Celebrating IR:
Collaboration & Differences

28th Annual Conference of the
Indiana Association for Institutional Research

Indiana Association for
INAIR
Institutional Research

The Westin Indianapolis
Indianapolis, IN
March 27-28, 2014
Special Thanks to our 2014 Conference Sponsors

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Our focus is to collaboratively design and deliver results that solve your most challenging business analytics and information related problems. Clients comment they know more about their business when we leave than when they engaged us. We provide full-lifecycle Business Intelligence and Data Governance solutions, needs discovery, tool selection, technical design, construction, and implementation that support your organization’s migration into a “Culture of Analytics”.

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Blackboard Analytics transforms enterprise data into actionable information. Make more informed, timely decisions to help significantly improve performance. With the Blackboard Analytics platform, you’ll have easy, self-service access to data that matters. You’ll reap the benefits of data warehousing, reporting, and dashboards while avoiding technical pitfalls found in other solutions. With tools like this, we can build a better education experience by fostering a culture of data-informed decision making.

Bronze Sponsors

- National Survey of Student Engagement (NSSE)
- SAS Institute, Inc.
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<th>Period</th>
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<tr>
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<td>Newcomer’s Workshop</td>
<td>Caucus</td>
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<td>Indiana Workforce Intelligence System: Updates and New Directions</td>
<td>Chamber</td>
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<td>Thursday, 11:15 am – 12:30 pm</td>
<td>Welcome Session and Lunch – <em>Sponsored by Incisive Analytics</em></td>
<td>Capitol 2&amp;3</td>
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<td>Thursday, 12:30 – 1:30 pm</td>
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<td>Thursday, 1:45 – 2:30 pm</td>
<td>Business Intelligence – A Tale of Two Universities</td>
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<td>A Look at Enrollment Patterns and Degree Obtainment at a Two-Year Community College</td>
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<td>Using NSSE to Understand Student Success: A multiyear analysis</td>
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<td>Thursday, 2:30 - 3:15 pm</td>
<td>Poster Session, Dessert Break, Exhibitors – <em>Sponsored by Taskstream</em></td>
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<tr>
<td>Thursday, 3:15 – 4:00 pm</td>
<td>How Can Entering Student Surveys Help You Promote Student Success?</td>
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<tr>
<td>Friday, 7:45 – 8:15 am</td>
<td>Breakfast – <em>Sponsored by Blackboard Analytics</em></td>
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<td>Friday, 8:30 – 9:15 am</td>
<td>Satisfaction and self-perceptions: How are they related?</td>
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<td>The NSSE Update: Analysis and Design of Ten New Engagement Indicators</td>
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<td>Advanced Qualtrics Use</td>
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<td>An Interactive Knowledge Bank for Information Retailing</td>
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<td>Refreshment break and checkout</td>
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<td>Making Reports that Drive Decisions: Answer the Right Question, Tell the Truth, Tailor to the Audience, and Make it Pretty</td>
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<td>Using Propensity Scores to Evaluate Education Programs</td>
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<tr>
<td>Friday, 11:45 – 12:45 am</td>
<td>Keynote Address – New Roles, New Skills, New Collaborations Jan Lyddon and William Knight</td>
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Incisive Analytics: An Unbeatable Formula for Success

In today's market, it is essential that your organization’s data be accurate, available when you need it, and presented in the right form for every audience. Leveraging a proven methodology and years of experience, we deliver actionable results that can drive performance from the top down and bottom up!

What We Do
Our focus is to collaboratively design and deliver results that solve your most challenging business analytics and information related problems. Clients comment they know more about their business when we leave than when they engaged us. We provide full-lifecycle Business Intelligence and Data Governance solutions, needs discovery, tool selection, technical design, construction, and implementation that support your organization’s migration into a "Culture of Analytics."

Thinking it through, designing per best practice standards, and our commitment to a Net Brain Gain is the way the Incisive Analytics, LLC team brings big value to any project. Incisive Analytics professionals come armed with vast Business Intelligence and statistical knowledge, as well as expertise and experience in Higher Education.

