



PNAIRP



PNAIRP News

Fall 2010

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Hello from the Chair of the PNAIRP 2010 Conference

It's that time of year again -- time to put on a sweater, slow down in school zones, and share in the buzz of teaching and learning happening in our classrooms and hallways. It's also time to book your tickets and register for the annual PNAIRP Conference.

In just a few weeks, we'll gather in Vancouver to discuss "Institutional Research as a Social Science." Things will get started on Sunday, October 3 with Joanne Heslop's popular workshop on Excel Pivot tables and Ashley Lambert-Maberly's much anticipated SPSS Syntax workshop. Your survey responses indicated strong interest in building a Qualitative Research Methods Affinity Group, so the inaugural meeting will be taking place Sunday afternoon as well. Be sure to register for your choice of Sunday afternoon workshop or meeting.



Dawn Macdonald,
Chair of PNAIRP 2010 conference

Monday morning features the keynote presentation by land claims negotiator, author, and political veteran Tony Penikett. There will also be panel discussions on student retention and enrolment from three social science perspectives, and on IR, whiteness and institutional change (revisiting bias through the lenses of power and privilege). Monday's schedule includes a full day of paper presentations on everything from Aboriginal student retention to Twitter use among northwest universities. Ladies, you'll want to pack some pretty flats or boots you can walk in, because on Monday night we're all going for dinner at Steamworks, about 10 minutes away on foot.

Tuesday features a panel on implementation on a student success model, as well as two short showcase presentations, and paper presentations by your colleagues from BC, Washington, Oregon and Alaska. Stay for lunch and our Annual General Meeting, and then take the afternoon to explore

(Conference Chair's Message continued)

Vancouver before you have to head home. The hotel is close to the Art Gallery, the beautiful Library building, shopping on Robson Street, the China Gate and Chinatown area, historic Gastown, and the waterfront.

We're all budget-conscious these days, and to help with that we've arranged a rate of just \$89 CAD/night at the Sandman hotel. You need to act fast, because the room rate is no longer guaranteed if you are making reservations after September 9. PNAIRP would like to thank our sponsors for supporting the conference -- I won't list them here, because new sponsors are still signing on, but please take time to visit the sponsor tables during breaks.

I would personally like to thank Eileen Fitzgerald, Qin Liu, Mario Maziotti and Kaliya Muntean for their work on local arrangements. Hats off to this team. Most of all, I want to thank you, the PNAIRP membership, for supporting your organization by making presentations, leading workshops, attending conferences, participating on the listserve, contributing to the newsletter, serving on the executive, adding to the collective wisdom of our profession, and making work fun!

See you in Vancouver.

Dawn Macdonald

PNAIRP Vice-President

Chair of the 2010 PAIRP Conference



(Beautiful Vancouver, BC, Canada)

2010 Conference at Vancouver, BC

When: October 3-5, 2010

Where: Sandman Hotel Vancouver City Centre in Vancouver, British Columbia

Theme: Institutional Research as a Social Science

Keynote Speaker: Tony Penikett, Simon Fraser University's Master of Public Policy program

Conference at glance:

| Date/Time | Ball Room | Studio # 1 | Studio # 2 | Studio # 3 |
|--------------------|-----------------------------|--|--|--|
| <u>10/3</u> | | | | PNAIRP Executive Committee Meeting |
| 8:00-12:00pm | | | | |
| 1:15-4:45pm | | Workshop: Excel 2007 Pivot Tables | | |
| 1:15-2:45pm | | | | Workshop: SPSS Syntax |
| 3:00-4:00pm | | | Birds of a Feather Meetings | WARP Meetings |
| 5:00-6:00pm | | | Newcomers Session | |
| 6:00-9:00pm | Welcome Reception | | | |
| <u>10/4</u> | | | | |
| 8:00-9:00am | Breakfast | | | |
| 9:00-10:15am | Opening Plenary | | | |
| 10:30-11:15am | | Pettit et al Studying Student Retention | Jacobs Dual Credits in Oregon | Posey et al Integrated Campus Planning |
| 11:30-12:15pm | | Parker et al Learning from Your Classmates | Hamilton Aboriginal Retention & the NSSE | Godwin Evaluation of Reading Prerequisites ... |
| 12:15-1:45pm | Lunch Break – on your own | | | |
| 1:45-2:30pm | | Benton et al IR, Whiteness & Institutional change | O'Shea Exploration of Twitter use | Stephens Using Community and Technical |
| 2:45-3:30pm | | Heslop et al The Student Transitions Project (STP) | Tucker Klein Planning and Surveys | Lina Lu At-Risk First Year Students with D/W/F |
| 3:30-4:15pm | Afternoon Refreshment Break | | | |

