edited by Toutkoushian and Masa (2008) pointed out, there are several efforts underway to apply institutional research tools and techniques beyond the borders of higher education. This presentation will highlight one example of how the knowledge and skills of institutional research can be used in a non-higher education setting. Specifically, this presentation will examine how the office of Information Management and Institutional Research (IMIR) at Indiana University-Purdue University-Indianapolis (IUPUI) was able to work with all 11 Indianapolis/Marion County public school districts to track high school graduates’ enrollment and persistence in higher education.

Enrollment management (i.e., student access and success in higher education) is an area where institutional research has made significant contributions to higher education. Higher education institutions have used institutional tools and analytic techniques, including national databases and warehouses, track and gauge student enrollment, persistence and degree attainment for internal improvement and external accountability purposes. Despite the many contributions of institutional research to strategic enrollment management, national high school graduation and college persistence rates are well below desired levels. As Musoba, Gross, and Hospesler (2008) pointed out, making significant improvements in college retention and graduation rates requires changes in K-12 education. Unfortunately most schools and school districts lack the knowledge and skills to apply institutional research tools and techniques to the study of K-12 education. In Indianapolis/Marion County, for example, high schools and school districts have relied on graduates’ self-reports of whether they intend to enroll in college as a measure of educational effectiveness. Almost no information is available on the success of their graduates once they leave high school.

Recently, the National Student Clearinghouse created the High School Student Tracker program to allow school districts to begin tracking high school seniors after graduation and to provide districts with on their graduates’ success in college. Using the Student tracker program, school districts now have reliable data to gauge college enrollment and persistence. In order to bring this tool to Indianapolis and Marion County the IMIR and the Indiana Talent Alliance sought and received a grant from the Central Indiana Community Foundation. As part of the grant, IMIR staff members worked with all 11 public secondary school districts in Indianapolis/Marion County to track college enrollment and persistence among graduates. In addition, IMIR staff members are helping professionals in the school districts develop the skills needed to evaluate their curricula, and college readiness programs. The study has also had important implications for student success at IUPUI.

This paper will describe how IMIR staff members were able to secure participation by school districts, work with school districts to submit data to the National Student Clearinghouse, and are working with school district personnel to build institutional research capacity within the school districts. In addition, the results of the first year of the study will be presented. The results of this study underscore the importance of rigor in high school preparation for eventual success in college.

Enterprise-Wide Application of CRM at Indiana State University
Karl Burgher, Ph.D., P.E., Indiana State University

Historically, higher education has used Constituent Relationship Management (CRM) software to drive recruitment, admissions and advancement processes. Now Indiana State University (ISU) is applying that same CRM technology to create one data source for communications across the enterprise, to enhance student engagement, retention, academic progress and intervention, campus events, alumni relations, and more.
Join Karl Burgher, Chief Strategy Officer at ISU, for a real-world look at the benefits and challenges of applying CRM across departments and systems. ISU’s ambitious project is called Data-to-Action (D2A), and will transform how the institution engages prospects, students, and alumni. During this paper, Dr. Burgher and Mr. Naidu will discuss how ISU has:

- Integrated CRM with strategic initiatives and strategic enrollment management
- Implemented a campus-wide execution of CRM
- Developed data-driven rules and triggers for both student intervention and engagement
- Used social media to enhance more standard communication techniques
- Managed the initial cultural adoption across departments and roles

Speakers:
- Karl Burgher, Chief Strategy Officer, Indiana State University

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**From Boring to Brilliant! Using Tableau to Transform Static Reports**  
*Margaret Dalrymple & Bethany Butson, Purdue University*

Data dissemination has evolved significantly over time. The advent of new tools has allowed users to manipulate data in personally meaningful ways. In an effort to modernize our reports, we implemented Tableau to improve data delivery of an academic program assessment. Rather than having the user look at a static report of historical and annual numbers of each academic department and their programs, the Tableau dashboard allowed the user to quickly filter the data to the exact item of interest. This presentation will demonstrate how to take an existing static report and recreate it into a Tableau dashboard.

**Friday, March 8, 9:30-10:15 AM**

**Factors related to persistence of African American adults in higher education**  
*Harry Hall, Indiana Wesleyan University & Cynthia Tweedell, Mid-Continent University (KY)*

We will describe a three year collaborative research project which includes four private colleges. Each of these colleges graduates large numbers of African American adults. Researchers interviewed students, faculty and administrators at each of the colleges. While each college presents a unique case, largely dependent on its socio-cultural environment, some common characteristics emerged which seem to make a difference in the graduation rates of African Americans. We will discuss these characteristics and the implications of this study for other colleges.

**Predicting Faculty and Staff Giving at Indiana University**  
*Victor Borden, Indiana University, & Brittany Miller & Genevieve Shaker, Indiana University-Purdue University Indianapolis*

This study explores the association between propensity toward giving and personal and positional characteristics of faculty and staff at a large, public, multi-campus higher education system. Informed by the literature about faculty and staff giving and about the higher education workforce, the study combines data from the University’s operational human resources system and the Indiana University Foundation’s donor information database and uses the specialized regression technique of hurdle analysis to explore who gives and how much. The results have significant implications for campus campaign planning and demonstrate a strategy for institutional researchers to engage with colleagues in institutional advancement.
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