2015 CONFERENCE PROGRAM

THURSDAY, MARCH 19, 2015

9:30 AM – 10:30 AM

OPENING PLENARY SESSION: CREATING AN INSTITUTIONAL CULTURE FOR ANALYTICS by Jesse Coraggio

To improve student success, college employees need more than just best practices. They need access to 'real-time' information and the policy and practices to encourage data-driven decision-making at all levels of the organization, especially the front lines. They also need a student-success focused, value structure that supports transparency, collaboration, and empowerment.

10:45 AM – 11:30 AM

IDENTIFYING MAJOR-SPECIFIC ROADBLOCKS by Arlene Garcia

A series of analyses were conducted to identify roadblocks to timely graduation in four large majors: Biology, Criminal Justice, Finance, and Mass Communications. The use of a variety of strategies allowed us to identify major-specific roadblocks which can be targeted to increase timely graduation.

IT REALLY DOES TAKE A VILLAGE: CREATING ACADEMIC PATHWAYS FOR STUDENT SUCCESS by Margaret Bowman, Sabrina Crawford

SPC demonstrates its process for engaging faculty, advisors, and administrators in meaningful, actionable conversations for restructuring curriculum to drive student success. Participants will leave with a template for creating prescriptive Academic Pathways for students to follow, which include specific general education courses identified by curricular relevance to Meta Major areas.

USING DECISION TREES TO ANALYZE STUDENTS AT RISK OF DROPPING OUT IN THEIR FIRST YEAR OF COLLEGE BASED ON DATA GATHERED PRIOR TO ATTENDING THEIR FIRST SEMESTER by Dawn Broschard

This presentation focuses on a study conducted in the Office of Retention and Graduation Success on how to use decision trees to analyze first year in college student data collected prior to attending FIU. The findings will be used to make improvements that increase first year to second year retention. This presentation targets researchers who are new to decision trees but are interested in understanding more about how to use them.

CRITICAL COURSES AMONG COMPUTER TECHNOLOGY STUDENTS by Carmel Joseph, Yi Zhang

Enrollment data and course grades can be used to gain more insight on course performance and retention trends. Focusing on courses that are specific to certain major or student population may help program offices concentrate efforts on course pairings and offerings that promote student success and retention.

IT'S TIME TO LOOK AT THE SCHEDULE! AN IR-DEVELOPED RESEARCH TOOL FOR INVESTIGATING PATTERNS IN COURSE OFFERINGS by Nicole Jagusztyn

This presentation will feature an electronic tool designed for both operational and strategic course scheduling. The tool allows users to compare historical with transactional data along several variables in the pursuit of a more efficient schedule at a college with de-centralized course scheduling.

OEAS KNOWLEDGEBASE: A DYNAMIC WEB PORTAL TO HOUSE SURVEY RESULTS AND STATISTICAL REPORTS ON A SHOE-STRING BUDGET by Uday Nair, Carlos Martinez, Rachel Straney

The presentation will focus on the effective integration of different technologies to accomplish survey administration, processing and reporting in an efficient and cost-effective manner. It will discuss the UCF Operational Excellence and Assessment Support (OEAS) Knowledgebase, a secure online environment, which is used to display results from all surveys.

2:30 PM – 3:10 PM

NONCOGNITIVE FACTORS AND STUDENT SUCCESS: RESEARCH AND INSTITUTIONAL PERSPECTIVES (ETS VENDOR SESSION) by Ann-Marie Stephenson, Jill Miller, Will Miller

As institutions of higher education have increasingly pushed – and been pushed – to focus on student retention, persistence, and completion, we officially have shifted from an era of student access to one of student success. In this new paradigm of higher education, we see more institutions focusing not on who gets in and who doesn't, but how we can help each student who enrolls. In order to achieve institutional and national goals of improved success and completion, colleges and universities require a different understanding of what determines success – one that focuses on skills and behavior rather than background and demographics. In doing so, institutions will be better suited to not only understand who is likely to succeed, but why, and most importantly how they can improve success for all students. This presentation will integrate the research perspective and institutional perspectives, discussing the factors that determine success, and the institutional decision-making process needed to implement tools and approaches to improving success for each student.

USING BUSINESS INTELLIGENCE TO ENHANCE THE PROGRAM REVIEW PROCESS by Maggie Tymms, Ashley Caron

This topic presents a model for enhancing the Program Review process using Business Intelligence. The primary objectives of St. Petersburg College's enhanced Comprehensive Academic Program Review process are engaging deans and faculty in their program data, facilitating discussions that result in performance improvement, and addressing the needs of College Stakeholders.