| | | | | |
|--------------------|--------------------------------------|---|---|--|
| 4:15-5:00pm | | O'Shea A Visual Approach to Peer | Montgomery Frederickson's Broaden and Build Theory .. | Sovka The River and the Eddies |
| 7:00-10:00pm | Social Event (TBD) | | | |
| <u>10/5</u> | | | | |
| 8:00-9:00am | Breakfast | | | |
| 9:00-9:45am | | Rice et al Student Success Model in Action | Sovka Finding Factors | Rogers When the Government Became Sole ... |
| 10:00-10:45am | | Smith Pathways for Native American Students | Bower What Happens When Prerequisites for Core Math... | Pettit Talking IR to the Classroom |
| 10:45-11:15am | Refreshment Break | | | |
| 11:15-12:00pm | | Matheson Dreams of an Integrated Info System... Jacobe US Census Data Ferrett | Redder et al Jumpstarting College Success | Nilson et al Whose Space Is it Anyway? |
| 12:15-2:00pm | Lunch & Annual General Meeting | | | |

For registration, Please go to

<https://secure.airweb3.org/pnairp/?page=2289>

For more information, please visit PNAIRP 2010 conference website

at <http://www.pnairp.org/conferences/index.asp>



The CIRP Summer Institute at UCLA

Qin Liu

Research Analyst, British Columbia Institute of Technology

I attended the CIRP Summer Institute run by the Higher Education Research Institute (HERI) at the University of California, Los Angeles (UCLA), from July 27 to 30, 2010. It was a significant event for me this summer. I enjoyed it and would recommend it to my colleagues. I would also like to express my sincere gratitude to the PNAIRP professional development funding that had supported me in participating in this grand training event.

Established in 1966, the Cooperative Institutional Research Program (CIRP) is the largest and oldest empirical study of higher education in the United States. CIRP surveys have been administered by HERI since 1973. The CIRP longitudinal program consists of the Freshman Survey, the Your First College Year Survey, and the College Senior Survey. They also conduct the HERI Faculty Survey. Another student survey, the Diverse Learning Environment survey, is coming up next spring. The comprehensive range of variables and the longitudinal design of the study have been the forte of their program.

The Summer Institute was pretty intensive, starting with lectures, and finishing with class presentations on findings from data analysis exercises. Although the CIRP surveys and constructs were not entirely new to me, the workshop helped develop a better understanding of their conceptual framework and data analysis methodology. The face-to-face conversation with some faculty members at the HERI allowed me to learn how they approach research questions and academic literature. The workshop piqued my interest to know more about the Item Response Theory for survey measurement and questionnaire design. All this will certainly assist me in doing a better job at my institution.

UCLA has a wonderful campus. I am looking forward to going back for the ideas of the university and the charming beauty of the campus.

I also would like to encourage my colleagues from the PNAIRP community to apply for the Professional Development Award for professional activities of their interest. PNAIRP is on your side when you need support!



AIR Foundations I Institute - Building an Office of Institutional Research

Shelley M. Stump, JD, CPF
Planning, Operations & Assessment Officer
Oregon College of Oriental Medicine

The Oregon College of Oriental Medicine (OCOM or the College) in Portland, OR, is a non-profit graduate school offering Masters' and Doctoral degrees in Acupuncture and Oriental Medicine. Since its inception over 25 years ago, OCOM has been considered a leader in its field in the United States. As the Planning, Operations, & Assessment Officer, I have led the strategic and operational planning efforts at OCOM for the last several years and am now also charged with developing the nascent institutional research and assessment program for the college.

OCOM has historically conducted program assessment activities in the form of course evaluations, student mid-term and end of program assessments, and other traditional efforts to assess program effectiveness. These efforts have been *ad hoc* in the past in that certain practices were regularly completed but a centrally organized office of Institutional Research has not been in place or coordinating institution-wide assessment efforts. OCOM has been specialty accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM) in both its Masters and Doctoral Programs since their inception. As OCOM recently embarked on its efforts to obtain NWCCU regional accreditation, College identified the need to enhance its ability to effectively, consistently, and comprehensively complete institutional research and assessment activities.

To build a foundation for OCOM's newly created Office Planning & Institutional Research (OPIR), I attended the AIR Foundations I Institute training session in Cleveland, OH, in July 2010. True to its name, this 4.5 day training program provided foundational information for the wonderfully diverse group of 95 participants who represented colleges from all over the globe. (See the participant group photo.) Participants came from more than 30 different states in the US, plus Canada, Puerto Rico, and the UK. One of the highlights of the Institute was the opportunity to network with other IR professionals, to learn from their experience and to share the opportunity to learn and grow together. During the ice-breaking opening dinner, we learned that there were participants at the Institute who had many years of experience, but also many new to the IR field, including some who had held their IR positions for only a few days.

