



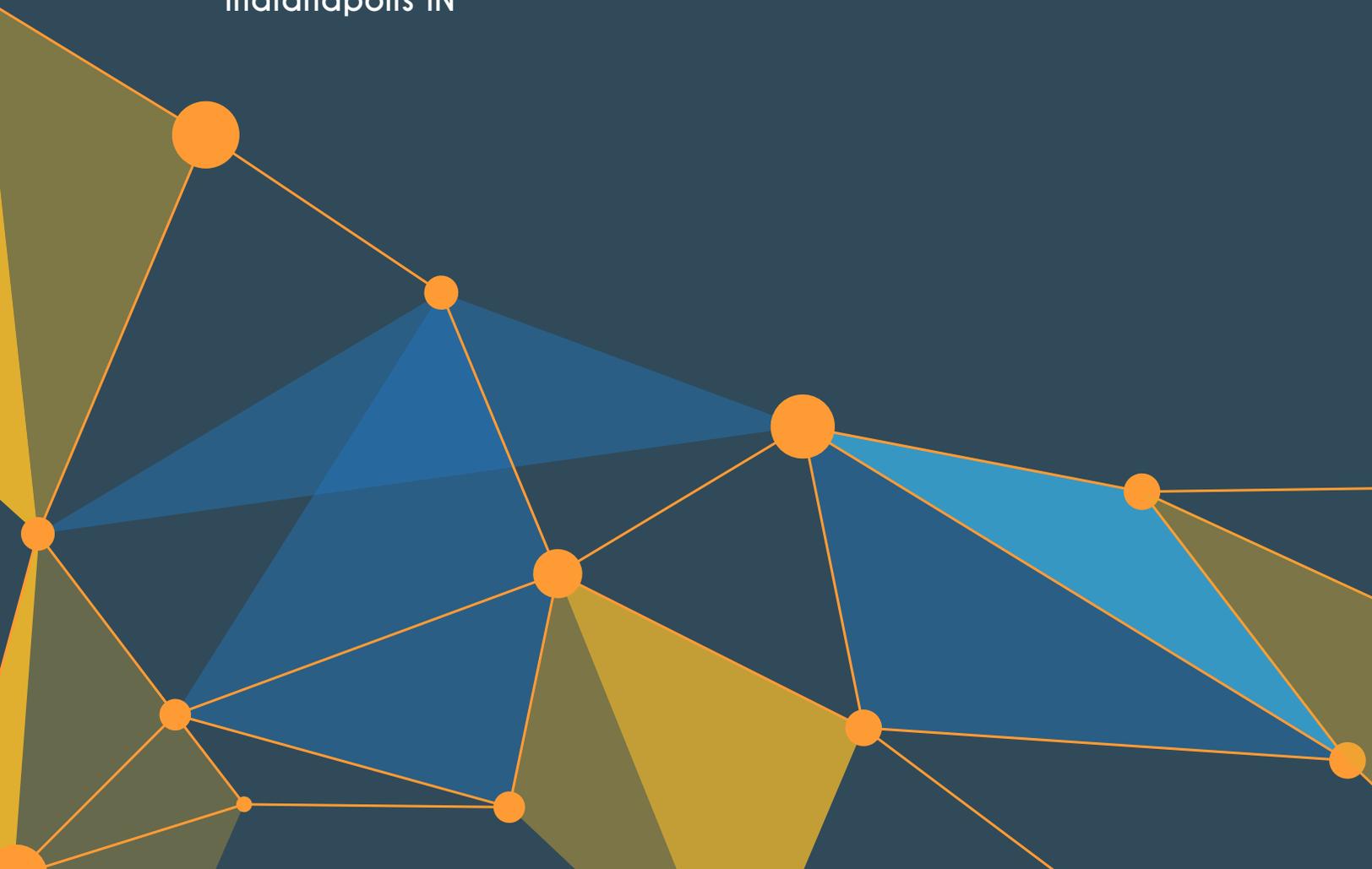
# 31<sup>ST</sup> Annual Conference

## INDIANA

ASSOCIATION FOR  
INSTITUTIONAL RESEARCH

**March 23–24 2017**

Sheraton Indianapolis City Centre,  
Indianapolis IN



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Formed in 1993, Indiana Campus Compact is a partnership of college and university presidents and chancellors who have committed themselves and their institutions to their communities through mutually beneficial and meaningful collaborations to create engaged citizens and vibrant communities. Indiana Campus Compact is the only organization in the state that works with public, independent, and two-year institutions of higher education.



