

> Assessing and Demonstrating Institutional Effectiveness

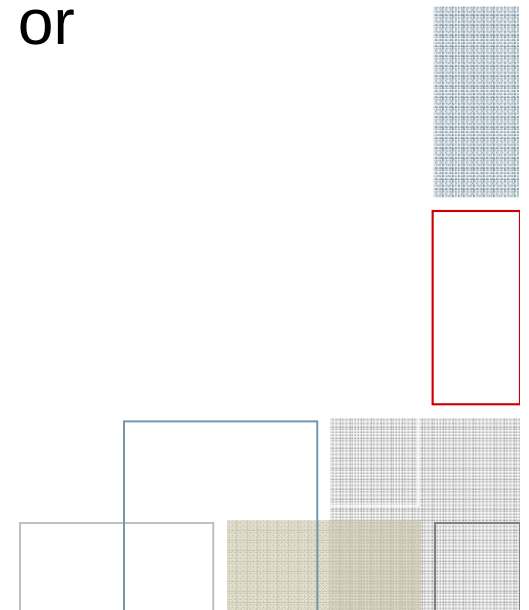
Sarah Tomashek
Manager, Higher Education
SPSS Inc.



> Commonly Asked Questions

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1. Will I be able to get copies of the slides after the event?
2. Is this web seminar being taped so I or others can view it after the fact?



> Commonly Asked Questions

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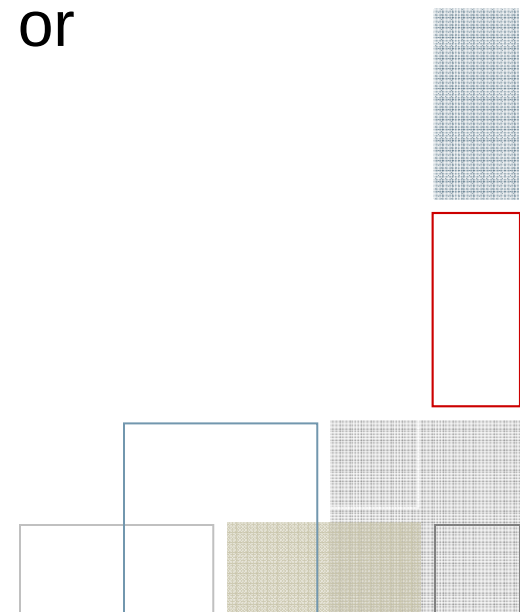
1. Will I be able to get copies of the slides after the event?

Yes

2. Is this web seminar being taped so I or others can view it after the fact?

Yes

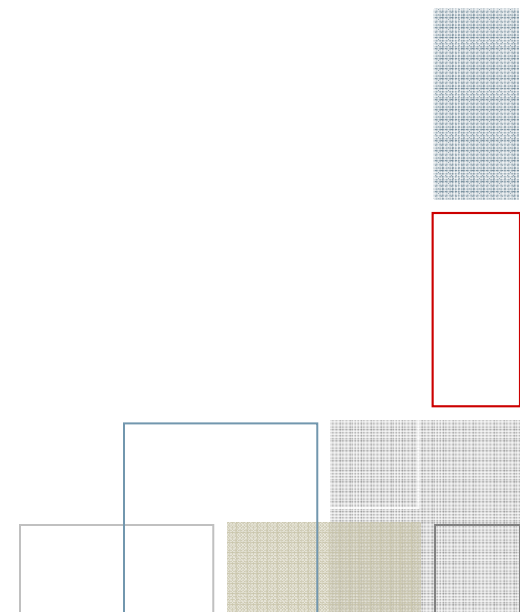
www.spss.com/events



> Agenda

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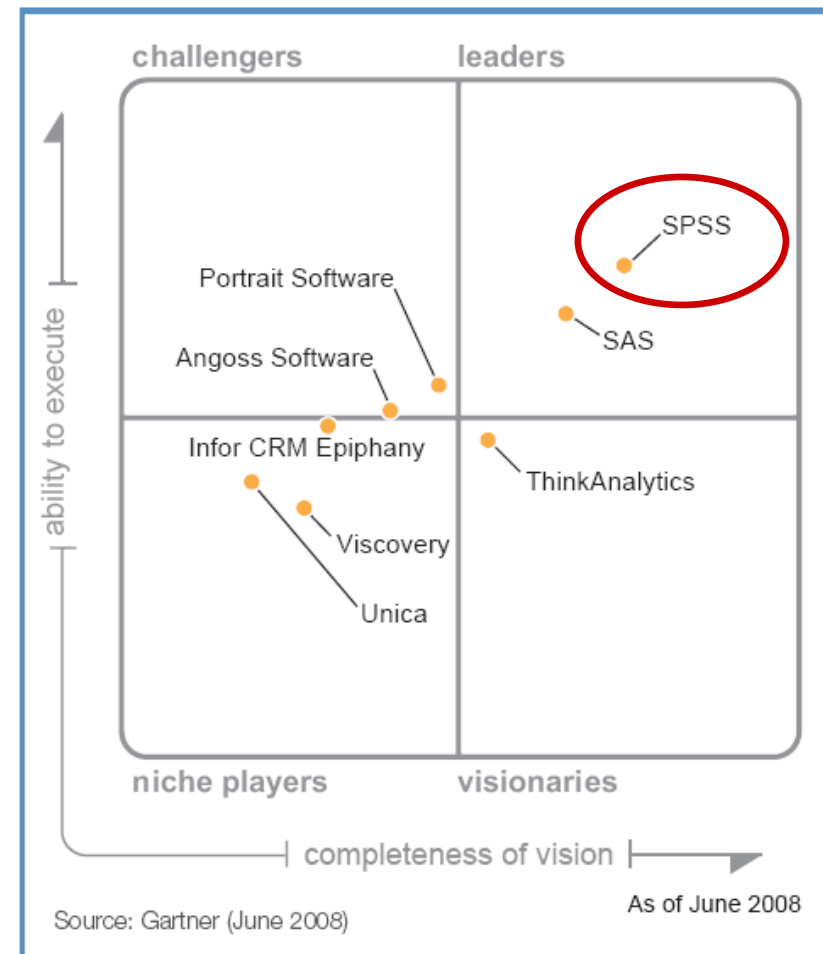
- Who is SPSS Inc.?
- What is Predictive Analytics and how does it apply to Institutional Effectiveness and Quality Assurance?
- 4 Key Ways Predictive Analytics can help your institutional assessment process
 - Benefits
 - How the technology works
 - What you need to know to get started
- Who's doing this? Examples from the Field
- Summary



> Who is SPSS Inc.?