The Institute was structured in 6-hour module segments. All participants completed the "Overview Module – Strategies for the Practice of Institutional Research." Then each participant participated in 3 of the 4 available additional instructional modules of their choosing including:

- Data Management and Administration: An Institutional Research Perspective;
- Reporting Results: Issues of Content, Format and Visual Design;
- Statistics for Institutional Research; and
- Design Administration & Analysis of Surveys

Another professional highlight of the Institute was the knowledgeable and accessible faculty. Faculty members for each instructional module were all highly experienced and effective presenters of information in their areas of expertise. On several occasions they each made themselves available to answer specific

(Shelley M. Stump's article continued)

questions from participants including hosting topic-oriented lunch discussion tables on the second day of the Institute. I was able to make good use of that opportunity by sitting with faculty member Stephen W. Thorpe, the Overview Module presenter, who hosted the "Starting an Office of Institutional Research" lunch discussion. He shared extremely valuable insights and experience to help me identify the steps needed to be included in an Action Plan for creating OCOM's Office of Planning & Institutional Research (OPIR). One of the most important foundational understandings I came away with is that each of the individual units/departments in the College "own their own data" and it is the role of OPIR to act as a coordinator of information and as a consultant to assist other staff and faculty in their assessment activities.

Completing the Foundations I Institute has provided OCOM the basic tools needed to make significant progress in enhancing institutional assessment practices for the College in a relatively short period of time. Since returning from the Institute, with the assistance of my newly hired Research Analyst, I have been able to design the first steps for OPIR to reach out to other staff and faculty at the College. We are scheduling outreach meetings over the next several months to begin 1) identifying what data each office/department collects now, where the data is maintained, and existing internal and external reporting requirements, and 2) informing staff and faculty of OPIR's data and information coordination role and the services we can provide to be of assistance to them. Without attendance at the Foundations I Institute, we would not have been able to make such progress.

I wish to gratefully acknowledge the travel grant I received from PNAIRP that helped defray my expenses in attending the AIR Foundations I Institute. The quality of the program was one of the best I've ever attended in my long professional career. PNAIRP's travel grant assistance was a key in helping me be able to attend the Institute and make the progress we have made so far. For any IR professional new to the field or anyone responsible for building an Office of Institutional Research, I highly recommend attendance at future AIR Institutes. It is my understanding that AIR is in the process of possibly reformatting some Institutes and will be providing more training via webinars. I intend to avail myself of as many of AIR's resources as possible because my personal experience confirmed the significant quality and helpfulness of the educational services and resources they provide. And on a personal note, the another highlight of my time in Cleveland was the chance to experience, as many other participants did, the Rock and Roll Hall of Fame and Museum. Rock on!



(AIR Foundations I 2010 Group Photo – Provided by Shelley M. Stump)

2010 PNAIRP Survey on Use of Technology: Survey Results

August 2010

The 2010 PNAIRP Survey on Use of Technology aimed to investigate how institutional research (IR) offices and IR-related board/agencies within the PNAIRP community were using tools or products for data processing, assessment and planning. The Survey also explored creation of several interest groups within the community. It was hoped that the findings of this survey would help inform the PNAIRP conference planning for this year or years to come.

The survey invitation was sent to directors of 128 IR offices or IR-related board/agencies in Alaska, British Columbia, Idaho, Oregon, Washington and Yukon. With a total of 50 respondents, the response rate was 39%.

The Survey was conducted from July 19 to 30, 2010 via the online survey tool Vovici EFM.

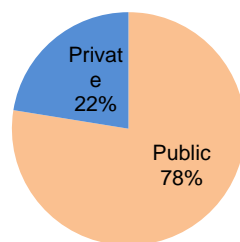
This report consists of three sections:

- Demographics of the respondents: data breakdown by ownership, institutional type, and province/state;
- Survey results: overall results by question item;
- Overall observations: synthesis of findings from the survey results

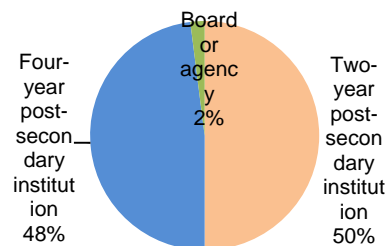
This report was prepared by Qin Liu, Member-at-Large of the PNAIRP Executive Committee, and Research Analyst, Institutional Planning & Analysis Office, British Columbia Institute of Technology. If you have any questions about this report, please feel free to contact her at qliu@bcit.ca.