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## Bronze

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# Schedule at a Glance

## Wednesday, March 22

9:00am–5:00pm | AIR/INAIR \*FREE\* IPEDS workshop

## Thursday, March 23

8:00am–11:00am | Early conference registration

8:00am–11:00am | Pre-conference\*FREE\* workshops

11:15am–12:30pm | Opening remarks and welcome lunch- Sponsored by Indiana Campus Compact

12:45pm–1:30pm | Deploying business analytics at Purdue University  
\*Engaging undergraduate college students in extra curricular research: the AIRCats model  
Student performance dashboard: An enterprise solution for on-demand program evaluation  
\*denotes best paper submission

1:45pm–2:30pm | Factors that predict passing scores on the Core Academic Skills Assessment test (CASA)  
\*Implementing data-driven strategies to improve the success of low-income twenty-first scholar students  
"Now, just summarize that for me!"  
There's more to college than classes

2:30pm–3:15pm | Poster session, Dessert Break, Exhibitors–Sponsored by Taskstream and iDashboards

3:15pm–4:00pm | Another approach to visualizing student migration  
Enrollment composition: A new approach to enrollment management  
\*The mediating effects of institutional mission on relationships among first-generation status, engagement, and learning outcomes

4:15pm–5:00pm | Defining non-traditional students  
Excelling at Excel: Shortcuts, tricks, the magic spin button, sparklines, and more  
I'm not gonna key all that! Aligning database programming to automate completion of odious excel surveys/templates using minimal VBA code  
\*Want to be a Vice President? Here's How

5:30pm | Award ceremony, business meeting, reception–Sponsored by Times Higher Education

## Friday, March 24

8:00am–9:00am | Breakfast

9:15am–10:00am | Adding or transitioning assessment and strategic planning software from implementation to faculty training: A case study for IR professionals  
CHE update and report overview  
Exploring on-campus student employment and student success  
\*Facilitating successful course pathways using recommender tools: New insights for advisers

10:00am–10:30am | Hotel checkout

10:30am–11:30am | Keynote address- Katie Zaback, Director of Research, Complete College America

# Wednesday, March 22

## **AIR/INAIR IPEDS workshop**

9:00am–5:00pm

Hosted by the Association for Institutional Research

## **IPEDS Finance Training for IR Professionals, Sandra Kinney**

This workshop is designed for IR professionals who have no training in finance or accounting, and focuses on a general understanding of higher education finance with an overview of where, how, and why IPEDS Finance data are used. Topics include an introduction to higher education finance; Governmental Accounting Standards Board (GASB) vs. Financial Accounting Standards Board (FASB); key accounting concepts; a review of general purpose financial statements and how they relate to the IPEDS Finance survey; and reporting comparison challenges. Exercises provide participants with experience completing the IPEDS Finance survey and benchmarking with commonly used finance variables.

## **IPEDS Data and Benchmarking: Supporting Decision Making and Institutional Effectiveness, Erez Lenchner**

This workshop introduces the fundamentals of benchmarking as a measure of institutional effectiveness. It is designed for individuals with little to no experience in benchmarking studies. Participants use data from the IPEDS Surveys, Data Feedback Reports, and the “Use of Data” section of the NCES website to learn about the types of comparison groups that can be constructed. Exercises demonstrate establishment of key performance indicators (KPIs) and identification of variables to refine comparison groups.

Note: Participants are required to bring a MAC or PC laptop with wireless capability and Microsoft Excel.

# Thursday, March 23

## Early Conference Registration

8:00am–11:00am, Lower level - Foyer

## Pre-Conference Workshops

9:00am–11:00am, Lower level

### **Using the Indiana Network of Knowledge (INK) to improve the education to workforce transition in Indiana, Jeff Hudnall • Circle Suite East**

The Indiana Network of Knowledge (INK) is Indiana's Statewide Longitudinal Data System. INK currently collects education and workforce related data that spans the pre-k to workforce pipeline from four Indiana State agencies. INK is currently working on answering data requests from various stakeholders and is looking to connect with University staff and faculty to provide them with longitudinal administrative data. During this presentation, INK staff will cover the elements of the longitudinal data sets and offer suggestions for ways in which the data might be used. They will also talk about the current and future projects, partnerships, and solicit input from institutions on other data elements that might be useful.