- We coach organizations to think measurements for better performance.
- We identify appropriate things to measure.
- We write the mathematical measurement formulas.
- We design and create the measurement visualization dashboards and reports.
- We design the target measurement database.
- We design and code the data integration to populate the measurement database.
- We assess and correct data quality.
- We teach clients how to think and do Business Intelligence

Visit our booth or contact us at: Info@IncisiveAnalytics.com
## Thursday, March 27

### Conference Registration
**Capitol Ballroom Lobby**
**8:00 AM – 11:15 AM**

### INAIR Workshops

<table>
<thead>
<tr>
<th>Time</th>
<th>Workshop Title</th>
<th>Instructor(s)</th>
<th>Location</th>
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<tbody>
<tr>
<td>9:00 AM – 11:00 AM</td>
<td>Newcomer’s Workshop</td>
<td>Andrea Ingle and Teresa Sanders</td>
<td>Indiana University Bloomington</td>
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<td><strong>Indiana University Bloomington</strong></td>
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<td><strong>Those new to the IR field are encouraged to attend this workshop. Attendees will participate in an informal discussion about Institutional Research and will learn general concepts, identify resources, discuss practical strategies and be oriented to the functions of institutional research.</strong></td>
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<td><strong>Indiana Workforce Intelligence System: Updates and New Directions</strong></td>
<td>Molly Chamberlin</td>
<td>Indiana Center for Education and Career Innovation</td>
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<td><strong>This workshop will provide an overview of the Indiana Workforce Intelligence System (IWIS). The main focus will be the history of IWIS; the work of the IWIS task force; and future developments that may have positive impact on institutional research.</strong></td>
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### Conference Opening and Lunch

**11:15 AM – 12:30 PM**
**Capitol 2 and 3**

**Opening Lunch**
**Sponsored by:**

![Incisive Analytics Logo](image)

### Plenary Session

**12:30 PM – 1:30 PM**
**Capitol 2 and 3**

**ICI and CECI Updates: Ongoing Collaboration to Support Success**

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<th>Instructor(s)</th>
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<tr>
<td><strong>Molly Chamberlin</strong></td>
<td>Indiana Center for Education and Career Innovation</td>
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<tr>
<td><strong>Scott Feeny</strong></td>
<td>Independent Colleges of Indiana</td>
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Representatives from CECI and ICI will discuss collaboration and data sharing among institutions and other entities in the state of Indiana. Scott Feeny will focus on the ICI data collection process. Molly Chamberlin will share new developments regarding the Indiana Workforce Intelligence System and the ongoing Indiana Academic Standards review and evaluation process, as well as personnel changes at CHE. Another topic for discussion will be collaborative work being done to define college and career readiness in Indiana. There will be opportunities for Q and A and discussion with the presenters.

**Molly Chamberlin** has been working in education policy and research in the state of Indiana since 2002. Currently Molly is the Chief Assessment and Accountability Officer for Indiana’s Center for Education and Career Innovation. She previously served as Associate Commissioner for Research and Information at the Indiana Commission for Higher Education, and before that as Chief Accountability Officer for the Indiana Department of Education.

**Scott Feeny** is Director of Policy and Research for the Independent Colleges of Indiana. He previously served as Assistant Director for Employer Relations at Indiana University’s School of Public and Environmental Affairs. Scott is actively involved in Career Development Professionals of Indiana (CDPI) and currently serves as the organization’s treasurer.
### Chamber

**Business Intelligence: A Tale of Two Universities**  
Sarah Bauer and Brent Drake, Purdue University; Todd Schmitz, Indiana University Bloomington

It was the best of times; it was the worst of times... Business intelligence (BI), analytics, big data – all of these terms are widely used and also have a wide range of meanings. We all would like to say our institutions excel at any or all of these. With the attention on the affordability of higher education, accountability is critical. However, how do we make progress toward true analytic intelligence with all the other work to be done? Purdue University and Indiana University will share the status of BI at their institutions and their ongoing journeys.

### Caucus

**A Look at Enrollment Patterns and Degree Obtainment at a Two-Year Community College**  
Wendy Lin and Cory Clasemann, Ivy Tech Community College-Central Office

This study examined 28,985 new, first-time and inbound transfer, degree-seeking students at Ivy Tech Community College in Fall 2009. The students were followed for three academic years (i.e., nine terms) and enrollment was recorded for each term, resulting in 1,937 unique enrollment patterns. The results revealed intriguing facts – 1) students often shift between full-time and part-time status throughout their academic career; 2) many students display patterns of frequent stop-outs; 3) many students drop-out after one or two terms at Ivy Tech. Furthermore, examining enrollment patterns for students who earned a credential at the end of the three-year time span showed that most of these students were persistent learners, as more than half were enrolled in the first Fall and Spring semester. By contrast, early drop-outs or sporadic enrollment patterns rarely led to credential completion.