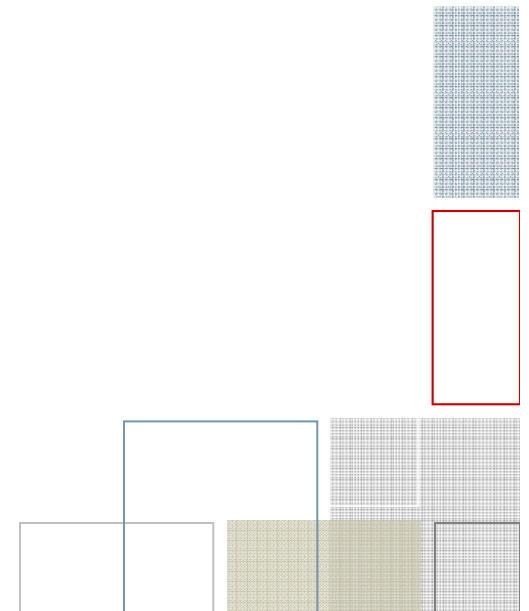
SPSS

- Global market leader in predictive analytics
- Top 25 software company
- Founded in 1968 at Stanford.
- NASDAQ-listed (SPSS) in 1993
- Operations in over 60 countries
- Customers: All 129 of the top U.S. colleges and universities ("America's Best Colleges 2005," *U.S. News & World Report*)



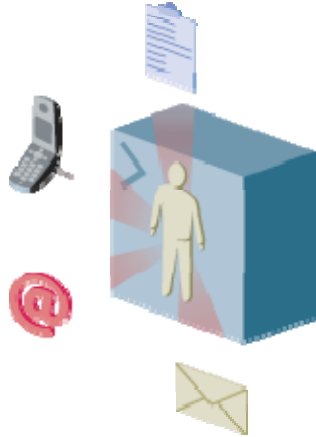
> What is Predictive Analytics?

- Predictive Analytics is...
 - A method for collecting and analyzing data—attitudinal, behavioral, structured, unstructured, etc.—in order to understand applicants, students, faculty, or other constituents; and use this insight to direct, optimize, and automate **data-driven decision making**.
- Predictive Analytics delivers...
 - Return on Information
 - Return on Investment

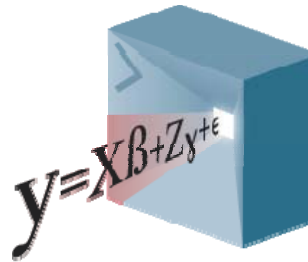


> What types of technology constitute “Predictive Analytics?”

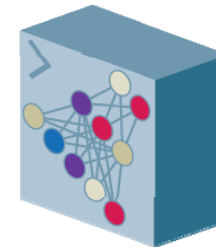
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Data Collection



Statistics



Data Mining



Text Mining



Web Mining



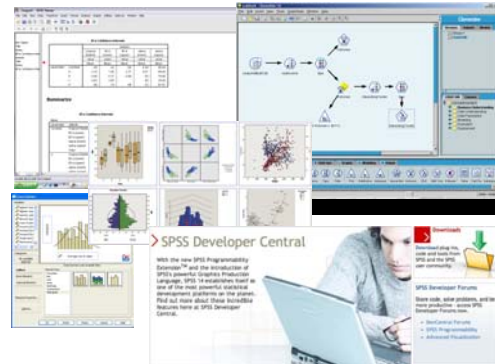
Collaboration
and Deployment



> How are these technologies applied to Institutional Assessment?

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Capture contextual information and utilize all data sources available



Predict

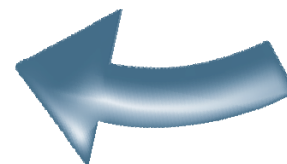
Recommend the most appropriate action to take; eg: how instructional programming and institutional operations can be changed to improve student satisfaction, persistence, and admissions.



Capture

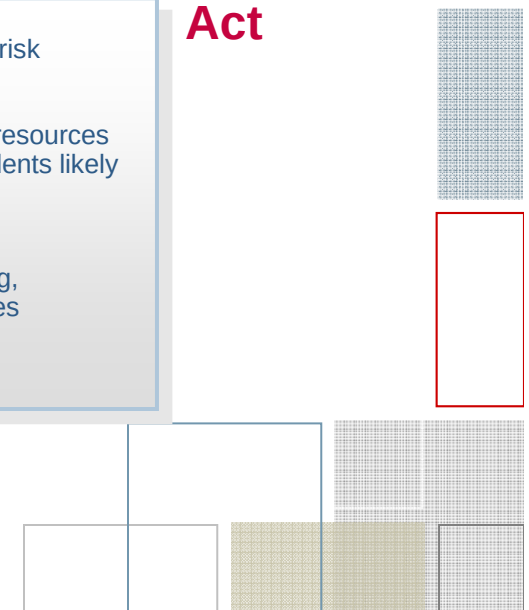


Store detailed data collected from students, faculty, etc.