### **Newcomer's Workshop, Andrea Ingle • Circle Suite West**

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.

## Opening Remarks and Welcome lunch-Sponsored by Indiana Campus Compact

11:15am–12:30pm, Meridian Center

## Concurrent Sessions

12:45pm–1:30pm, Lower level

### **Deploying business analytics at Purdue University, Zach Yater & Ben Wiles, Purdue University • Monument Suite**

Learn how Purdue has been able to create and deploy impactful business analytics in a distributed environment. The focus will be on human resources, finance, and physical facilities. Regular collaboration helped build a solid foundation in infrastructure and domain knowledge while providing a launching point to allow dissemination of meaningful dashboards and analyses that improve baseline of knowledge of the campus at-large, improve operational efficiencies, and provide necessary information to decision-makers. We will discuss how we got to where we are, a roadmap for the future, and showcase some of the analytics which have been put in place including Tableau dashboards.

### **Engaging undergraduate college students in extra-curricular research: the AIRCats model, Tony Parandi & Sara Starkey, Indiana Wesleyan University • Circle Suite Center**

This program focuses on the engagement of undergraduate students in research methods outside of the classroom by giving students the opportunity to work alongside Institutional Research professionals while enabling student involvement in bridging the gap between data collection and analysis. In order to achieve this goal, The Office of Institutional Research at Indiana Wesleyan University created a student group known as AIRCats. An acronym which stands for Assessment and Institutional Research Cadre ("Cats" being an homage to the IWU mascot). This program began as a way to collect student sampling for nationally-normed surveys and assessments and evolved into a student-based research group. It is now considered a mix of an honors and social club.

\* Best paper submission

**Student performance dashboard: An enterprise solution for on-demand program evaluation, Taylor Brodner & Hao Zhu, Purdue University • Circle Suite East**

Purdue University uses Tableau data visualizations and enterprise data to analyze the efficacy of student and academic affairs initiatives. The dashboard includes demographics and student achievement metrics such as grade distributions, graduation rates and retention rates. These data can be filtered and applied to custom populations to compare performance to the general populous. This presentation will provide participants with a better understanding of how to deliver actionable data needed to support student learning and success. By partnering with faculty and university data analysts, higher education professionals can move beyond raw data into data-driven decision making.

## Concurrent Sessions

1:45pm–2:30pm, Lower level

**Factors that predict passing scores on the Core Academic Skills Assessment test (CASA), Mary Beth Mitchell & John Novak, Indiana University Northwest • Monument Suite**

This study analyses the achievement gap on the CASA test for underrepresented students and explores factors that predict passing scores on the CASA test. It also presents recommendations on how education units can better prepare these students to pass the CASA test. Results from the statistical tests were significant and showed evidence of an achievement gap on the scores for African American and Hispanic/Latino students compared to white students.

\* Best paper submission

**Implementing data-driven strategies to improve the success of low-income twenty-first scholar students, Michele J. Hansen & Brooke Moreland, Indiana University-Purdue University Indianapolis • Circle Suite Center**

Institutional researchers are often charged with determining which educational practices and strategies are the most effective in terms of improving students' levels of academic success. Many higher education institutions serve low-income students who have high levels of unmet need. These students often face social, academic, and economic barriers to academic success. Our presentation focuses on the strategies that IUPUI implemented to improve the success of 21st Century Scholars (low-income students who receive State aid). There were notable improvements in IUPUI TFCS retention rates over the past five years and this research examined a variety of academic, social, and financial support factors that contributed to the significant improvements in student success outcomes. In addition to the quantitative investigation, this study focused on the stories of TFCS first-time beginners who received state aid along with additional IUPUI institutional aid and programming support.

\* Best paper submission

**"Now, just summarize that for me!", Lindsay Boersma, Katie Madinger & Nancy Remillard, Indiana University Bloomington • Circle Suite East**

Requests for "all the data" are commonplace in our office and without fail, the follow-up request is always "Ok, now summarize that for me." These requests for summaries have become more and more frequent since implementing Tableau for the majority of our reports and data visualizations. Over the past few years, we have learned what works well and what does not work well and will share some tips we have for other IR professionals also facing these requests. We will also allow a few minutes for participants to provide feedback and ask questions.