Demographics of the Respondents

Is your institution/organization private or public?



Your institution or organization is primarily a ...



How the respondents compared with the sampling frame by province/state is shown in Table 1.

Table 1: Frequency distributions of the respondents and the sampling frame by province/state

| Province/State | Respondents | | Sampling Frame | |
|------------------|-------------|------|----------------|------|
| | Count | % | Count | % |
| Alaska | 1 | 2% | 4 | 3% |
| British Columbia | 9 | 18% | 30 | 23% |
| Idaho | 2 | 4% | 5 | 4% |
| Oregon | 16 | 32% | 42 | 33% |
| Washington | 22 | 44% | 46 | 36% |
| Yukon | 0 | 0% | 1 | 1% |
| Total | 50 | 100% | 128 | 100% |

Survey Results

The overall results from the Survey are as follows.

Question 1. What tools or products are currently used in your office for statistical analysis? (Please check all that apply)

Table 2.

| Tools or products | Count | % (out of 49) |
|-------------------|-------|---------------|
| Microsoft Excel | 46 | 94% |
| PAWS / SPSS | 29 | 59% |
| Microsoft Access | 27 | 55% |
| SAS | 12 | 25% |
| Tableau | 5 | 10% |
| SQL software* | 4 | 8% |
| Stata | 3 | 6% |
| Other** | 6 | 12% |

* PL SQL, SQL Databases, SQL Server Analysis Services, and TOAD for SQL

** Hyperion/Brio, Informer, Microsoft Visual FoxPro, Oracle Discoverer, Rapid Insight, Sybase InfoMaker Report Writer

Question 2. What tools or products are currently used in your office to create data reports in addition to Microsoft Word and Adobe Acrobat? (Please check all that apply)

Table 3.

| Tools or products | Count | % (out of 49) |
|-------------------|-------|---------------|
| Microsoft Excel | 49 | 100% |
| Microsoft Access | 27 | 55% |
| Banner Reporting | 10 | 20% |
| Tableau | 5 | 10% |
| Argos | 4 | 8% |
| SAS | 4 | 8% |
| Crystal Reports | 3 | 6% |
| Datatel | 3 | 6% |
| FoxPro | 3 | 6% |
| Sybase Infomaker | 2 | 4% |
| Other* | 11 | 22% |

* Data Express, Hyperion/Brio, Informer, Microsoft Reporting Services, PL SQL, Proclarity, QlikView, SQL Server Reporting Services, Visual Studio Reporting Services, Colleague, FRx, Business Objects

Question 3. What tools or products are currently used in your office to present data (e.g., dashboard, scorecard)? (Please check all that apply)

Table 4.

| Tools or products | Count | % (out of 50) |
|----------------------|-------|---------------|
| Microsoft Excel | 48 | 96% |
| Microsoft Access | 18 | 36% |
| Tableau | 12 | 24% |
| Adobe Dreamweaver | 4 | 8% |
| Microsoft Powerpoint | 3 | 6% |
| Qlikview | 2 | 4% |
| SAS | 2 | 4% |
| Sybase Infomaker | 2 | 4% |
| Other* | 11 | 22% |

* Adobe InDesign, Adobe Flex, Argos, Cognos BI, Entrinsik Informer, Excelsius, Institutional data warehouse and dash boards, Microsoft Reporting Services, Proclarity, SQL Server Reporting Services, SharePoint, Visual Studio Reporting Services

Question 4. What tools or products are currently used in your office for survey data collection? (Please check all that apply)

Table 5.

| Tools or products | Count | % (out of 46) |
|-----------------------------------|-------|---------------|
| Survey Monkey (paid subscription) | 22 | 48% |
| In-house tools | 12 | 26% |
| Scantron | 6 | 13% |
| Vovici EFM | 5 | 11% |
| Snap | 4 | 9% |
| Zoomerang (paid subscription) | 4 | 9% |
| SharePoint survey tools | 3 | 7% |
| Remark | 3 | 4% |
| Survey Pro | 2 | 4% |
| Qualitrics | 2 | 7% |
| SelectSurvey | 2 | 4% |
| Other* | 10 | 22% |

* Custom Banner programming, InfoPoll, Inquisite, IronPoint, Microsoft Visual FoxPro, OnlineCourseEvaluations, Perfect Forms, purchase administration of major national surveys, StudentVoice, Turning Point Technologies with Power Point