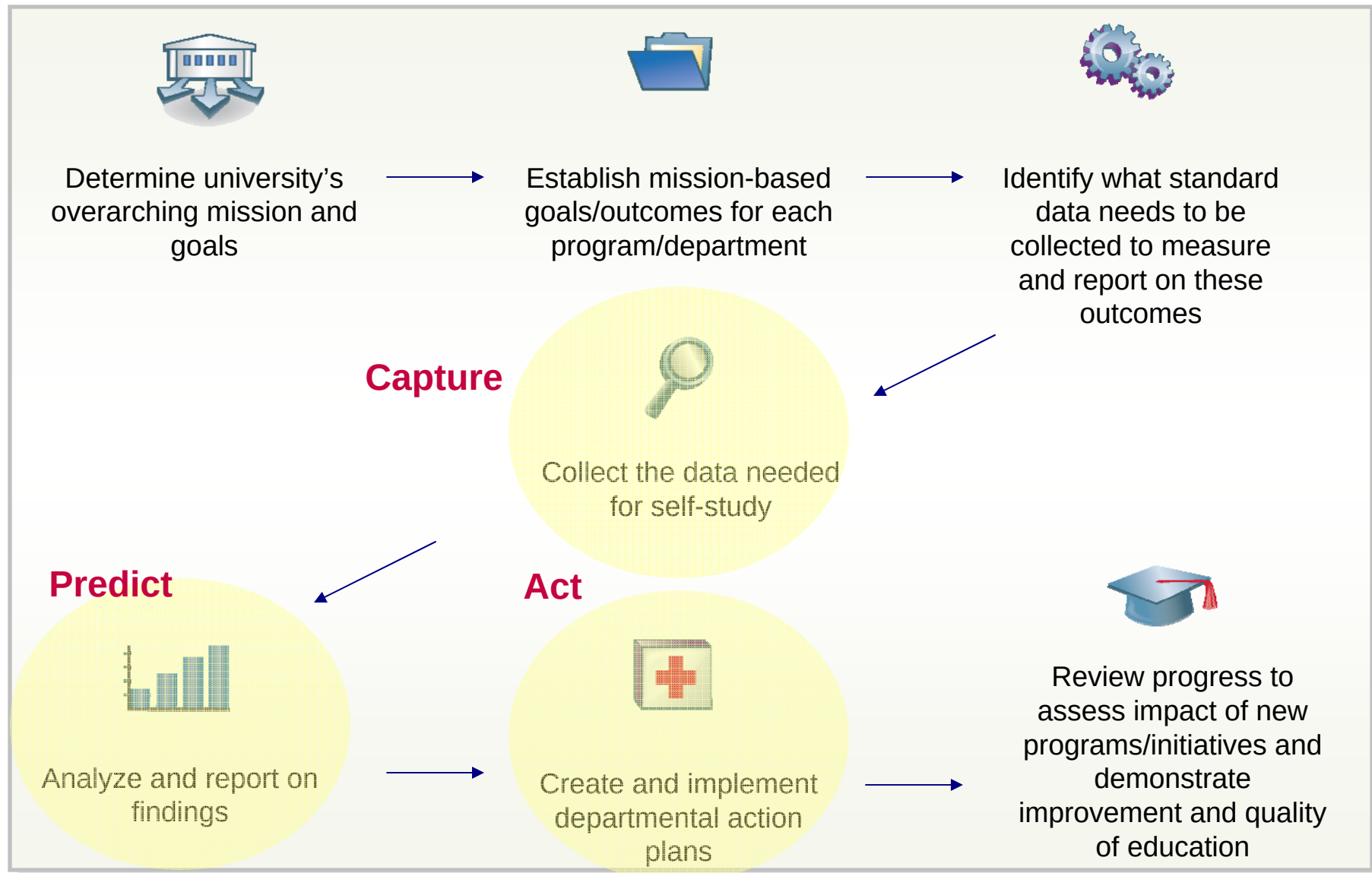


Act

- Intervene with at-risk students
- Proactively offer resources and support to students likely to under-perform
- Make changes to instruction, planning, budgeting processes
- Etc.



> How are these technologies applied to Institutional Assessment?



➤ **How can predictive analytics be applied to your Institutional Assessment process?**



> Idea 1: Standardized, multi-channel data collection



> Idea 1: Standardized, multi-channel data collection

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Director,
Institutional Research

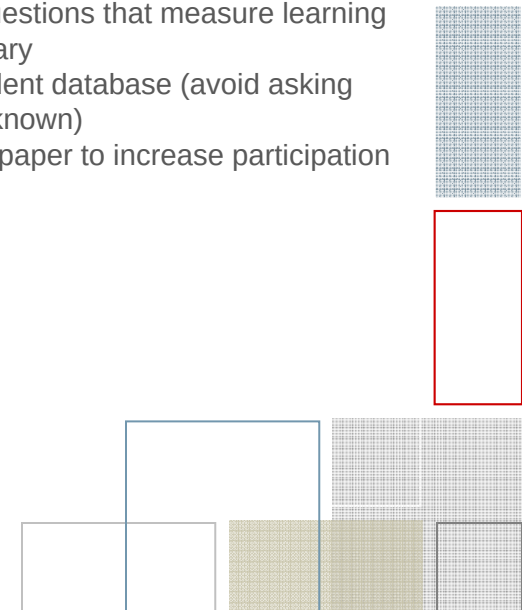
(Speaking to her group)

“We just met with the Dean of Arts and Sciences and the Assessment Coordinator. All departments have submitted their mission-based program outcomes. We now want to be able to assess performance and analyze data from all sources to identify problems we may be having within specific academic departments. I want to determine how we can best streamline this process.”

What actions are taken?

Analyzes course evaluations and other surveys that are being administered across the institution. Takes the following steps to streamline the process:

- Builds a standard set of questions that measure learning outcomes and saves in library
- Automatically ties into student database (avoid asking information that is already known)
- Runs on web, phone, and paper to increase participation



> Idea 1: Standardized, multi-channel data collection

▪ Benefits:

Data Collection

- Enables institution to understand what students know (cognitive data), think (attitudinal data), and do (behavioral data) as a result of their participation in a degree program

Standardized

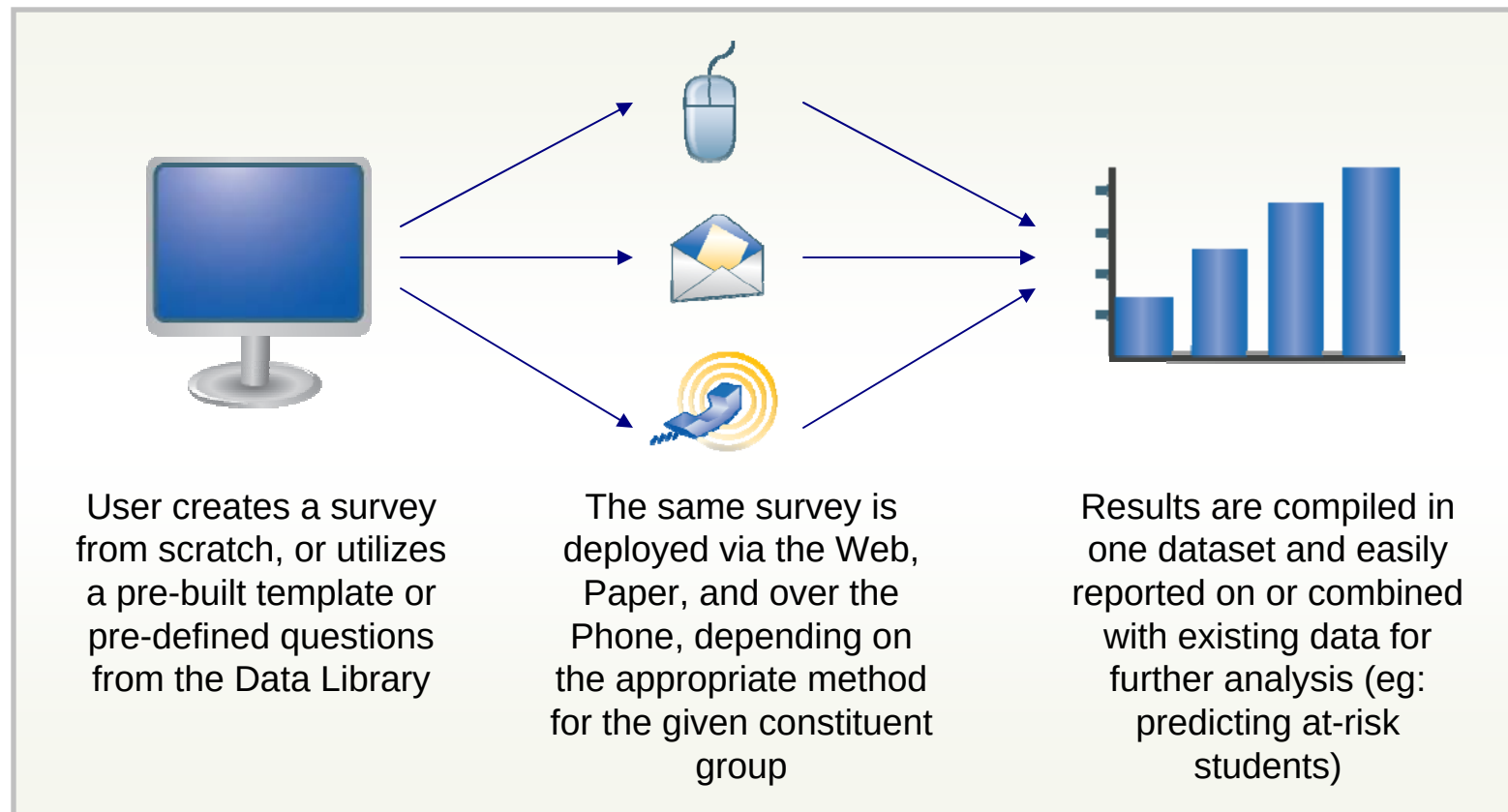
- Allows you to create benchmarks of where you are compared with past performance
- Saves you time and effort in pushing out surveys/evaluations and reporting on the results

