

Conference Agenda

TIME	EVENT
8:00 AM 9:30 AM	Registration and continental breakfast
9:30 AM 9:45 AM	Welcome
10:00 AM 10:45 AM	Concurrent Sessions: <ul style="list-style-type: none"> • <i>Action Research: Expanding Research Capacity and Implementing Meaningful Change</i> Bonnie Quinn Central Georgia Technical College
11:00 AM 11:45 AM	Concurrent Sessions: <ul style="list-style-type: none"> • <i>Think Outside the Box: Aspirational Practice for Institutional Research</i> Jill Triplett Spelman College • <i>Thinking Critically about Critical Thinking</i> Patricia Gregg Georgia State University
12:00 PM 12:30 PM	Lunch buffet
12:30 PM 1:00 PM	Keynote Address: Katie Zaback, Director of Research <i>Complete College America</i>
1:15 PM 2:00 PM	GAIRPAQ Business Meeting, Donna Hutcheson, President
2:00 PM 2:45 PM	Concurrent Sessions: <ul style="list-style-type: none"> • <i>Introduction to R</i> Mr. Terry McCamish, Technical College System of Georgia • <i>Exploring the Data Sources for Transfers Studies</i> Ms. Lily Hwang Georgia Gwinnett College
2:45 PM 3:00 PM	Afternoon break
3:00 PM 3:45 PM	Plenary panel: <i>Student Collaboration in Assessment Research</i> Katherine McGuire, Jamani (Roe) Montague, Asha Fradkin, Oxford College of Emory University

Keynote speaker



KATIE ZABACK

Director of Research

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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 policy analyst. In that role she supported SHEEO's efforts to improve state policymakers' access to quality information to inform decision-making. In that role, Katie helped build Complete College America's data collection system as well as contributing analysis and writing on various topics including student learning outcomes, affordability, the economic benefit of a degree, university staffing trends, data systems and data standards.

Katie's prior experience in higher education includes serving as a research associate and institutional researcher at Regis University and a project associate with the National Survey of Student Engagement. In these roles, she helped develop data policies and reporting infrastructures in addition to assisting college and university personnel in understanding and using data. Before joining SHEEO, Katie worked as a program evaluator with a consulting firm focused on serving non-profit and public sector clients. 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.

About Complete College America

<http://completecollege.org/>

Established in 2009, Complete College America is a national nonprofit 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.

Concurrent Sessions

Ms. Jill Triplett, Spelman College, Director of Institutional Research
Ms. Sharmyne Evans, Institutional Research

Title: *Think Outside the Box: Aspirational Practice for Institutional Research*

Topic: Institutional Research Office Management/Campus Leadership

Spelman was one of 10 institutions across the country selected by the Association for Institutional Research (AIR) to participate in a national conversation on Aspirational Practices in Institutional Research. This Statement of Aspirational Practice for Institutional Research reflects changes that are already observable. The future role of institutional research is creating demand for decision-support and balancing it with the supply of information to meet that demand. This movement is intended to promote active re-envisioning of the institutional research function. Each pilot institution assembled a team of campus administrators and vetted three emerging themes: • An Expanded Definition of “Decision Makers” • A Student-Focused Paradigm • Institutional Research Leadership 2.0

Mr. Terry McCamish, Technical College System of Georgia, Accountability Data Analyst

Address 1800 Century Place

Title: *Introduction to R*

Topic: Institutional Research Data and Analysis

An Introduction to R This presentation will introduce the audience to the R Project, an open source program for statistical analysis. Topics to be included will be downloading, installing, and running R. Also covered will be various enhancements to the basic R."

Ms. Patricia Gregg, Georgia State University, Associate Director, Academic Assessment

Title: *Thinking Critically about Critical Thinking*

Topic: Assessment/Institutional Effectiveness

This session will be a facilitated discussion of approaches to assessing critical thinking. We will explore the costs and benefits of both homegrown and commercially available instruments. Instruments to be discussed include, but are not limited to: AAC&U VALUE rubrics; the Critical Thinking Assessment Test (CAT); California Critical Thinking Skills Test (CCTST) and California Critical Thinking Disposition Inventory (CCTDI); and the ETS HEIghten Critical Thinking Assessment. Anyone with interest in assessment of critical thinking is welcome in the discussion. Novices can gain insight from those with

more experience. Information about additional methods and instruments not listed above will be enthusiastically welcomed.

Ms. Lily Hwang, Georgia Gwinnett College, Director for Institutional Research

Title: *Exploring the Data Sources for Transfers Studies*

Topic: Institutional Research Data and Analysis

Exploring the Data Sources for Transfers Studies As we are encouraged to think broadly about various pathways of student success, tracking transfer students is one critical area to gain a comprehensive understanding of the entire student body including those who transferred out and might graduate from other institutions. The presentation will demonstrate the utilization of three data sources for studying transfer students. The data sources demonstrated are: 1) the data files of Student Tracker generated by National Student Clearing House, 2) the datasets of the University System of Georgia (USG) Undergraduate Student Transfer Report, and 3) the data visualization of “USG to USG Intra-System Transfers” produced by the Carl Vinson Institute of Government. The demonstration includes examining the formats (e.g., file structure and information contained), the key purposes, and current limitations of the data sources; as well as addressing the challenges of utilizing the sources. It will also overview some examples of studies such as mobility of students resulted from the data sources. The intended audiences are for the institutional researchers from all types of post-secondary institutions: two-year, four-year, public, private, vocational schools, etc.

Ms. Bonnie Quinn, Central Georgia Technical College, Director, Institutional Effectiveness

Title: Action Research: Expanding Research Capacity and Implementing Meaningful Change

Topic: Closing the Loop/Planning

Central Georgia Technical College (CGTC) expanded internal research capacity by utilizing action research to engage faculty and staff in meaningful change. CGTC implemented action research as a participatory process on the premise that change can occur if those college personnel affected are involved in the process which brings about the change. The presentation will explain how action research can be applied in any context, but will focus primarily on CGTC’s use of action research to improve student success rates in the highest enrollment gateway course at the College, Introduction to Computers. This work has led to a 22 percentage point increase in success rates in the online sections of the course and a 17 percentage point increase in traditional sections of the Introduction to Computers course since Fall 2011. Utilization of the action research methodology provided a venue for data sharing, development of multi-faceted intervention strategies, implementation of action plans, critical reflection as a cyclical process, and the opportunity to make data-driven revisions to the action plan. As a

result of this workshop, participants will learn about engaging college administration and faculty in action research; developing multi-faceted interventions which inform practices related to faculty, students, and curriculum; and using critical reflection to improve the effectiveness of an intervention. The target audience is college administration and faculty interested in implementing a collaborative, data-driven approach to improving student learning.

Plenary Panel

Katherine McGuire, Jamani (Roe) Montague, Asha Fradkin, Oxford College of Emory University

Title: Student Collaboration in Assessment Research

Topic: Assessment/Institutional Effectiveness

Students have unique insight into the student experience and some students can be highly engaged with specific campus issues. Student researchers can thus be a tremendous asset to institutional research staff in moving projects forward on the research agenda, encouraging their peers to participate in studies, and evaluating research results from the student perspective. We will discuss a classroom climate for diversity survey that was initiated by students and their faculty supporters, including how institutional research got involved, and how we worked together to bring the results to the Inclusive Curriculum Committee. The intended audience of this presentation is researchers involved in institutional effectiveness/assessment.