### Cabinet

**Using NSSE to Understand Student Success: A multiyear analysis**  
Stefano Fiorini and Linda Shepard, Indiana University Bloomington

NSSE and student academic records are used to advance knowledge on retention, academic performance, and timely graduation. Logistic and linear regressions on student background and pre-college information, financial aid, previous college academic performance, and NSSE responses were conducted to predict academic success defined as: 1) first year fall-to-fall retention and end-of-first-year cumulative GPA, 2) seniors progression to graduation. This study confirms evidence presented in the literature showings that earlier academic success and engagement promotes later higher achievement. Nevertheless, pre-college characteristics do not account for all the student outcomes in college. For first-year students, engagement is predictive of better performance and higher likelihood of retention. For seniors, higher levels of engagement and lower levels of perceived academic challenge predict shorter time to degree completion and on-time graduation.
### Predicting College Students’ Intention to Graduate: A Test of the Theory of Planned Behavior

**Nate Sutter**, Ball State University  
**Kendall Bronk**, Claremont Graduate University

With approximately half of incoming undergraduates obtaining a degree within four to six years since enrollment, the proposed study will examine whether it is possible to increase graduation rates with the Theory of Planned Behavior (TPB). The TPB states individuals are influenced to perform a behavior based on their attitudes, perceived norms, and perceived abilities. The greater these influences and individuals’ motivation to comply with each, the more likely the behavior will be performed. This study will examine how these factors possibly change as students progress toward graduation and whether TPB intervention programs can be created to increase retention rates.

### How Law School Affects Part-Time Students: An Analysis of the Law School Survey of Student Engagement

**Anthony A. Masseria**, Indiana University  
**Robert H. McKinney School of Law**

For a wide array of reasons and despite their presence in American law schools for at least 100 years, part-time law students have been overlooked in pedagogy, in educational literature, and in institutional research. Using the Law School Survey of Student Engagement to offer insights into the experience of this student population, there is evidence to suggest that part-time law students make substantially lower gains from their educational experience than full-time students and that other characteristics within this population exacerbate their lack of engagement. Suggestions are offered for further analysis and for improved practices in institutional research in legal education.

### Exploding Our Understanding of Professional Development

**Jennifer Nailos**, Indiana University

Student Affairs practitioners enter the field with a variety of experiences, skills, previous training, and professional goals. As individuals advance in their careers, need for further professional development grows while the preferred sources and mechanisms for obtaining professional development are dependent on the needs and goals of the individual. This poster will discuss studies related to professional development, identify gaps and limitations in the research, and provide recommendations for both future study and pursuit of professional development among practitioners.

### Implications of Roommate Selection for Student Success for First-Time Freshmen

**Josh Matti** and **Hansol Kim**, Indiana Wesleyan University

This poster presentation examines the effectiveness of a computer generated student-matching system vs. students self-selecting roommates. The researchers measured how roommate selection congruency affects student success in terms of retention, persistence, and overall student satisfaction.

### Exploring Reasons for Student-to-Residence Hall Loyalty

**Ryan McLeland**, Indiana Wesleyan University

In this student-research project, the researcher compared two male residence halls that are believed to be opposites in terms of student loyalty and overall culture. Academic, satisfaction, and engagement data were employed to get a sense of how the halls differ. Implications for building a successful culture within dorm living are discussed.
## Thursday, March 27

### Concurrent Sessions 3:15 PM – 4:00 PM

| Chamber | How Can Entering Student Surveys Help You Promote Student Success?  
|         | Michele Hansen and Steven Graunke, Indiana University-Purdue University Indianapolis |

Entering student surveys have become ubiquitous on college campuses. These surveys can increase understanding of students’ needs, expectations, commitments, past behaviors, and even reasons for selecting your institution. This presentation will focus on how to select and/or design an entering student survey appropriate for your campus’ information needs. The presenters will also provide examples of how entering student surveys can be useful tools for predicting student success levels and for designing effective interventions to address students’ needs.