**There's more to college than classes, Linda Ferguson, Indiana State University & Nandini Ramaswamy, Butler University • Circle Suite West**

It has long been recognized that student involvement in out-of-class academic and non-academic activities contributes to a holistic education. However, it has been difficult for colleges and universities to determine the level of participation by individual student and to assess such activities. Indiana State University is capturing course-based curricular engagement hours in several categories as well as student participation in organizations, volunteerism, and activities and will share examples of how this information is organized, reported and used. As part of its Core Curriculum graduation requirements, Butler University students complete a course-based service learning requirement – the Indianapolis Community Requirement (ICR). The process for assessing the ICR student learning outcomes will be discussed.

**Poster session, Dessert Break, & Exhibitors–Sponsored by Taskstream & iDashboards**

2:30pm–3:15pm, Lower level, assembly area

**An examination of the accuracy of birth order stereotypes, Abigail McFeaters, Indiana Wesleyan University.**

The purpose of this research was to determine if the stereotypes proposed by Alfred Adler surrounding birth order accurately describe the members in each category; only child, first born, middle born, and last born. These stereotypes are often taught in general psychology classes, but like any stereotypes, are broad generalizations and not entirely accurate for all members of the groups. To help determine the accuracy, a random sample of 100 residential students from Indiana Wesleyan University were invited to participate in a survey designed to link certain characteristics to birth order. There was a response of 50 students. The survey consisted of 14 questions asking participants to indicate how much they identified with the personality trait that was indicated on each question by placing themselves on a 1-7 Likert scale. After running tests significance with SPSS, results supported the idea that these are broad generalizations but do have some accuracy. With this knowledge one can determine that not all stereotypes apply to each member of a certain group and more research is needed to fully understand this idea.

**An exploratory study comparing traditional and non-traditional undergraduates in two key developmental areas: Spirituality and student-faculty interaction, Charlie Hurlocker, Indiana Wesleyan University**

This analysis sought to explore the dimensions of student-faculty interaction and spiritual development between traditional students and non-traditional, adult learners. To do this the researcher used National Survey of Student Engagement (NSSE) survey data for both types of students. Additionally, the researcher investigated the effects of denominational affiliation and academic division. Using t-test, ANOVA, and correlational designs, the results indicated the degree to which traditional and non-traditional student differ in both domains. The primary implication from this study is the need to help both types of students have similarly meaningful experiences in these crucial areas.

**Easy living to livin' on a prayer: Roommate compatibility, Emily Winegard, Indiana Wesleyan University**

This research explores the factors of roommate compatibility within a small, Midwestern university. To determine the accuracy, a random sample of 100 residential Indiana Wesleyan University students were invited to participate in a survey to measure their compatibility level with their roommates. There were 69 students who responded. The survey consisted of 20 questions. Participants were asked to respond to questions within the survey relating to their experiences in rooming with other people on campus. A Likert scale from 1-5 was used for the participants to indicate how important or unimportant a generalized factor was to them as well as if they always or never have an argument or spend time with their roommate. After running tests through SPSS, the major implications were that speedy conflict resolution and spending time together had a positive effect on roommate compatibility but more research is needed to fully understand this relationship.

### **Investigating the relationship between feminism and perceived pressure to marry in undergraduate college students, Katura Rowe, Indiana Wesleyan University**

The purpose of this study was to investigate the degree to which feminist beliefs impact the level of pressure women feel to find their spouse during their college years. The researcher hypothesized that women with stronger feminist beliefs will feel less pressure to marry during, or shortly after their college years (early 20's). To test this, a random sample of 500 residential college females from Indiana Wesleyan University were invited to participate in a two-part survey designed to measure both their level of feminist beliefs and how much pressure they feel to get married. With a response rate of 37% (N = 186) the results were both confirming and surprising. The major implications was that some degree of feminism can have a positive effect on the student's ability to cope with pressure to marry, but also that more research is needed to fully understand this phenomenon.

