

The 21th Annual Conference of the Indiana Association for Institutional Research
 March 8-9, 2007 – French Lick Resort and Spa, French Lick, IN

Building on the Past, Moving Toward the Future
 Program

Thursday, March 8

Conference Registration: 8:00 am – 9:00 am

Pre-Conference Workshops: 8:30 am – 11:00 am

The Matrix Reloaded: Building a Markov Matrix from Past Data to Project Future Undergraduate Enrollment Clifton Ballroom I	Visual Basic Programming in Excel Dickason
Carol Kuiper and Brent Drake Purdue University	Chris Maxwell Purdue University
<p>The key to next-term enrollment forecasting is accurately modeling student flow through an institution. Markov models have always been theoretically attractive, but until recently construction of the Markov matrix was an obstacle that prevented many IR offices from fully exploring this option. Workshop participants will construct an operational projection matrix using tools found in the standard Microsoft Office suite.</p> <p>This workshop is designed for IR and EM professionals who make or use enrollment estimates. No prior knowledge of Markov chains or matrices is assumed. Experience with Excel is required; an acquaintance with Access will be helpful but is not necessary. Participants should bring a flash drive storage device.</p>	<p>This workshop is designed to provide instruction on using Visual Basic for Applications (VBA) in Excel. VBA can be used to maintain, manipulate, and automate production of reports with Institutional Research data. Specific topics to be covered will include examples from prior INAIR workshops on this topic (VBA I and VBA II – Custom user forms) as well as some new examples, to be decided according to the wishes of those who sign up. A brief overview of basic VBA principles will open the workshop.</p> <p>After each topic is introduced, participants will work through examples while the presenter provides hands-on assistance. Commented code samples for each topic will be provided via http://www.purdue.edu/OIR/irvba/default.htm. The intended audience is researchers who use Excel for reporting and have some experience programming in any language.</p>

Conference Registration: 9:30 am – 10:00 am

Pre-Conference Workshops: 10:00am – 11:00 am

SIS: Past, Present, Future Fairbanks	Newcomers Workshop: The Really Good Stories Taggart
Jennifer Seabaugh Indiana Commission for Higher Education	Bill Tobin and Sherry Woosley DePauw University and Ball State University
A summary of 0506 SIS data submissions and data testing reports. Expansion of SIS fields to include STN, SAT Writing test score, Frank O'Bannon IN part-time grant, federal ethnicity categories. Implementation of Fall aggregate data collection via upload process. Opportunity for discussion on SIS submission and SIS field development.	Participants will be oriented to the functions, resources, and activities of institutional research.

Conference Registration: 11:00 am - 11:30 am

Keynote Address, Randy Swing: 11:30am – 12:30 pm

Cliffton Ballroom I

Randy L. Swing, Ph.D. is Co-Director and Senior Scholar for the Policy Center on the First Year of College located in Brevard, North Carolina. Dr. Swing joined John N. Gardner and Betsy O. Barefoot in establishing the Center in 1999 with funding from The Pew Charitable Trusts. With additional grants from The Atlantic Philanthropies and the Lumina Foundation for Education, the Center developed the Foundations of Excellence® in the First College Year as an aspirational model for excellence and process for institutional assessment and improvement planning.

During the Center's first five years, Dr. Swing's work focused on developing new tools and techniques for evaluating the efficacy of first-year initiatives. Building on a philosophy that assessment is a means to an end (not an end in itself), his work has helped colleges improve the first college year for students through data-driven decisions. He contributed to two national surveys of first-year students, *Your First College Year* (YFCY) and the *First-Year Initiative* (FYI). Since joining the Policy Center he has presented over 150 workshops, conference sessions and keynote addresses at national and international conferences on the first-year, institutional research, college teaching, and higher education assessment.

Along with Policy Center colleagues, he is co-author of the 2005 Jossey-Bass book, *Achieving and Sustaining Institutional Excellence for the First Year of College*. He edited two monographs on first-year assessment, *Proving and Improving: Strategies for Assessing the First College Year* and *Proving and Improving (II): Tools and Techniques for Assessing the First College Year* and contributed chapters to several other books, including *Challenging and Supporting the First-Year Student: A Handbook for Improving the First Year of College* (Upcraft, Gardner, and Barefoot, 2005). His research on first-year seminars has been widely disseminated through the First-Year Assessment Listserv and included in *Assessment Update* and *About Campus*. He serves on the editorial boards for the *Journal of General Education*, and the journal of *Innovative Higher Education*.

