

# 2014 PacAIR Conference Program

*Skills and Strategies for Measuring Effectiveness*

*Friday, November 7, 2014, 8 am—5 pm*

*University of Hawai'i - West O'ahu*

## **08:00 AM (C-208): ARRIVALS & CONTINENTAL BREAKFAST**

### **08:45 AM (C-208): WELCOME**

PacAIR President John Stanley

### **09:00 AM (C-208): KEYNOTE ADDRESS**

"The Interdependence of Economy and Higher Education," Eugene Tian

Dr. Eugene Tian is the State Economist at the Hawai'i State Department of Business, Economic Development & Tourism (DBEDT). His office conducts research on economic issues such as tourism, emerging industries, diversification, quality of life, technology, energy, and taxation. Dr. Tian will discuss the role of education in Hawai'i's economy and its implications for higher education institutions.

### **09:45 AM (C-208): INVITED PRESENTATION SESSION**

"UHWO Land Plans, Growth, and Meeting the Higher Education Needs of the Leeward Coast," Donna Kiyosaki

Donna Kiyosaki (P.E.) is Vice Chancellor for Administration at the University of Hawai'i—West O'ahu. UH West O'ahu is experiencing unprecedented growth as is the Leeward coast of O'ahu. What are the future plans for UH West O'ahu in providing access to higher education for this rapidly growing population?

### **10:05 AM: SHORT BREAK**

### **10:10 AM (C-208): INVITED PRESENTATION SESSION**

"Educating for Civic and Moral Responsibility in the Energy-Climate Era," Robert Franco

Dr. Robert Franco is Director of Institutional Effectiveness at Kapiolani Community College. Recently, Dr. Franco presented at the 2014 Presidential Summit on Climate in Boston. The summit brought together more than 250 college and university leaders from across the United States to focus on ways to strengthen campus climate action and sustainability challenges in community, regional and national contexts. Dr. Franco will share his presentation, his experiences at the summit, and updates on his office's recent IE initiatives.

### **10:45 AM (C-208): INVITED PRESENTATION SESSION**

"Humbolt State University IR Certificate Program," Jacqueline Honda

Dr. Jacqueline Honda is Director of Institutional Effectiveness at UH West O'ahu and Director of HSU's IR Certificate Program. Dr. Honda will tell us more about the HSU IR Certificate Program and why it's a valuable resource for IR professionals and those aspiring to work in IR/IE.

### **11:00 AM: UH WEST O'AHU CAMPUS TOUR**

### **11:30 AM: LUNCH (ON YOUR OWN AT UHWO'S 'DA SPOT')**

### **12:35 –1:25 PM (C-208): FEATURED PRESENTATION**

"Financial Aid and College Persistence: Estimating the Selection Effect from Propensity Score Matching," Serge Herzog,

Findings from the cumulative research and meta-analysis on the impact of student financial aid are largely inconclusive (Franke, 2014). The lack of consistent results is due to the variation in data and methodology, the latter typically hampered by the absence of randomized control or mechanisms to account for selection bias associated with student receipt of aid. Thus, the US Department of Education's Institute of Education Sciences (IES) stresses the importance of anchoring education research in rigorous analyses that take advantage of randomized field trials and quasi-experimental designs (Whitehurst, 2003). To this end, this study relies on propensity score (PS) matching and weighting in order to estimate selection bias associated with gauging the effect of student financial aid on academic outcomes.

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## 1:30—2:10 PM: CONCURRENT PRESENTATIONS

**(Room C-208)** - "Rating Syllabi from the Student's Perspective," by Rosalind Ram & Camalita Fiona Joyce, BYU-H

How can we account for the sharing, demonstration and achievement of student learning outcomes and standards of performance in courses on campus? WASC Senior College and University Commission Standard 2, Criteria for Review 2.4 outlines that this responsibility should be widely shared among faculty, students and staff. At our institution we established an approach to include students in the review of these outcomes and standards. We engaged students in the development of a system for collecting and reviewing syllabi from all departments to help inform how well our courses meet WASC and institutional standards, align learning outcomes, and employ principles in our University's Framework for Student Learning. In this presentation we will share why this is important for accreditation, the methods and rubrics students used to conduct the review over the last four semesters, and how results were shared and used to implement changes.