### **Major strengths: The relation between StrengthsQuest results and declared major fields of study, Sarah Pierce, Indiana Wesleyan University**

The purpose of this study was to examine potential associations between students' strengths, their chosen major fields of study, and the frequency of changes made to their declared major. This study utilized reports of StrengthsQuest (Clifton, Anderson, & Schreiner, 2002) results, which is an instrument that indicates an individual's top 5 themes of strengths. To test this, random sample of 100 undergraduate students at Indiana Wesleyan University were asked to participate and 71 students agreed to make available their StrengthsQuest results along with their major information for the purpose of this study. Information for each participant of this study regarding StrengthsQuest results, declared majors, and major changes were collected and statistical analyses were conducted. The statistical analyses included a chi-square to test for associations between StrengthsQuest results – chosen majors and StrengthsQuest results – frequency of changes in declared major. There is evidence to support that students' strengths does factor in to their choice of major and changes made to their major, however more research would need to be conducted to fully understand this association.

## **Concurrent sessions**

3:15pm–4:00pm, Lower level

### **Another approach to visualizing student migration, Maggie Dalrymple & Siva Naidu, Indiana State University • Monument Suite**

It has long been a challenge for institutional researchers to effectively display student migration patterns between departments in a consumable way. As with many other institutions, our university has provided detailed data tables of the majors and departments by term in an effort to show the student migration. These detailed static reports were distributed for years, and although our campus community and upper administration are intelligent and data savvy, the vast amount of data, sliced and diced in all manners, had a tendency to overwhelm and deter the user. Looking for a simple visual to illustrate the movement, the Sankey chart appealed to my lineal thought process. The Sankey chart is a flow diagram that depicts movement from one set of values to another. In this session we will provide the context and give a demonstration of our Student Migration Flowchart. Time will be given for questions, discussion and sharing of attendees' experiences in communicating student migration patterns.

### **Enrollment composition: A new approach to enrollment management, Bobby Wade, Purdue University– College of Engineering • Circle Suite Center**

Where students begin at your university is, well, only the beginning. To better understand and predict academic success, retention, and graduation rates, institutional researchers must adopt a fluid approach to defining the academic study cohorts they seek to analyze. The focus of this presentation is on just such a model currently in development at Purdue University's College of Engineering. Titled Enrollment

Composition, this approach to enrollment management allows users to dynamically define student cohorts using a combination of demographic data and innovative academic history metrics. The culmination of this project results in the ability to summarize enrollment trends, and ultimately create more accurate predictive models, at a level of granularity not previously possible.

**The mediating effects of institutional mission on relationships among first-generation status, engagement, and learning outcomes, Gary R. Pike, Indiana University-Purdue University Indianapolis & John Zilvinskis, Indiana University Bloomington • Circle Suite East**

First-generation students are a prominent part of American higher education. In addition to being less likely to enroll in college, those first-generation students who do enroll are significantly less likely to be successful. Although the effects of first-generation status on matriculation, persistence, and graduation are well documented, less is known about the effects of first-generation status on student engagement and learning. The present research improves upon previous studies by using a more nuanced measure of student engagement (NSSE 2.0) and by considering the mediating effects of institutional mission.

\* Best paper submission

## Concurrent Sessions

4:15pm–5:00pm, Lower Level

**Defining non-traditional students, Steven Graunke, Norma L. Fewell & Wendy Lin, Indiana University-Purdue University Indianapolis • Monument Suite**

The term “nontraditional” was not always a euphemism for adult students. Over the years, several definitions have been used to better understand the factors that affect nontraditional students of all ages. Horn and Carroll’s (1996) scale developed for the National Center for Educational Statistics (NCES) provided an especially promising definition. Rather than looking for a simple cut based on age, this scale assigned points for each of a variety of academic, economic, or personal factors that may contribute to students’ ability to remain in college. This session will describe the results of a comprehensive study conducted at Indiana University-Purdue University Indianapolis that used Horn and Carroll’s nontraditional student scale to examine Fall to Fall retention for first-time beginner and transfer students. Attendees will learn about different methods for defining nontraditional students and will be able to apply alternative definitions to retention studies at their institution.

**Excelling at Excel: Shortcuts, tricks, the magic spin button, sparklines, and more, Douglas K. Anderson & Bridgett J. Milner, Indiana University Bloomington • Circle Suite Center**

Excel is so versatile and powerful that many IR professions use it every day. Come learn about our favorite tips and tricks for getting the most out of this indispensable tool. We’ll share some of our favorites, like keyboard shortcuts, sparklines, conditional formatting, spin buttons, macros, and more. We’ll also allow a few minutes for participants to list their favorite overlooked features.