Multi-channel

- Collecting across multiple channels increases likelihood of response

> Idea 1: Standardized, multi-channel data collection

- How the technology works:



> Idea 1: Standardized, multi-channel data collection

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The screenshot displays the 'HE_Road_Show - Author' software interface. The main workspace is divided into three panes: 'Design', 'Details', and 'Explorer'. The 'Design' pane shows a hierarchical tree of routing items on the left, including 'NewRouting', 'Intro', 'Services', 'IfNo', 'Hear', 'GoToServicesWhat', 'WhyNot', 'GoToAddServices', 'ServicesWhat', 'ServicesInfo', 'AddServices', 'IfGoTo', 'Recommend', 'Promote', 'Page', and 'Thank'. The 'Details' pane shows the 'NewRouting' item selected, with a 'Routing' tab active. The 'Routing' tab displays the 'Intro' and 'Services' sections. The 'Intro' section contains the text 'The Academic Center is assessing student perceptions of the services we provide.' The 'Services' section contains the text 'Have you used the Services provided by the Academic Center?' and a 'Responses' table with 'Yes' and 'No' options. The 'IfNo' section contains the text '<Enter optional routing description here>' and a 'Services.ContainsAny({No})' condition. The 'Explorer' pane shows the 'Routing' properties, including 'Name' (NewRouting), 'Layout Template' (AC_Template.htm), and 'Interviewing Mode' (Paper, Phone, Unplugged, Web). The 'Web' mode is selected. The status bar at the bottom indicates 'Context: Question' and 'Language: English (United States)'.

HE_Road_Show - Author

File Edit View Insert Group Tools Help

Insert Question Insert Routing Item Question English (United St)

Times New Roman 3 (12 pt) B I T

Design Details

NewRouting

Intro

The Academic Center is assessing student perceptions of the services we provide.

Services

Have you used the Services provided by the Academic Center?

Responses

Yes
No

IfNo

<Enter optional routing description here>

Services.ContainsAny({No})

Routing

Name: NewRouting

Layout Template: AC_Template.htm

Interviewing Mode

☐ Paper

☐ Phone

☐ Unplugged

☒ Web

Context: Question

Language: English (United States)

> Idea 1: Standardized, multi-channel data collection

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HE_Road_Show - Author

File Edit View

Interview Preview

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Please enter your first name:

James

Previous Next Stop 20%

Web Phone

Close

Context: Question Language: English (United States)

> Idea 1: Standardized, multi-channel data collection

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SPSS InterviewBuilder - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites Refresh Print Mail Address Book Bluetooth

Address http://192.168.131.128/SPSSMR/InterviewBuilder/Main.aspx?hash=ApplicationUtils Go Links

Search web...

Dimensions Overview Edit Advanced Presentation Export/Analysis

Project: HE_Road_Show
User: admin
Site: Site

Display options Full question Apply

☒ Status
☒ Race
☒ Class
☒ Housing
☒ Transfer
☒ AddServices
☒ WhyNot
☒ Hear
☒ Services
☒ ServicesW..
☒ Recommend
☒ Intro
☒ Promote
☒ Thank
☒ Servicesl..

WhyNot

Why have you not used the services of the Academic Center?

☐ I have heard of the Academic Center and it's services, but I have not made the time.

☐ I have heard of the Academic Center, but I am not interested in it's services.

☐ I have heard of the Academic Center, but I do not know about the services provided.

☐ I have heard about the services provided by the Academic Center, but I am not informed of how to use them services.

☐ I have heard of the Academic Center, but I am embarrassed to seek help.

☐ I have not heard of the Academic Center nor the services offered.

☐ I am in no need of the services provided by the Academic Center

Group on Page

Hear

How did you hear about the services provided by the Academic Center?

☐ Faculty

☐ Admission Receptions/Open Houses

☐ Signage and flyers

☐ Presentations in classes or the residence hall

☐ Other students

☐ Website

Group on Page

Services

Have you used the Services provided by the Academic Center?

Done Internet

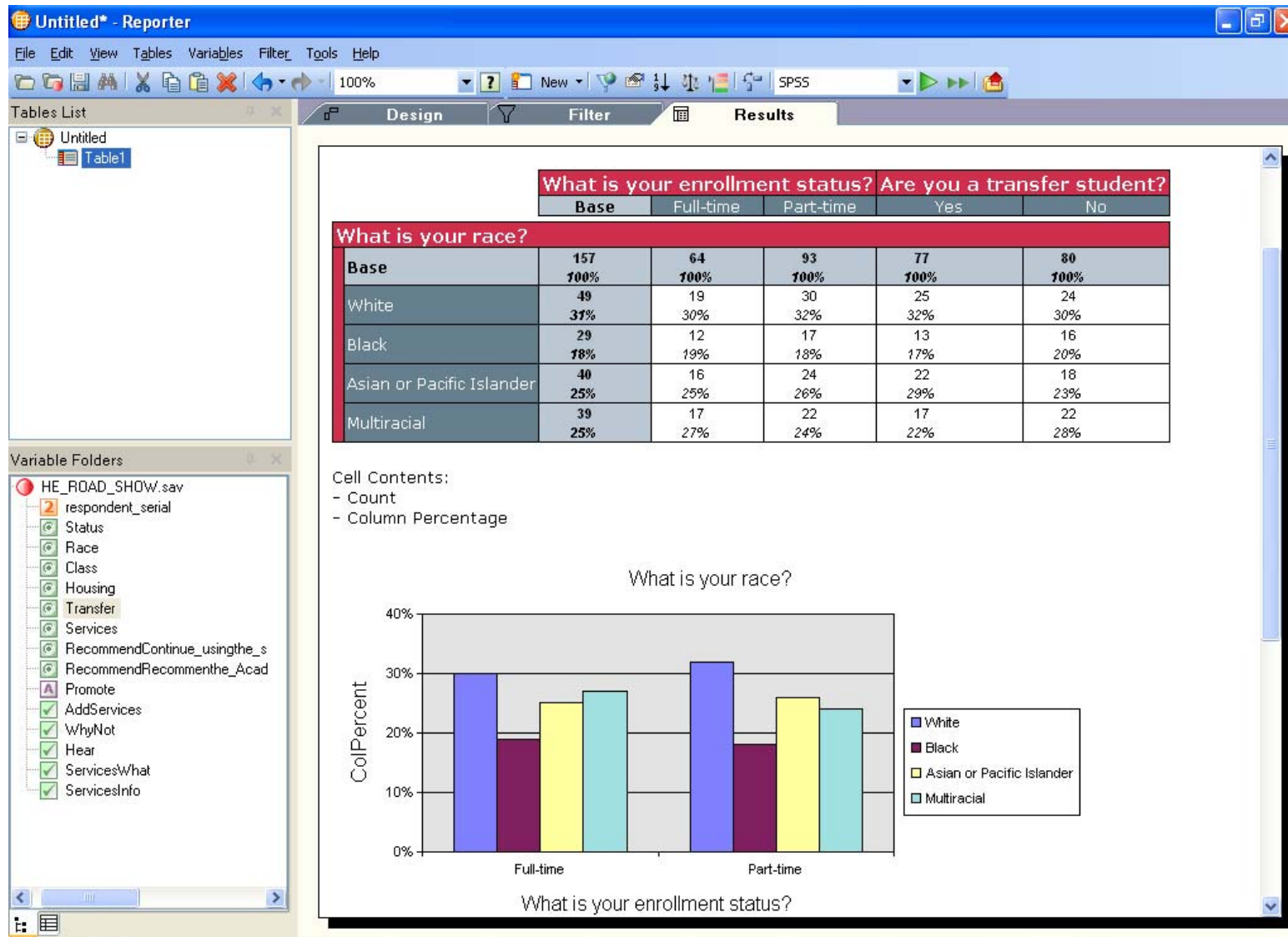
> Idea 1: Standardized, multi-channel data collection