| Caucus  | Using a Collaborative Data Team to Support University Planning  
|         | Linda Ferguson and Christopher Childs, Indiana State University |

Indiana State University has implemented a strategic enrollment management (SEM) planning process in support of student retention and completion. Critical to this or any other major planning process is the need to inform decision makers and create awareness of environmental, external and internal issues. A Data Team was organized to set the stage for this planning and underpin the SEM plan. This session will describe the Data Team’s composition and its contributions during the planning and implementation phases of the SEM Plan, from conducting a comprehensive environmental scan to providing ongoing analysis as the plan is implemented.

| Cabinet | Mixed Methods Research or 1 + 1 = 3: An Introduction & Discussion Related to IR  
|         | Autumn T. Harrell and Cynthia L. Ahonen, Indiana University |

Can institutional researchers mix methods in their work and research? Why would they do this? What would this look like? In this session, presenters will introduce Mixed Methods Research, what it is and is not, including an overview and discussion of different kinds of Mixed Methods Research designs. Attendees will learn more about Mixed Methods Research theory and gain a better understanding of different Mixed Methods Research designs. Participants will engage discussion on how institutional researchers and campus administrators can apply Mixed Methods to their practice and work.

### Concurrent Sessions 4:15 PM – 5:00 PM

| Chamber | Ain’t Nobody Got Time for That: Making the Assessment Process More Efficient for IR Professionals, Faculty and the Institution  
|         | Ron Severtis and Tanlee Wasson, Indiana University Southeast |

The Office of Institutional Research and Assessment at Indiana University Southeast has utilized technology to make the processes of academic program and General Education assessment more efficient and less burdensome on faculty, IR professionals, and the institution, resulting in multiple benefits including more accurate, timely and complete data collection and an overall reduction in workload. The presenters will explain and demonstrate how they have used a database to drive the assessment process and Remark, Qualtrics, and WEAVE to better facilitate academic assessment. Attendees will be able to apply these methods on their own campuses to improve the assessment process.

| Caucus  | Making Online Education Count: Data Management Challenges and Changes at Indiana University  
|         | Sharon Wavle, Indiana University |

Strategic management of online education requires understanding who our online students are and how well they are learning. During the past year Indiana University has adapted existing information systems and procedures to provide more accurate and relevant online education data. This presentation will (1) discuss the challenges IU faced with respect to counting and tracking online students, classes and programs, (2) describe the collaborative efforts that addressed these challenges, and (3) demonstrate how state-of-the-art data visualization software is helping decision makers interact with information we can now gather regarding online student enrollment, demographics, and performance.

| Cabinet | High Impact Low Maintenance: Creating a Report Using Excel  
|         | Bethany Butson and Maggie Dalrymple, Purdue University |

Our profession is evolving from compiling pages of data into providing concise reports that tell a story. Although demands for our time never cease, we need to become more adept at creating these features without a lot of fuss. This session will demonstrate how easy it is to build a report in Excel without using publishing software and provide an illustration of the report creation process, from data collection to distribution. Additionally, we will highlight key elements and best practices of effective reports.
Thursday, March 27

Award Ceremony, Business Meeting, and Reception

Capitol Ballroom 2 & 3  5:15 PM – 6:30 PM
Door Prizes - Awards - Cash Bar

The INAIR 2014 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.

Find in the front pocket of your folder:
- 2013 Business Meeting Minutes
- Slate of Officers

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Dinner on Your Own
Or
Dinner Groups

Join your colleagues for dinner and conversation
Sign-up sheets are at the INAIR registration table
Groups will depart at 6:45 PM (meet at the INAIR registration table)
Choose from these options:

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<td>Buca di Beppo</td>
<td>Linda Ferguson, Indiana State University</td>
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<td>New Orleans on the Avenue</td>
<td>Steve Graunke, Indiana University-Purdue University Indianapolis</td>
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<tr>
<td>Rock Bottom Brewery</td>
<td>Jake Williams, Ivy Tech Community College</td>
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<td>Scotty's Brewhouse</td>
<td>Mike King, Saint Mary-of-the-Woods College</td>
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**Friday, March 27**

**Capitol 3**

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<th>Breakfast</th>
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<td><strong>There will be designated tables for INAIR Past Presidents, Mentors and Mentees and those interested in being involved in 2015 Conference planning. All other tables are open seating. Please come and go as you please.</strong></td>
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**Sponsored by:**