**I’m not gonna key all that! Aligning database programming to automate completion of odious Excel survey/templates using minimal VBA code, Chris Maxwell, Purdue University • Circle Suite East**

Tasked with filling out an extensive excel template from some external agency (typically a data exchange item or part of data/reporting support for a grant project), it is often the case that the information itself is relatively easy to obtain. The challenge is getting the numbers into the template itself, with the typical options being keying the data or creating tabular output that might at least enable some coping and pasting. In this demonstration, an approach will be shown in which the SAS programming that pulls and organizes the information needed for the Consortium for Student Retention Data Exchange (CSRDE) template is configured to produce output that enables easy upload using VBA modules only a few lines in size.

**Want to be a Vice President? Here's how, William E. Knight, Ball State University • Circle Suite West**

This session shares a summary of a national study of vice presidents at colleges and universities with responsibility in the areas of IR, assessment, accreditation, planning, program review, and sometimes additional functions. This interview study focused on the demographic, educational, and career profiles of the participants, their employment settings, their job titles and responsibilities, the circumstances that led to their positions being established, the knowledge and skills critical for their performance, and how leadership at a vice presidential level is different than at a lower level. The target audience for the presentation is anyone aspiring to senior-level positions in the profession and concerned with how to prepare to be successful in them.

\* Best paper submission

**Award ceremony, business meeting, reception**

5:30pm–6:45pm (estimated end time) Panorama ballroom, 21st floor

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Indiana

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# Friday, March 24

## Breakfast

8:00am–9:00am Meridian Center

## Concurrent Sessions

9:15am–10:00am Lower level

### **Adding or transitioning assessment and strategic planning software from implementation to faculty training: A case study for IR professionals, Sara Jewell, Indiana University Southeast, Jera Lee, Taskstream & Ron Severtis, Indiana University Southeast • Monument Suite**

Campuses often struggle with implementing assessment software not to mention training faculty on its usage. IU Southeast was able to do both thanks to a plan and with assistance from the technical support team at Taskstream. The presenters will walk session attendees through the transition from one campus assessment software to another, building and mapping strategic plans within the software, and how School of Education faculty were trained on the learning achievement side of the software to aid in CAEP accreditation.

### **CHE update and report overview Jordan Allen, Indiana Commission for Higher Education • Circle Suite Center**

The session will provide an update on CHE initiatives, such as the You Can Go Back campaign, and provide an overview of CHE's reports, dashboards, and other data resources. Attendees will have an opportunity to provide feedback on existing reports and to make suggestions for new resources that CHE could provide.

### **Exploring on-campus student employment and student success Timothy Chow, Rose-Hulman Institute of Technology & Wendy Lin, Indiana University-Purdue University Indianapolis • Circle Suite East**

Working while attending school could have an impact on degree completion and student success. In this study, we will be comparing findings from IUPUI and Rose-Hulman on potential effect of on-campus student employment on undergraduate persistence. Our aims are to examine one of the student engagement factors, on-campus student employment, on student persistence and to lay groundwork for informing our on-campus employment practices.

### **Facilitating successful course pathways using recommender tools: New insights for advisers, Ganesh Nagarajan, Fiorini Stefano, Linda Shepard & Dennis Groth, Indiana University Bloomington • Circle Suite West**

Student flow through the curriculum depends on successful completion of courses. This paper applies proven recommender systems from the e-commerce and entertainment to the course selection process in an effort to supplement existing advisor knowledge with predictions of individual student performance. In this presentation we illustrate potential promising approaches augmenting Matrix Factorization methods with classifiers and effective sampling methods, to identify rare case events of C and F grades (with grades on a scale from A+ to F, F being failure) with more certainty. The purpose of this information is to help the advisers and the institution provide necessary support and to steer students towards needed academic services that will enhance student retention, performance and graduation.

\* Best paper submission

## Hotel Checkout

10:00am–10:30am Lobby

## Keynote Address

10:30am–11:30am Meridian Center

**Katie Zaback, Director of Research, Complete College America**  
**Driving the Movement: The Essential Role of Data Professionals in Improving Student Completion**



Katie Zaback serves as Director of Research at Complete College America. In this role, Katie works with Alliance states to collect the Common Completion Metrics and to utilize these metrics in examining existing trends, evaluating current interventions and informing future work. She also leads Complete College America's efforts to help states better utilize data and research to facilitate college completion.