Question 5. What tools or products are currently used in your office for assessment (i.e., measuring student learning outcomes, course evaluation)? (Please check all that apply)

Table 6.

| Responses | Count | % (out of 44) |
|---|-------|---------------|
| We don't use any tools or products right now | 24 | 55% |
| Not applicable / we don't do assessment right now | 7 | 16% |
| In-house tool | 6 | 14% |
| OnlineCourseEvaluations | 2 | 5% |
| Scantron | 2 | 5% |
| Other* | 5 | 11% |

* Custom Banner programming and web development, Microsoft Visual FoxPro, Remark, Student Success Learning Model, TracDat

Question 6. What tools or products are currently used in your office for strategic planning? (Please check all that apply)

Table 7.

| Responses | Count | % (out of 48) |
|---|--------------|----------------------|
| We don't use any tools or products right now | 36 | 75% |
| Not applicable / we don't do strategic planning right now | 2 | 4% |
| Other: | 7 | 15% |
| Strategic Planning Online | | |
| Homegrown system | | |
| Microsoft Visual FoxPro | | |
| mystrategicplan.com | | |
| Central Data Warehouse and Informer | | |
| Excel, SPSS, Tableau | | |
| Excel for data analysis and presentation | | |

Question 7. Are there any other tools or products being used in your office?

Adobe Acrobat, MS Query, Visual Basic, Google Docs, Adobe Flex

ArcView and MapPoint for mapping

Atlas.ti for content analysis

Ektron CMS for web display

Microsoft SQL server Reporting services for dashboards

Oracle

We rely on "Toad for Oracle" to extract data from Banner -- not really as a reporting tool, but as first step to developing data for reporting.

We use SharePoint extensively to share reports, pivot tables, plan versions/reporting history, etc.

Web programming software to present data on-line

We've just begun to use Visio to illustrate data flows for business intelligence.

Question 8. What tools or products are you planning to use in the next 6 months?

As we implement a new SIS, we'll use OBIEE -- the Oracle reporting tool.

Cognos BI

Currently investigating accreditation/assessment/planning & resource allocation software

Evaluating Strategic Planning Online

exploring Qualtrix

Microsoft office programs!

Microsoft Visual FoxPro

Tableau

We are in the process of investigating software to manage assessment campus wide. We're considering Weave, Taskstream and possibly others.

We are looking at WeaveOnline and/or trackdat, also some other potential software. Need for strategic planning and dashboard capabilities.

We're looking at Synoptix for financial reporting in the future.

With budget issues, I am not sure where we are now. If we can, we may consider

the purchase of TaskStream assessment software.

Would like to get strategic planning software if funding is available..... which is unlikely.

Question 9. We are exploring the creation of several interest groups within the PNAIRP community. Which of the following topics may interest your office? (Please check all that apply)

Table 8.

| Responses | Count | % (out of 42) |
|-------------------------------------|--------------|----------------------|
| Qualitative research methods for IR | 30 | 71% |
| Strategic planning | 25 | 60% |
| Data mining | 22 | 52% |
| Survey research | 21 | 50% |
| Tableau users | 13 | 31% |
| Vovici users | 4 | 10% |
| Snap users | 3 | 7% |
| Other* | 3 | 7% |

* campus-wide assessment softwares, SAS Users, Strategic Planning Online User Group

Question 13. Do you have any further comments about use of softwares or tools in IR, creation of interest groups within PNAIRP, or about this survey?

Just some commentary...I believe that software tools for all of the above-mentioned activities are unnecessary expenses. Data analysis and reporting can be done just as efficiently using SPSS, Access, and Excel so long as the researcher has good skills. At one point I was interested in SPOL, but realized I could do everything myself with the tools I already had and not spend \$25,000 plus dollars.

Overall Observations

1. A great variety of tools or products are being used by IR offices within the PNAIRP community.
 - Microsoft Excel is a commonly used tool for processing data and presenting results (Tables 2, 3 and 4).
 - More than 10% of the respondents use the following tools or products:
 - PAWS/SPSS, Microsoft Access, SAS and Tableau for statistical analysis (Table 2);
 - Microsoft Access, Banner Reporting and Tableau for creating reports (Table 3);
 - Microsoft Access and Tableau for presenting data (Table 4);
 - Survey Monkey, Scantron and Vovici EFM for survey data collection (Table 5).
2. The vast majority of IR-offices do not use a specialized tool for assessment or strategic planning (Tables 6 and 7).
3. More than 30% of the respondents expressed interest in the following interest groups (Table 8):
 - Qualitative research methods for IR
 - Strategic planning
 - Data mining
 - Survey research
 - Tableau use