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The screenshot displays the SPSS Reporter interface for a report titled 'Untitled* - Reporter'. The interface includes a menu bar (File, Edit, View, Tables, Variables, Filter, Tools, Help) and a toolbar with various icons. The 'Tables List' pane on the left shows 'Table1' under 'Untitled'. The 'Variable Folders' pane on the left lists variables from the 'HE_ROAD_SHOW.sav' dataset, including 'respondent_serial', 'Status', 'Race', 'Class', 'Housing', 'Transfer', 'Services', 'RecommendContinue_usingth', 'RecommendRecommenethe_A', 'Promote', 'AddServices', 'WhyNot', and 'Hear'. The 'Design' tab is active, showing a 'Table Description' for 'Table1'. The table structure is defined by three nested boxes: a 'Top' box containing 'Status' and 'Transfer' with an 'Add' button, a 'Side' box containing 'Race' with an 'Add' button, and a 'Nest' box. The 'Results' tab is also visible.

> Idea 1: Standardized, multi-channel data collection

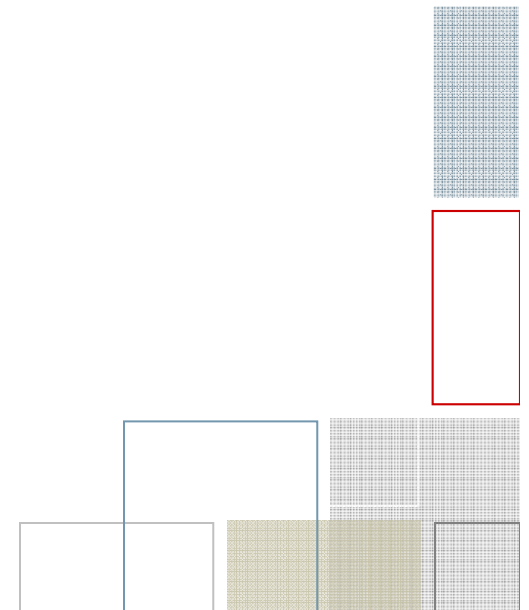
SPSS



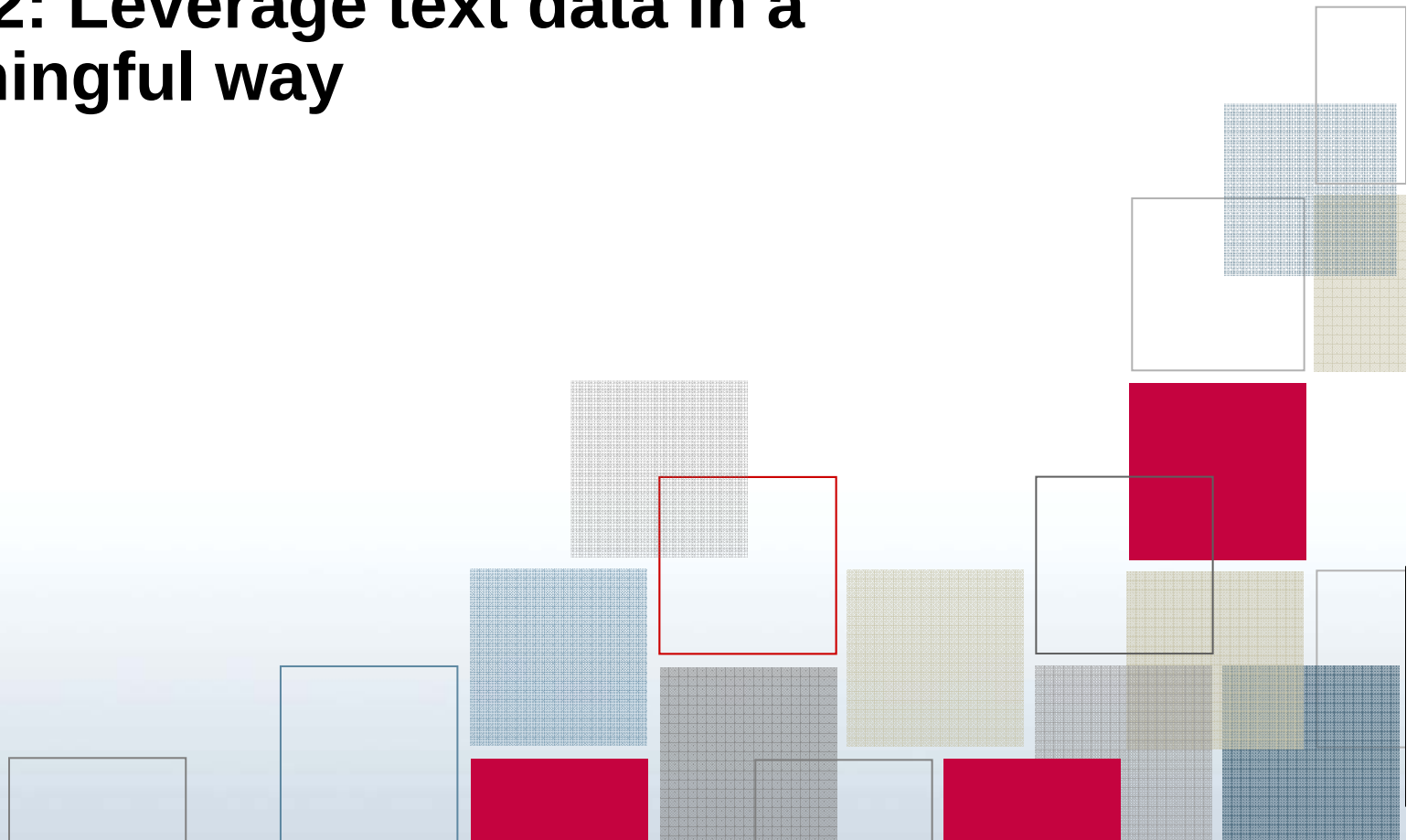
> Idea 1: Standardized, multi-channel data collection