Prior to joining Complete College America, Katie spent five years at the State Higher Education Executive Officers (SHEEO) as a senior policy analyst. Her prior experience in higher education includes serving as an institutional researcher at Regis University and a project associate with the National Survey of Student Engagement. Katie has a master's in public affairs with a concentration in policy analysis from the School of Public and Environmental

Affairs at Indiana University at Bloomington. She holds a B.A. in economics and political science from Hastings College, as well as a Master's Certificate in database design from Regis University.

In 2009 Complete College America began its work with a single mission: to work with states to significantly increase the number of Americans with quality career certificates or college degrees and to close attainment gaps for traditionally underrepresented populations. Since then the move towards improved completion has grown with the state and federal governments, foundations and other intermediaries partnering with institutions across the nation to implement changes that will ensure more people in this country achieve a postsecondary credential that leads to more economic and personal prosperity.

The role of data is at the center of these efforts. In 2010 Complete College America partnered with the National Governors Association to define the Common Completion Metrics, a new set of metrics that filled the gaps in the national data landscape that many in the data community had been concerned about for decades. Data submitted on these metrics from 34 states and more than 600 institutions has allowed Complete College America to make a clear case for the need for improved completion to states all over the nation. These efforts have also led to an increased capacity and focus for other entities, such as IPEDS and the National Student Clearinghouse, to look at completion and progress data through an expanded lens.

Though Complete College America continues to leverage these data in advocacy efforts data have been perhaps even more important in helping states move forward interventions that can dramatically improve completion. Data professionals are key to helping states understand and communicate the root cause of their completion challenges, helping build the case for new solutions, helping guide and inform implementation efforts and finally helping measure and track success. Data professionals are also uniquely positioned to inform this work because they are connected to so many other departments and activities on campus. This presentation will provide an overview of Complete College America's Completion work with important insights in how data professionals can be the catalysts in helping these efforts progress so that ultimately more students who enter our institutions go on to succeed.

Friday, March 24

## **Conference Ends**

11:30am

Thank you to all of our INAIR members for another great conference! See you next year!

## **Executive Board Lunch Meeting**

11:30am-1:30pm

Library-21st floor



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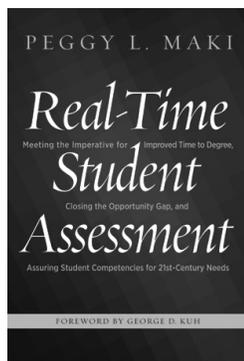
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Paper, \$29.95 | eBook, \$23.99



## "Proof," Policy, and Practice

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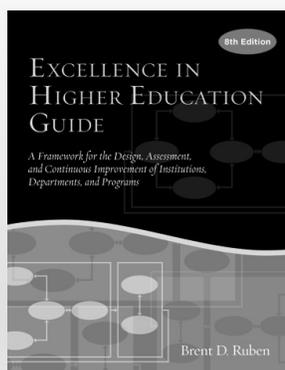
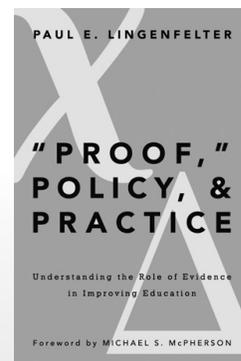
**Paul E. Lingenfelter**

Foreword by Michael S. McPherson

"[This] book is a thoughtful and critical analysis of the significant role of evidence in improving education policy and practice in situations filled with complexities. It urges all scholars, policy makers, and practitioners to reflect on whether and how research evidence works to promote improvement. The key for seeking evidence is to be critical and the objective should be held for probing, rather than proving."

—**Teachers College Record**

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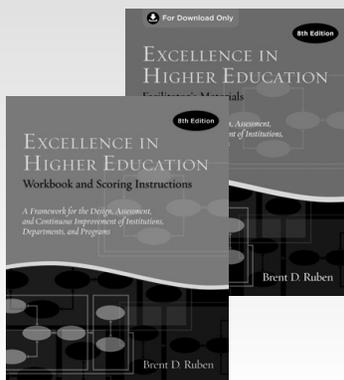
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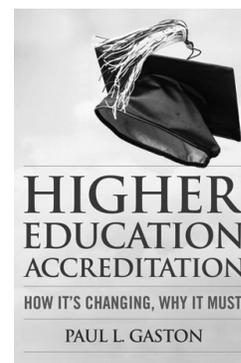
## Higher Education Accreditation

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