Until 1999, Dr. Swing worked for 20 years in a wide range of first-year programs at Appalachian State University. He was the founding director of the Assessment Office, co-director of the Freshman Seminar, founding director of the Academic Advising Center, and coordinator of the Upward Bound program. These programs received national awards for excellence including *Time Magazine's 2001 College of the Year* award for outstanding service to first-year students.

He holds a Ph.D. in higher education from the University of Georgia, MA and Ed.S in counseling/student development from Appalachian State University, and B.A. in Psychology from the University of North Carolina – Charlotte.

In addition to his appointment at the Policy Center, he is a fellow at the National Resource Center on The First-Year Experience and Students in Transition at the University of South Carolina, holds an honorary appointment as Visiting Associate Professor at Kansai University of International Studies in Japan, and serves as an international advisor to the Quality Assurance Agency of Scotland.

Buffet Lunch: Collonade Buffet, 12:30 pm – 1:45 pm

Program Sessions: 2:00 pm – 2:45 pm

Conducting Diversity Research: Project Management as a Tool for Systematic Change Dickason	High School Profile: An HTML Application for Recruitment Process Fairbanks	Primer on Assessment Models Taggart
Roberta Rodriguez Thomas, Dynesha Mason, and Kim Meeks Vincennes University and ISU	Iryna Y. Johnson Indiana University	Randy Swing Policy Center on the First Year of College
	Accurate and current knowledge of a target population is important for the efficient enrollment management. As high school graduates are many colleges' primary target population, information on high school students' performance and socio-demographic characteristics as well as their success at a particular college becomes crucial for the recruitment process. Each college attracts students from numerous schools, and presenting information on these schools in a compact way is a challenging task. This session introduces HTML application that arranges high school information and makes it easy to use.	This workshop is a primer on three assessment models: Criterion-Based, Value-Added, and Benchmarking. The core constructs for each model will be presented along with an evaluation of each model's strengths and weaknesses. Understanding these three assessment models will allow IR Officers to evaluate proposed assessment plans and provide a basic structure for developing new assessment efforts.

Break: 2:45 pm – 3:30 pm – Cliffton Foyer

Poster Presentations, Networking, and Refreshments

(Poster descriptions on the last page of the program.)

Program Sessions: 3:30 pm - 4:15 pm

Making Use of Spirituality Inventory Instruments Dickason	What Kind of Transfer? Fairbanks	An Introduction to IPEDS and the IPEDS Peer Analysis System (PAS) *Starts at 3 pm* Taggart
Don Sprowl Indiana Wesleyan University	Johnnie Meadors, Jr. and Victor M. H. Borden Indiana University	Cheryl Lucas Purdue University/AIR
The purpose of the paper is to highlight the possible uses of spirituality inventory instruments in the context of assessment, program development, and strategic planning. The springboard is a case study of the recent use of two such instruments (HERI College Students' Beliefs and Values survey and Conventus Spiritual Transformation Inventory) at Indiana Wesleyan University.	Student transfer between and among postsecondary institutions has become a subject of increasing interest among higher education researchers and practitioners as the level of transfer activity continues to climb. Higher education researchers, institutional researchers, policy makers and student and academic support providers grapple with issues related to serving transfer students due to the lack of research and the inherent complexity of the phenomenon. This paper identifies some explicit and implicit taxonomies and descriptive dimensions of student transfer so as to subsequently inform research and practice.	This workshop is designed to provide the new professional with a context for understanding IPEDS and its data collection and retrieval tools. It will include a brief overview of the relationship between IPEDS and NCES, the history of IPEDS, and a description of the surveys and data of IPEDS. The majority of the workshop will include an overview of the features of the IPEDS Peer Analysis System (PAS) and data retrieval using the PAS. Workshop attendees will be given several exercises to retrieve some commonly required data and shown some ways to use that data for comparison purposes. All workshop attendees must pre-register and will need to bring a laptop. There is no cost for the workshop but we need to make sure equipment hookups will be available for everyone.