- Tips for getting started:
 - Create a data collection plan and stick to it:
 - Outline goals- what are you trying to measure?
 - Make sure your questions and survey are well-designed
 - Make sure you are using an appropriate channel(s) for your target audience
 - Reduce and reuse!
 - Decide upfront who/what/where/when/how the data will be analyzed and used in decision making



➤ **Idea 2: Leverage text data in a meaningful way**



> Idea 2: Leverage text data in a meaningful way

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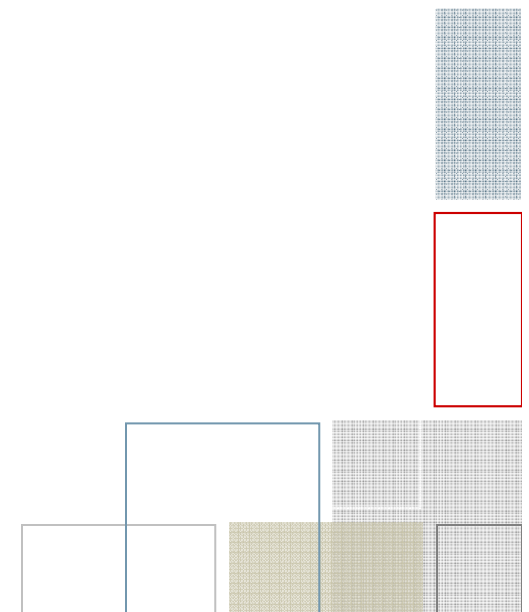
Director,
Institutional Research

(Speaking to her group)

“Now that we’ve collected program evaluations from our students, we have a number of open-ended responses that need to be reviewed and ideally, coded for inclusion in our analysis. This could take months! We need to find a better way to do this.”

What actions are taken?

- Employs text analytics to automatically code and summarize open-ended responses
- Combines these coded results with other data from survey/evaluation for more complete analysis of results



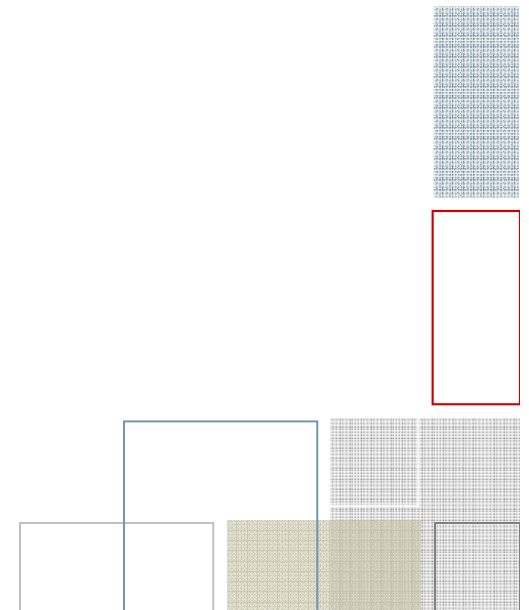
> Idea 2: Leverage Text Data in a Meaningful Way

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■ Benefits:

Text Analytics

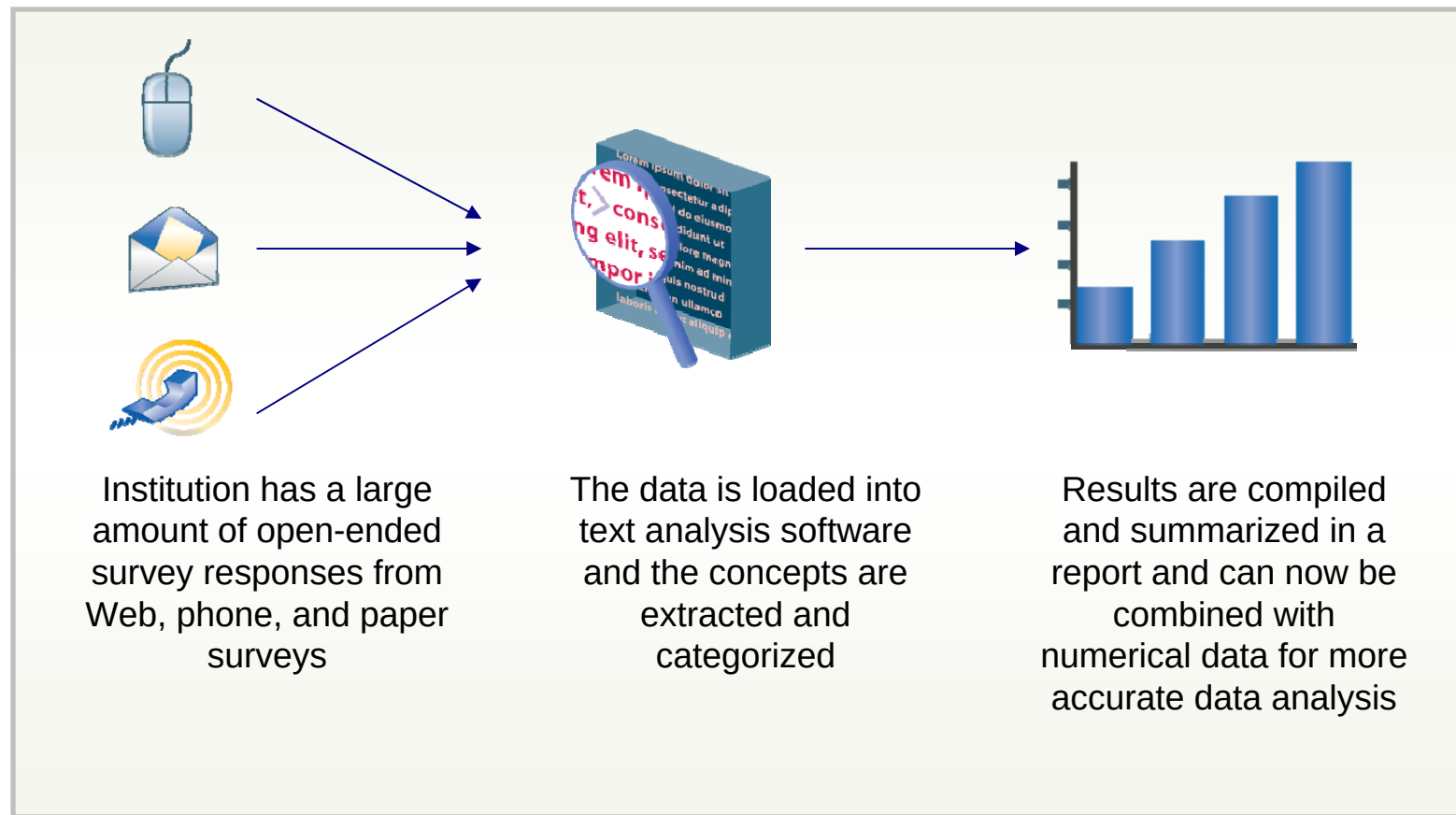
- Drastically reduce staff time spent reading and coding open-ended responses
- Increase accuracy of analysis by reducing human error in coding
- Text provides more rich, accurate view of students' opinions and knowledge...in their own words
- Increase the accuracy of predictive models– by up to 40%