**Blackboard analytics.**

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**Concurrent Sessions**

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**Chamber: Satisfaction and self-perceptions: How are they related?**

Steven Graunke, Indiana University-Purdue University Indianapolis

The purpose of this study was to identify the model that best describes the relationship between academic satisfaction and two indirect assessments. Data from senior students completing the spring 2013 administration of the IUPUI Continuing Student Survey and demographics retrieved from University records were used to specify three different models of the relationship between academic satisfaction and two latent variables designed to measure students’ self-perceptions of their communication and quantitative skills. Results showed that reciprocal causation may best describe the relationship. Results will be used to better understand and interpret student satisfaction surveys and affect programmatic changes at IUPUI.

**Caucus: The NSSE Update: Analysis and Design of Ten New Engagement Indicators**

Robert M. Gonyea and Allison BrckaLorenz, Indiana University Bloomington

The National Survey of Student Engagement (NSSE) annually collects information at hundreds of baccalaureate degree-granting institutions about student engagement both in and out of the classroom. With the update to the NSSE instrument in 2013, ten new Engagement Indicators were rigorously tested to replace the original Benchmarks of Effective Educational Practice. NSSE research analysts have documented analyses and tests used to evaluate the quality of the indicators, including descriptive analysis and studies of validity, reliability, and survey construction. This session will provide details about the methods and results of these analyses using data from the 2013 administration of NSSE.

**Cabinet: Advanced Qualtrics Use**

Brian Pickerill, Ball State University

Qualtrics has many useful features. While it’s quite easy to learn most of them, this presentation is designed to present some of the more unusual but powerful features of the software. Some topics include the use of Panels, Authentication, Quotas, and Triggers. Reporting techniques will also be covered, including subsets, response-sets, Drill down reports, and Beta Reporting.

**Capitol 2: An Interactive Knowledge Bank for Information Retailing**

Jeffrey Cornett, Funmi Olorunda, and Chris Sleppy, Ivy Tech Community College – Central Region

A knowledge bank is a collection of trusted information that the college has produced itself, or that has been obtained from reputable sources outside the organization. Ivy Tech – Central Region has developed an interactive knowledge bank guided by four principles: selective content, enticingly surfable, model-based, and dashboard-guided. This knowledge bank will be demonstrated as well as the technology used to enable a PDF document to behave interactively and hierarchically. Our knowledge bank solution complements the role of a “data warehouse,” extending the supply chain metaphor into “information retailing.” Enthusiastic users include our Chancellor, board members, staff and faculty.
**Friday, March 28**

### Concurrent Sessions  
**9:30 AM – 10:15 AM**

#### Chamber
**With Liberty and Sustainable Justice for All**  
Brooke Moreland-Williams  
Indiana University

This workshop discusses the role that sustainability has within diversity education and its close relevance to bridging gaps between populations of students on campus and within the campus community. Paraprofessionals and professionals will receive strategies to develop/support programs and initiatives related to diversity issues by utilizing tenets from sustainability education to integrate diversity education into university programming, intentional conversations with students and community service projects within the surrounding campus community. Workshop attendees will also learn "conversation starters" to incorporate in their communication with student leaders working in the residence centers and within residential life related training sessions for student staff and professional staff.

#### Caucus
**Promoting Continuous and Sustainable Academic Assessment through Incentivized Reporting Practices**  
Tanlee Wasson and Ron Severtis  
Indiana University Southeast

The Office of Institutional Research and Assessment (OIRA) at Indiana University Southeast created a two-fold process that promotes ongoing and continuous assessment of student learning outcomes to faculty assessment coordinators that may see assessment as a burden in their already demanding roles on campus. By incentivizing assessment through reduced reporting requirements for showcase academic programs and by managing an assessment report revision period for programs to attain showcase status, OIRA promotes ongoing assessment, continuous improvement, reduces faculty workload and allows OIRA more time to work with weaker programs to develop stronger assessment plans.