Program Sessions: 4:30 pm - 5:15 pm

LEAPing Forward: Creation of the Longitudinal Evaluation and Assessment Panel at Ball State Dickason	Analysis of Multiple Years of NSSE Data: Tips and Techniques Fairbanks	An Introduction to IPEDS and the IPEDS Peer Analysis System (PAS) Taggart
Steven Graunke and Donald Whitaker Ball State University	Robert Gonyea, Shimon Sarraf, T. Shoup, Julie Williams, and Pu-Shih Chen Indiana University at Bloomington	Cheryl Lucas Purdue University/AIR
This presentation will provide audience members with the background, theory, purposes, and practices of the Longitudinal Evaluation and Assessment Panel (LEAP) at Ball State. Descriptions of current and future research projects will also be included. In addition, the presentation will include an opportunity to solicit feedback and exchange ideas regarding this and similar projects being conducted on other campuses.		(continued)

5:30 pm – 6:15 pm

Awards Ceremony, Prize Drawings and Business Meeting
Clifton Ballroom II

Awards for the INAIR 2006 conference best presentation and AIR-BIRC grants will be presented. The annual business meeting and door prize drawings will also take place at this time.

6:30 pm – 8:30 pm

Dinner and Entertainment – Clifton Ballroom II

Dinner will be a sit down meal. During dinner, there will be a murder mystery theatre.

Friday, March 9

Buffet Breakfast: 8:00am – 9:00am

Collonade Buffet

Program Sessions: 9:15am – 10:00am

College Student Employment, Engagement and Academic Achievement Dickason	From Out-Sourced to In-House, the Evolution of the Course Evaluation Process Fairbanks	Mining Institutional Data in Quarry Country: MS Access 2007 Tips and Techniques Taggart
Gary Pike, Ryan McKinley and George Kuh IUPUI, IU Bloomington, and NSSE	Michelle L. White University of Southern Indiana	Liam Newlin and Teresa Sanders Indiana University - System
This study examined the relationships among college student employment, engagement, and academic achievement using nationally representative data from the 2004 administration of the National Survey of Student Engagement (NSSE). A specific focus of this study was on the moderating effects of student engagement on the relationship between work and grades. The results for first-year students and seniors indicated that there was a significant nonlinear relationship between student employment and grades, even after controlling for entering student characteristics and levels of student engagement.	Course evaluations are utilized as a means of assessing faculty teaching effectiveness and instructor self-improvement. Institutional research is dedicated to validity and value of student ratings as well as the course evaluation questionnaire, giving recommendations to show the way to an improved evaluation process. In an effort to create a course evaluation form and process that best suits the need of its faculty and administration, USI changed from outsourcing its course evaluation process to an in-house system using Scantron ClassClimate software for fall 2006. In addition, the University developed its own course evaluation questionnaire. This paper will review the evolution of USI's course evaluation system as well as the limitations and difficulties encountered. Finally, strategies found for improving the evaluation process will be discussed.	

Program Sessions: 10:15am – 11:00am

Supporting First-Year Student Success by Making Achievement Possible (MAP-Works) Dickason	Creating Weights to Improve Survey Population Estimates Fairbanks	IPEDS Update Taggart
Donald Whitaker and Sherry Woosley Ball State University	Shimon Sarraf and Pu_Shih Daniel Chen Indiana University Bloomington	Cheryl Lucas Purdue University/AIR
Making Achievement Possible is a unique assessment project that utilizes survey results to support first-year student success. Begun in 1989, the MAP project is entering a new phase through the power of technology. MAP-Works, the new phase, utilizes an on-line assessment system to administer a survey, engage students with individualized feedback and information, and involve staff with interactive reporting. See and learn how MAPWorks can support first-year student success.	The assumption among many institutional researchers is that weighting data can improve the accuracy of survey population estimates based upon smaller samples. However, our educated guess is that, with the exception of a relatively small group of AIR members, many avoid weighting, or leave the details to other researchers, because of the general difficulty with finding step-by-step materials to guide them through this process and/or the absence of workshops and programs at conferences. Using experience gained from working at a large survey research operation, presenters will attempt to shed light on this area and begin to fill some of this gap.	This session will include up-to-date information on registration times, scheduling, collection components and new developments in the Integrated Postsecondary Education Data System (IPEDS). A brief overview of the IPEDS system will be followed by an update of the changes to the IPEDS collection this year and those anticipated next year. The presenter will review the latest enhancements to the Peer Analysis System.