PLANNING AND OUTCOMES ASSESSMENT - THE FOUNDATION OF PERFORMANCE MANAGEMENT (NUVENTIVE VENDOR SESSION) by Stacey Angelo

Join Nuventive and learn about TracDat 5 -- the beautiful, new version of Nuventive's planning and outcomes assessment software and the foundation for Performance Management. Learn how to bring all of your data/BI from different sources together into a single place where people throughout your institution can take effective coordinated action toward your key goals.

PREDICTIVE MODELING FOR ACADEMIC SUCCESS: SPC'S APPROACH TO IMPLEMENTING SB 1720 by Jesse Coraggio, Melinda Hess

This presentation will describe St. Petersburg College's (SPC) approach to implementing Senate Bill 1720. The presenters will focus on the model that SPC developed to predict the college readiness of students that qualified under this legislation as not needing to take the PERT.

4:20 PM – 5:00 PM

PROTECTING YOUR INSTITUTIONAL BRAND FROM PLAGIARISM by Jennifer Jordan

Institutions need to protect their brand against the incidents of student plagiarism. This presentation will focus on the quality control checkpoints that have been instituted at NSU, a follow up on the outcome thus far, and the ways in which Turnitin has assisted students in quelling instances of plagiarism.

STRATEGIES FOR SURPRISES: MANAGING LARGE DATA REQUESTS IN A CONDENSED TIME FRAME by Andre Watts, Lisa Sklar, Danae Barulich

IR offices often face the challenge of responding to data requests in short time frames. The presentation will include strategies for completing large, unexpected requests in a condensed period, managing research questions that arise during the project, collaborating with university stakeholders, and analyzing and presenting data in new ways.

FRIDAY, MARCH 20, 2015

9:00 AM – 9:40 AM

SHOULD WE ADVISE ALL FIRST-TIME STUDENTS TO TAKE HEAVY COURSELOADS? by Don Rudawsky, Arie Spirgel

Past research at Nova Southeastern University (NSU) has demonstrated there were no differences in academic preparation of students who self-select to take 12-14 credits vs 15-18 credits, that students taking 15-18 credits had better academic outcomes, and that those positive differences in academic outcomes were more pronounced at lower levels of academic preparation. The current research expands on these findings, by adding financial factors to the model and examining attempted versus completed credits.

SUGGESTED APPLICATIONS OF EXPLORATORY FACTOR ANALYSIS TO CONDITIONS ENCOUNTERED BY INSTITUTIONAL RESEARCHERS by Kevin Coughlin

This paper describes rationale for the application of ordinary least squares factor analysis to the conditions that institutional researchers encounter as they analyze data of increasing complexity. In addition to providing the results of a Monte Carlo research design, this paper also includes a general description exploratory factor analysis.

HOW BUSINESS INTELLIGENCE TRANSFORMED THE CULTURE AT ST. PETERSBURG COLLEGE (SPC) by Jesse Coraggio, Djuan Fox

This presentation will describe how the culture at SPC has been transformed from one of primarily intuition to one of on-going inquiry. The transformation started over three years ago as the college adopted a new Business Intelligence (BI) solution.

THE CONNECTION BETWEEN NATIONAL UNEMPLOYMENT RATES AND COLLEGE ENROLLMENTS by Diana Barbu

A series of articles indicated that IHEs are facing significant difficulties recruiting students and that enrollments have dropped significantly during periods of economic expansion. We explore this connection, provide empirical evidence of its existence, and help inform decision-making at the institutional, state, and federal levels.

USING SURVEYS AS STUDENT SUCCESS INTERVENTIONS by Tekla Nicholas

Surveys are typically used for efficient data collection. But a survey can also be a used for student success outreach and interventions. This session will discuss a Major Satisfaction Survey distributed to early-career undergraduates that guided students through an evaluation of the fit of their major and their study habits.

ANALYZING FIRST YEAR IN COLLEGE AND TRANSFER ENGINEERING STUDENTS IN ORDER TO INCREASE GRADUATION RATES by Dawn Broschard

This presentation focuses on two studies on how to use techniques such as survival analysis, cluster analysis and discriminant function analysis to analyze engineering student data in order to make improvements that will help them succeed in completing their degree. These methodologies can contribute to many higher education issues. This presentation targets researchers who are new to these techniques to get a better sense of how to use them in analyzing student data.

10:45 AM – 11:25 AM

PREDICTING ACADEMIC SUCCESS: RETENTION, GRADUATION, AND ACADEMIC PROGRESS OF FIRST-TIME IN COLLEGE BIOLOGY STUDENTS AT FIU by Danilo Le Sante

At Florida International University, the Biological Sciences major continues to experience significant growth in its student population. Currently, it is one of the largest majors at FIU (n=4,584). This analysis focused on the variables related to the academic performance, retention, and graduation of Biology students at FIU.

11:30 AM – 12:00 NOON

CLOSING SESSION