**(Room D-146)** - "Moving from CCSSE Survey to Action Plans," by Shuqi Wu, Leeward CC

This purpose of this study is to identify the specific forms of engagement that are associated with higher academic performance. Based on the correlation analysis, students appeared to benefit from being involved in activities that emphasize higher-order thinking activities, receiving prompt feedback from instructors, and receiving career advising from faculty or advisor. The amount of required reading and writing assignments were also related to student performance. Beyond the CCSSE benchmark scores, CCSSE survey provides institutions more detailed information on various forms of student engagement. The college can use those information to guide their action plans to improve student success.

## 2:20—3:00 PM: FEATURED PRESENTATION

**(Room C-208)** - "Data as a Foundation for Institutional Improvement," by Ardis Eschenburg, Windward CC

Using local and national data to drive policy formation through institutionalizing Frosh Cohorts on campus, Dr. Ardis Eschenburg will describe how Frosh Cohorts at Windward CC were initiated, how students in these cohorts perform versus non-frosh cohort students, and the organizational change that has occurred.

## 3:00-3:15 PM: BREAK

## 3:15– 3:55 PM: CONCURRENT PRESENTATIONS

**(Room C-208)** - "Eazy Breezy Data Write-Ups," by Jean Pezzoli, UH Maui College

Often it's not enough to whip up data . . . it's beneficial to write up data as well. Bypass writer's block and compose more capably by utilizing two efficient techniques: a) the refreshing 3-step writing process and b) the simple 5-point template for interpreting a table or chart. Effective data write-ups, whether for grant requests, contract renewals, or accreditation reports, are among the best ways to influence your readers – and to facilitate the successful use of data for educational decision-making.

**(Room D-146)** - "Full-Time and Part-Time Students at Kauai Community College," by Sreang Heak, Kauai CC

This presentation aims to examine the differences and similarities between full-time students and part-time students at Kauai Community College. The comparison was done on the general student characteristics. One significant finding reveals that full-time and part-time students did not differ in their academic performance, as measured by their GPA earned at the end of the semester. The analysis contributes to the policy development for part-time student initiatives at community colleges. Further studies need to be done to identify the barriers preventing part-time students from taking more classes and to provide appropriate interventions to help them come back to school.

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## 4:00-4:40 PM: CONCURRENT PRESENTATIONS

**(Room C-208)** - “You had me at “Hello... will you take this survey? Sharing NSSE results in a way that invites student interaction,” by Kathy Pulotu, Joye Bascara, Seini Ita, Ahra Jo, Daxon Levine, Lena Hawaikirangi, BYU-H

BYU-Hawai'i has participated in the National Survey of Student Engagement (NSSE) nine times since 2002, with results from each year posted on the IR website for all campus members to access. Yet we find that many campus members, especially students, are not aware of these findings. As part of a general effort to improve how data is shared, especially with students, the IR student team developed a plan to creatively display NSSE 2013 results on an 8 x 12 foot chalkboard. Passersby were invited to fill out a short survey containing questions from the NSSE that corresponded to results shown in the chalkboard display. They could also elaborate by sharing comments or suggestions. Did the chalkboard display interest students in learning more about student engagement on our campus? Were there any statistical differences between 2013 NSSE respondents and those who were surveyed at the chalkboard? What additional insight about student engagement can we gain from an analysis of the open-ended comments? What lessons can be learned about creating this type of display? These questions will be answered in the presentation.

**(Room D-146)** - “Predictive Analysis of Transfer Student Success,” by Ming Zhang & David Mongold, UH System

The purpose of this study is to measure the success of University of Hawai'i undergraduate internal transfer students and to evaluate the impact of academic, demographic and financial aid factors before and after transfer. The goal is to identify the most important indicators, quantitatively measure them, and provide an initial evaluation of policy effectiveness in improving transfer student success. Of concern in this study are several research questions. 1. Can academic preparation before transfer predict chances of post-transfer success? 2. Does academic major affect success? Do students with certain majors tend to graduate sooner than others? 3. How important is taking college math before transfer? 4. Does socio-economic status (measured by Pell Grant) influence time to degree? 5. What age groups tend to do better? 6. Do transfer students into UH Manoa (the flagship research 4-year campus) tend to do better than transfers into other UH campuses? 7. What are the top five factors affecting transfer student success?

## 4:45 pm ADJOURN (C-208)