> Idea 2: Leverage Text Data in a Meaningful Way

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- How the technology works:



> Idea 2: Leverage Text Data in a Meaningful Way

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Project 1 - SPSS Text Analysis for Surveys

File Edit Categories View Tools Help

Text Response

Categories Statistics

- occupation (34)
- europa (33)
- class (31)
- scholar (31)
- university (31)
- communicator (30)
- discipline (29)
- courses (28)
- degree (27)
- languages (26)
- teacher (22)

Unused Extractions All Extractions

Extract Term

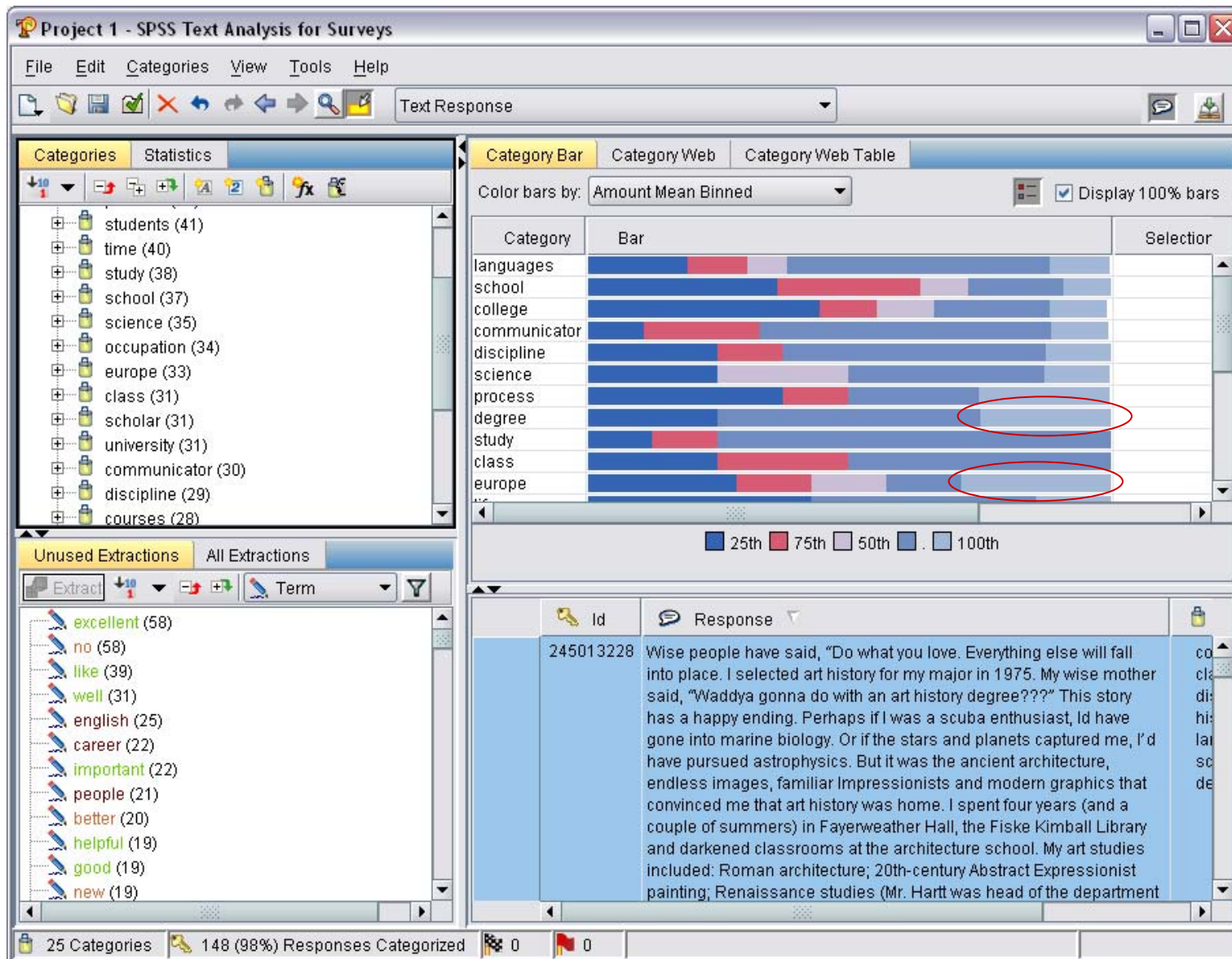
- excellent (58)
- no (58)
- like (39)
- well (31)
- english (25)
- career (22)
- important (22)
- people (21)
- better (20)
- helpful (10)

	Id	Response	Cate
20		experience you enjoyed to those who will follow, just like many of your predecessors did for you. The University is a world treasure under our care. We must keep it that way.	
498000627		Twenty years from now you will be more disappointed by the things you didn't do than by the ones you did. So throw off the bowlines. Sail away from the safe harbor. Catch the trade winds in your sails. Explore. Dream. Discover. I was a sociology major, and I loved it. Although people tended to treat sociology as an inferior discipline, I got a lot out of it. To be honest, it was that very criticism that prompted me to take ownership of my education while at the College I enrolled in the distinguished majors program and wrote an honors thesis during my fourth year. The sociology department was very accessible, and the faculty (both graduate assistants and professors alike) were friendly and open to discussion. Through my interaction with the department and my fellow students I learned what a major had the potential to be: life-changing. Sociology allows for a wide variety of interests, and that's what I found (and still find) so charming about it. I took classes in many different departments, and in most, if not all, I found some connection to my work through sociology. Currently I work at a large nonprofit but have plans to enter graduate school in the near future. Other sociology majors I know work in virtually every field you can think of, from finance to education. Sociology is everywhere ... when you watch TV, when you walk down the street, when you interact with co-workers, etc. I have no reservations nor regrets about my time at the College, least of all my choice of majors.	study scholar time class life disciplin process students school departm
21			

25 Categories 148 (98%) Responses Categorized 0 0

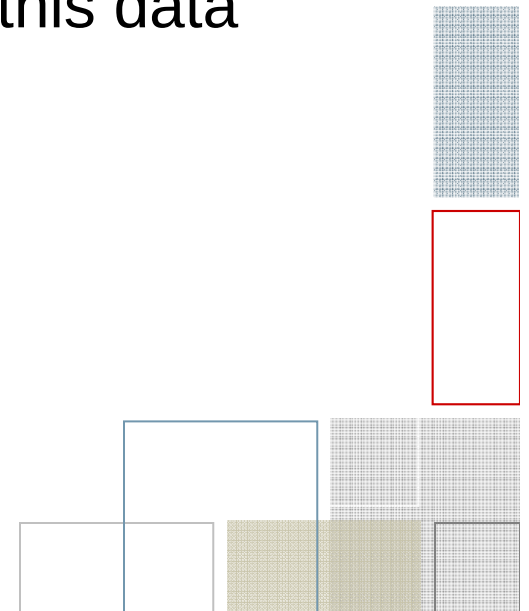
> Idea 2: Leverage Text Data in a Meaningful Way

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> Idea 2: Leverage Text Data in a Meaningful Way

