

HERI Presentations at the 2006 AIR Conference Chicago, IL

226 -- Predicting Transition and Adjustment to College: Minority Biomedical and Behavioral Science Students? First Year of College Student Learning and Outcomes Research Presentation (40 Minutes)

Tuesday, 11:10-11:50 am Colorado Room, Level 2

Victor Saenz vsaenz@ucla.edu (Author) Director of Follow-up Surveys, UCLA Higher Education Research Institute June Chang junec@ucla.edu (Author) Research Analyst, University of California - Los Angeles Sylvia Hurtado shurtado@gseis.ucla.edu (Author) Professor and Director of the Higher Education Research Institute, University of California -Los Angeles Nolan Cabrera ncabrera@ucla.edu (Author) University of California-Los Angeles Lorelle Espinosa lorelle@ucla.edu (Author) Doctoral Student, University of California-Los Angeles Paula L. Harmer pharmer@westernu.edu (Facilitator) Director of Institutional Research, Western University of Health Sciences

Abstract:

Using data from the 2004 Cooperative Institutional Research Program (CIRP) and 2005 Your First College Year (YFCY), this longitudinal study examines predictive factors related to positive first-year transition of underrepresented minority college students showing commitments to the biological or behavioral sciences. Key characteristics of successful transitions include academic and social engagement (e.g., forming faculty relationships or feeling a sense of belonging with the college community). Affecting engagement are variables such as high school preparation and cross-/same-race interactions. Our findings inform college transition policies and programs focused on the long-term success of underrepresented minorities in the biomedical and behavioral sciences.

S13 -- CIRP Users Special Interest Group

Tuesday, 12:00-12:50 pm Huron Room, Level 2

Catherine L. Finnegan catherine.finnegan@usg.edu (Convener) Director of Assessment and Public Information, Board of Regents of the University System of Georgia

Abstract:

Institutional researchers whose institutions use the CIRP, Your First College Year (YFCY), and College Student Surveys (CSS) will discuss using these instruments for assessing their students. Topics to be covered will include: using the CIRP in conjunction with other campus data to study student outcomes; using the CIRP, YFCY, and CSS for longitudinal student research; and improving/enhancing comparability of student data through consortial arrangements. The focus of the discussion will be on institutional applications of CIRP student data, especially, program planning and evaluation and institutional decision-making.

153 -- Spirituality and the 'Typical' College Student: Examining Dimensions of Diversity and Resulting Institutional Implications Student Life Panel (90 minutes)

Tuesday, 1:00-2:30 pm Arkansas Room, Level 2

Jennifer A. Lindholm jlindhol@ucla.edu (Author) Associate Director, Higher Education Research Institute Katalin Szelenyi szelenyi@ucla.edu (Author) Research Analyst, University of California -Los Angeles Alyssa N. Bryant anbryant@gmail.com (Author) Education Research Scientist, RTI International Shannon Calderone scalderone@gmail.com (Author) University of California - Los Angeles

Abstract:

This panel session is intended to highlight a broad spectrum of findings from a national program of research that examines the spiritual development of undergraduate students during their college years. The focal point for this discussion will center on the ways in which higher education can best enhance spiritual inclinations of diverse populations of students. Towards this end, panelists will focus their presentations on various dimensions of student diversity and highlight students' unique and common perspectives on spirituality and related constructs.

622 -- Tracking College Students Over Time: Using CIRP and CSS Data for Longitudinal Assessment The Practice of Institutional Research: Theory, Techniques, Technologies, Tools, and Ethics Panel (90 minutes)

Wednesday, 1:00-2:30 pm Sheraton 1, Level 4

Victor Saenz vsaez@ucla.edu (Author) Director of Follow-up Surveys, UCLA Higher Education Research Institute John H. Pryor john.pryor@ucla.edu (Author) Director of CIRP, Higher Education Research Institute Gavin Henning gavin.henning@unh.edu (Author) Research Associate, University of New Hampshire

Abstract:

This panel spotlights the use of the CIRP Freshman Survey and College Student Survey (CSS) as longitudinal assessment tools. This session outlines a conceptual framework for longitudinal student assessment and highlights research findings from a nationwide sample of over 16,000 college students who completed the CIRP Freshman Survey at college entry and the 2005 College Student Survey (CSS). In addition to presenting national findings, panelists discuss the assessment goals, practices, and potential applications of CIRP and CSS survey data from the perspective of an institution currently participating in the surveys.

E17 -- CIRP Student Surveys

Vendor Demonstration

Wednesday, 2:40-3:20 pm Parlor B, Level 3

John H. Pryor john.pryor@ucla.edu (Presenter) Director of CIRP, Higher Education Research Institute William S. Korn wkorn@ucla.edu (Presenter) University of California - Los Angeles

Abstract:

The Cooperative Institutional Research Program (CIRP) contains assessment tools that help institutions understand their students and the impact of college. The CIRP Freshman Survey illustrates characteristics of incoming students and their college expectations. It is especially useful when combined with the CIRP Your First College Year (YFCY) survey (administered at the end of the first year of college and designed to assess the academic and personal development of freshmen) and the CIRP College Student Survey (CSS) (most commonly used with graduating seniors to examine the impact of college). Session attendees will learn about the surveys and have the opportunity to ask questions.