#### Cabinet
**Stop-Outs who Finish: An Analysis of Community College Student Factors**  
Sonia Ninon and Kim Stephan  
Ivy Tech Community College of Indiana

Reasons why some community college students stop out are many and the odds low against completing. Yet, some students do earn a credential. What are factors present in community college students who complete an associate’s degree or certificate and how can institutional research clarify implications for leadership? This session will discuss an analysis of relative contributions of demographic characteristics and student engagement to predicting retention in a large sample of community college students. The session will present results of a logistic regression and two-step cluster analysis on all variables found and discuss what best predicts graduation and non-graduation in this group.

#### Capitol 2
**Building Foundations for Curriculum Monitoring in General Education**  
Julie Teague, Stefano Fiorini, Linda Shepard and Mike Sauer  
Indiana University Bloomington

Critical for the effective implementation of a new curriculum is the development of a monitoring program. This paper will focus on the process of establishing benchmark and on-going information to meet the monitoring requirements and provide support for general accountability, i.e., the GenEd is supporting student learning. In this session, we will discuss the process developed for producing an information portal that harnesses student record data and survey data (i.e. National Survey for Student Engagement (NSSE)) to support GenEd monitoring efforts. Specific information about building the data architecture from operations to data representation (in Tableau) will be presented.

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**Refreshment Break and Hotel Check-out**  
Capitol Ballroom Lobby  
**10:15 AM – 10:45 AM**
Friday, March 28

Concurrent Sessions 10:45 AM – 11:30 AM

**Chamber**

**Collaborating Across Offices on Alumni Data Acquisition**

*Timothy Chow, Rose-Hulman Institute of Technology*

With survey research being one of the primary tools in the IR toolbox, measuring educational outcomes is becoming a part of the growing list of duties in many IR offices to help respond to the public’s call for accountability in higher education. Specifically, graduates’ employment and education status are currently being considered as the standard measures across higher education institutions. Collaborating with Alumni Affairs and Career Services on alumni data collection offers opportunities to IR offices with better source of alumni contact and profile information and with various means to better engage alumni for establishing stronger networks for our institutions.

**Caucus**

**Making Reports that Drive Decisions: Answer the Right Question, Tell the Truth, Tailor to the Audience, and Make it Pretty**

*Douglas K. Anderson, Bridgett J. Milner and Lindsay Boersma*

*Indiana University Bloomington*

Universities are filled with managers who aspire to be data-driven decision makers. Our job is to make it happen; we design and produce reports to translate mountains of raw transactional data into information that they can use. We share some highlights of our journey, with lots of examples of reports evolving to meet changing needs. Our guiding principles are: answer the right question, go beyond technically true to truly useful, tailor the report to the audience, and make it pretty.

**Cabinet**

**Using Propensity Scores to Evaluate Education Programs**

*Gary R. Pike and Kirsten Robbins*

*Indiana University Purdue University Indianapolis*

This presentation describes how propensity score matching and propensity score regression can be used by institutional researchers in program evaluation and assessment to make causal claims about the effects of education programs. Propensity score procedures are used to evaluate the effectiveness of Project Lead the Way—a national program designed to increase the number of students attending four-year colleges, majoring in STEM disciplines and majoring in engineering. Data for 59,917 Indiana high school graduates are analyzed and results using propensity score procedures are compared to traditional logistic regression results. Tests of the appropriateness of propensity score matching are also described.

Keynote Address 11:45 AM – 12:45 PM

**Capitol 2**

**New Roles, New Skills, New Collaborations**

*Jan Lyddon, Indiana Council for Higher Education and William Knight, Ball State University*

Career pathways of most of us vary widely; we will use these to illustrate the changes in the profession over the last several years through interactive discussions. Other factors also affect our work, including external accountability and competition, shifting internal priorities, technology changes, leadership turnover, and ultimately the climate for decision support on our campuses. The multi-function IE office is emerging in many places, and we will explore this in depth along with the requisite capabilities of personnel that do this work. We will conclude by highlighting the need for and strategies to accomplish leadership development in the profession.

*Jan Lyddon* is a Principal with Organizational Effectiveness Consultants and consults with colleges and universities to provide IR and IE support. She is a Data Coach with *Achieving the Dream* and is also affiliated with Collaborative Brain Trust.

*Bill Knight* is Assistant Provost for Institutional Effectiveness at Ball State University, is a founding member of the Association for Higher Education Effectiveness and leads Ball State’s institutional research certificate program. He is past president, past forum chair and a past member of the Board of Directors of the Association for Institutional Research.
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