Closing Session: 11:15am - 12:15pm – Clifton Ballroom I

Jennifer Seabaugh

Indiana Commission for Higher Education

Conference Adjourns: 12:15pm

Poster Sessions

Are First-Generation Students Less Likely to Succeed? A Longitudinal Look at Parental Support and Educational Goals	Bringing the First Year Experience Into View	Employment in Institutional Research: Where the Jobs Are and What the Employers Are Looking For
Mital Patel and Stephanie Drane Ball State University	Iryna Y. Johnson and Patricia J. McClintock Indiana State University	Nicholas Racz Ball State University
Success of college students is measured and influenced in many different ways. Parental support and educational goals may be two factors for first-generation students' success. First-generation students may experience less support and set their goals lower than other students that have parents who attended college. This project will display data from the past 10 years investigating patterns or changes among the first-generation college students in regards to their parental support and educational aspirations.	Making the transition to college is a challenge for most students. Attrition studies show that the first-to-second year period is a common point of departure from college. At Indiana State, about one-third of students leave before the beginning of their second year. By studying the experiences of freshmen, we attempted to answer the critical question: how can the institution help first-year students succeed? This poster session will display the visual results of the students' experiences on ten (10) easels; provide a looping PowerPoint presentation of all pictures taken, complete with student quotes; and make available paper copies of the formal study upon which this session is based.	Each week there are numerous job postings in the field of Institutional Research. These job postings are for a variety of positions ranging from entry level work to director positions. Although many of these jobs are for the same type of work, they are advertised in different ways, require different sets of qualifications, and vary by region and type of institution. The purpose of this poster is to identify trends in today's Institutional Research job market in relation to qualifications needed for employment, type of employment, and location of employment.
An Exploration of University Diversity Statements in the United States	Information on Graduate and Professional Students and Programs: What's Available on IR Websites?	Institutional Research: A Global Perspective
Amy Crane and Kelly Lessel Ball State University	Rebecca Bell Ball State University	Rebecca Culbertson Ball State University
The way that colleges define diversity reflects their viewpoints and approaches to multiculturalism. Inclusion of diversity statements in university websites differs according to region in the United States. This project attempts to identify differences according to university statements of diversity. This poster looks at the range of goals, definitions, and statements according to regional location.	The purpose of this poster is to provide a comprehensive description of the amount and type of data available about graduate and first professional students and programs on universities' institutional research websites. Current trends in reporting can be explored through the comparison of available data from multiple universities.	This poster illustrates the saturation of IR programs on a global scale. Special emphasis is placed both on the regional and state levels within the United States. Research will also highlight the overall global mission statements of various IR programs and contrast both the differences and similarities between these programs.
Issues in Distance Learning: A Checklist for Assessment	Understanding the U.S. News & World Report "Best Colleges" 2007: How It Works, Problems and the Implications for IR	What's in MAP-Works? An Analytical Look at Exploratory Questions in This Year's Survey
Angie Miller Ball State University	Matthew J. Hendrickson Ball State University	Steven Hawks Ball State University
The purpose of this poster is to explore the various issues in distance learning that can impact the field of Institutional Research. As distance learning becomes increasingly popular in higher education, some special considerations are needed in assessing and evaluating these programs. Many issues in distance learning are unique to this type of educational setting, and these issues can be examined through searching the literature and compiling the findings into one comprehensive list.	The U.S. News and World Report system has become the icon for college rankings. This poster explains how the system works, as well as the factors used in determining an institution's rank. Problems with this system are then explored, as well as several justifications for the use of the rankings. Various methods for manipulating an institution's ranking are proposed. Lastly, some implications of the USNWR system on Institutional Research are discussed.	The Making Achievement Possible (MAP) Survey was given to freshmen during the third week of fall semester to measure student strengths and talents, as well as to identify areas for further development. Several new concepts and questions appeared on this year's MAP survey. Those included questions about how close a student is to their home and how often they plan to go home during the school year, the number of courses they are struggling in and for what reason, and how their parents and friends encouraged them to attend college. This poster presentation will examine these three topics in detail by analyzing freshmen responses.

Continued on next page.

Writing Competency As a
Collaborative Assessment Effort
at Ball State University

Rebecca Costomiris and Cheryl Buchanan
Ball State University

The January issue of the *Ball State Alumnus* announced that “Ball State’s writing program has been honored for its work in teaching composition to students. The program received the Conference on College Composition and Communication’s (CCCC) Writing Program Certificate of Excellence for 2006-07. The awards committee recognized the Ball State program as exemplary due to its solid approach to teaching composition as an act of reading and writing across modes of communication.”

The Office of Academic Assessment and Institutional Research and the English Department work collaboratively to assess the writing competency of students in fulfillment of a core curriculum requirement.