



AGENDA

Cincinnati State Technical and Community College
Main Building, Conference Center (Room 342)
3520 Central Parkway
Cincinnati, Ohio 45223
March 20, 2015

8:00 am - 9:15 am	Registration, Breakfast, & Networking	Main 342
9:15 - 9:30	Welcome and announcements	Main 342
9:30 - 10:30	Keynote Address: Ohio Values Veterans Speaker: Paula K. Compton, Ph.D., Associate Vice Chancellor, Articulation and Transfer, Ohio Board of Regents	Main 342
10:30 - 10:45	<i>Break</i>	
10:45 - 11:00	Business Meeting: Treasurer's report; New members and guests; AIR Forum reminder; IPEDS & HLC Data Update schedule; Other?	Main 342
11:00 - 11:50	Panel Discussion: Serving Veterans in Higher Education Moderator: Jean Chappell, Cincinnati State Technical and Community College Panel Members: Darrell Smith, Cincinnati State Technical and Community College; Seth Gordon, Wright State University, and Mike Forrest, Ohio State University	Main 342
11:50 - 12:00	<i>Break</i>	
12:00 pm - 12:45 pm	Lunch	Main 342
12:45 - 1:00	<i>Break</i>	
1:00 - 1:45	Concurrent Session 1	
1a:	IR on a Shoestring: Maximizing your data analytics technology capabilities to tell your institution's story with limited resources Presenter: Michelle Ford, Cincinnati State Technical and Community College	ATLC 221
1b:	Veteran Students in Transition at a Midwestern University Presenter: Vincent Schiavone, Kent State University	ATLC 223
1:45 - 2:00	<i>Break</i>	
2:00 - 2:45	Concurrent Session 2	
2a:	Multiple Measures of Student Success Presenter: Lauren Thomas, University of Cincinnati	ATLC 231
2b:	Tracking and Serving Veterans through Data: How IR and Veterans Services collaborate through TAACCCT (Trade Adjustment Assistance Community College and Career Training) programs. Presenters: Jeffrey Scott, Christine Yancey, and LeeAnn Perkins Cincinnati State Technical and Community College	ATLC 233
2:45 - 3:00	<i>Break</i>	
3:00 - 3:45	Concurrent Session 3	
3a:	Veterans and NSSE Presenter: Craig This, Wright State University	ATLC 221
3b:	VA Education Benefits Presenter: Darrell Smith, Cincinnati State Technical and Community College	ATLC 223

Session summaries:	
1a:	<p><i>IR on a shoestring: Maximizing your data analytics technology capabilities to tell your institution's story with limited resources</i></p> <p>Michelle Ford, Research Analyst, Cincinnati State Technical and Community College</p>
	<p>While IR departments are responsible for transforming their institution's data into meaningful information that can be used to support decision making, limited resources and funds act as roadblocks. Data management and analytics software are strong tools for IR; however, the price tag associated with technology can be cost prohibitive. IR professionals must be creative and find tricks to keep up with the trends and arm their institution with the most advanced data to support continuous improvement.</p> <p>This presentation will provide an overview and demonstration of free or relatively inexpensive technology products IR professionals can utilize. Topics to be covered include: data blending, data analytics, visualization of data, and miscellaneous tasks such as survey research and data management systems. Overviews and demonstrations will be provided for sample technology software in each category. Sample software to be demonstrated includes but is not limited to Excel, Power Pivot, Access, SAS, Alteryx, Qlikview, Survey Monkey, and Career Coach.</p>
1b:	<p><i>Veteran Students in Transition at a Midwestern University</i></p> <p>Vincent Schiavone, Graduate Assistant, Kent State University</p>
	<p>One of the fastest-growing subpopulations of nontraditional college students is military veterans who enroll in institutions of higher education following their returns from deployment. Although much research has been conducted on veteran-students, much of that work has focused on issues such as veterans' finances or academic achievement, rather than the individuals' transitions from deployment to student life. Prior to the 2008 passage of the Post-9/11 GI Bill, only 22% of institutions offered transition assistance to veteran-students; four years later, that figure has dramatically grown to 37%. Due to the rapidly increasing interest in transition assistance among student-veteran service providers, it is clear that more research is needed on these transitions. Six veteran-students at a large research university in the Midwest were interviewed using a qualitative case study approach. Subjects' responses were then analyzed within the framework provided by Schlossberg's Transition Theory. The influences that most strongly impacted the participants' transitions were assets and deficits that were financial, physical, emotional, psychological, and, most significantly, social in nature.</p>
2a:	<p><i>Multiple Measures of Student Success</i></p> <p>Lauren Thomas, Senior Research Associate, University of Cincinnati</p>
	<p>Institutional researchers are often asked to measure students' success using grades, retention, or graduation rates. However, all of these measures take place after some or all of a student's education has passed and fail to consider factors that influence individual students' collegiate experiences. This presentation chronicles the first phase of one institution's process of developing a regression model for predicting student success. Topics covered will include developing a theoretical framework, selecting and operationalizing variables, using preliminary results to refine the model, and interpreting results for policy decisions.</p>
2b:	<p><i>Tracking and Serving Veterans through Data: How IR and Veterans Services collaborate through TAACCCT (Trade Adjustment Assistance Community College and Career Training) programs.</i></p> <p>Jeffrey Scott, Career Mapping Specialist – Cincinnati State Technical and Community College Christine Yancey, Job Coach/Job Developer - Cincinnati State Technical and Community College LeeAnn Perkins, Data Manager - Cincinnati State Technical and Community College</p>
	<p>Cincinnati State Technical and Community College has been awarded four TAACCCT through the U.S. Department of Labor. As result, the Pathway to Employment Center (PTEC) was created to act as a one stop career assessment, planning, and placement center that is accessible to the community. PTEC offers services that include career interest assessment, academic advising, tutoring, career coaching, and job placement assistance to trade impacted workers, veterans, displaced workers, unemployed persons, and adult learners.</p> <p>PTEC utilizes a case management approach to serve veterans to foster continuous improvement through data management and evaluation. Multiple layers of data are collected at the participant level on veterans enrolled in targeted programs of study. PTEC created the position of a Data Manager to connect PTEC student affair professionals with the office of Institutional Research & Effectiveness on campus. This collaboration has helped to develop strong data protocols, leverage IR resources, and sustain best practices.</p>

This presentation will provide an overview of PTEC, recruitment strategies, student services offered, and data collection methods and systems utilized. Additionally, data highlights on veterans' progress from intake through completion at the college and ultimately employment outcomes in programs will be shared.

3a: *Veterans and NSSE*

Craig This, Data Analyst, Wright State University

Wright State University uses student-veteran responses to NSSE as one gauge of their involvement on campus.

3b: *VA Education Benefits*

Darrell Smith, Cincinnati State Technical and Community College