- Tips for Getting Started
 - Inventory what open-ended responses you are already collecting
 - Determine what further information you'll need or would like and how you'll ask for it
 - Be specific! For example, "What did you like?" is a different question than "What didn't you like?"
 - Consider when and how you will collect this data and where it will be stored



> Idea 3: Use predictive modeling to inform and drive action plans



> Idea 3: Use predictive modeling to inform and drive action plans

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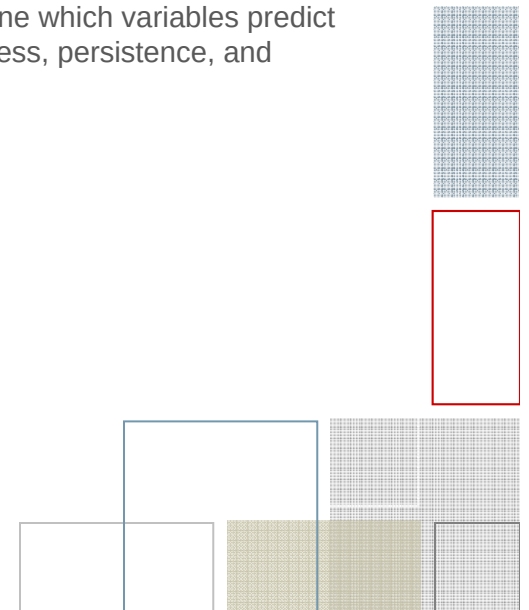
Analyst
Institutional Research

(Analyst thinking to himself)

“We’ve completed this round of data collection processes. Now we need to analyze the data to provide the information the deans and department heads need to identify areas for improvement and build their action plans.”

What actions are taken?

- Integrate data from multiple sources across the university to look at relationship between performance in course and other student data
- Examine the patterns in variable combinations of those students who successfully complete key courses versus those students who fail
- Build models to determine which variables predict outcomes such as success, persistence, and satisfaction



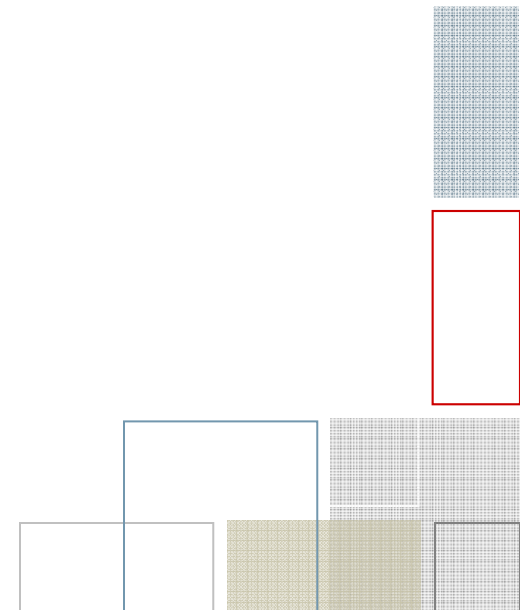
> Idea 3: Use predictive modeling to inform and drive action plans

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■ Benefits:

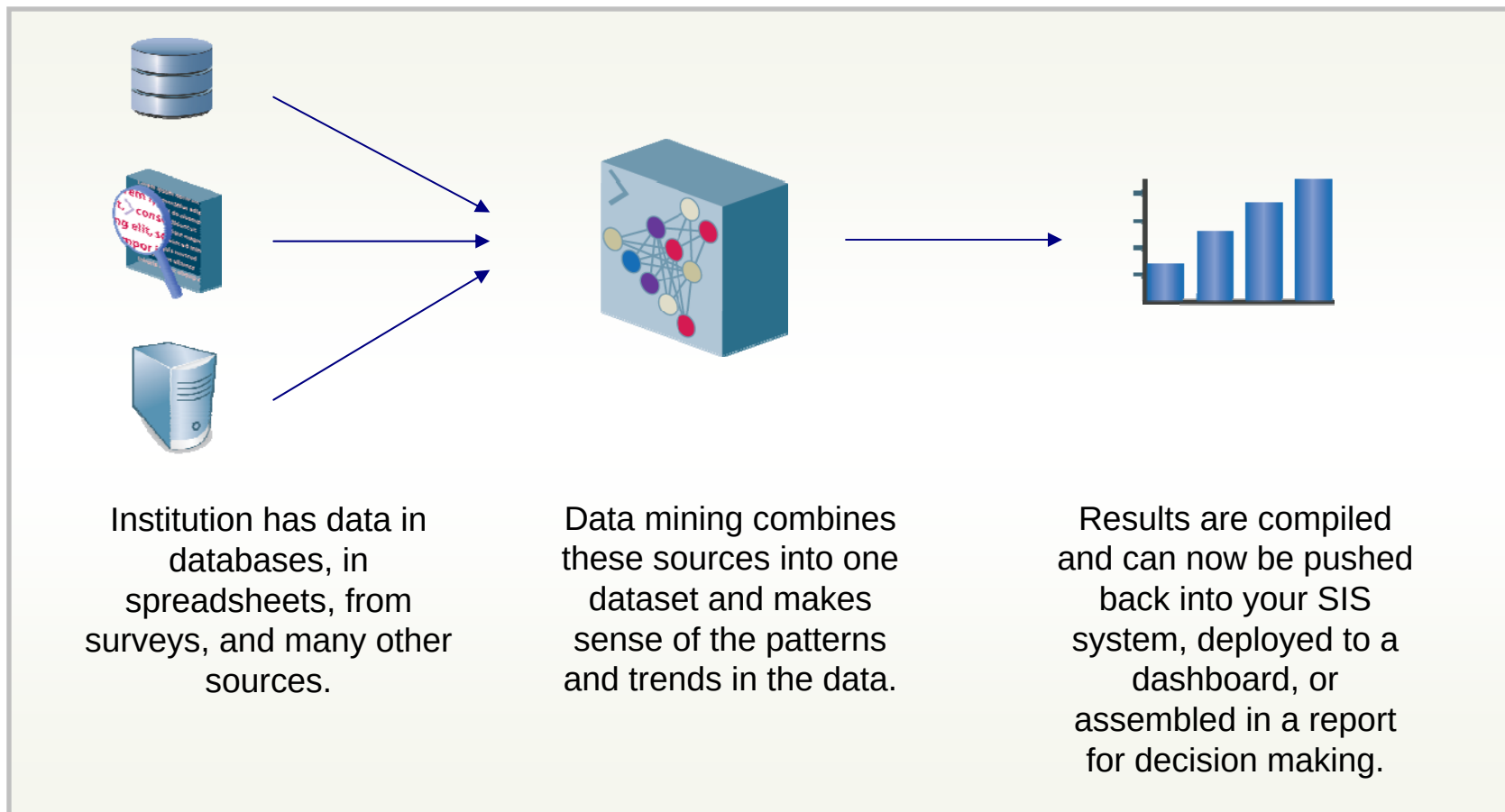
Data Mining

- Identify and take action to prevent the key triggers of student attrition, increasing retention
- Uncover the factors that have the most impact on student satisfaction and success and use that information to adjust curriculum and resource levels



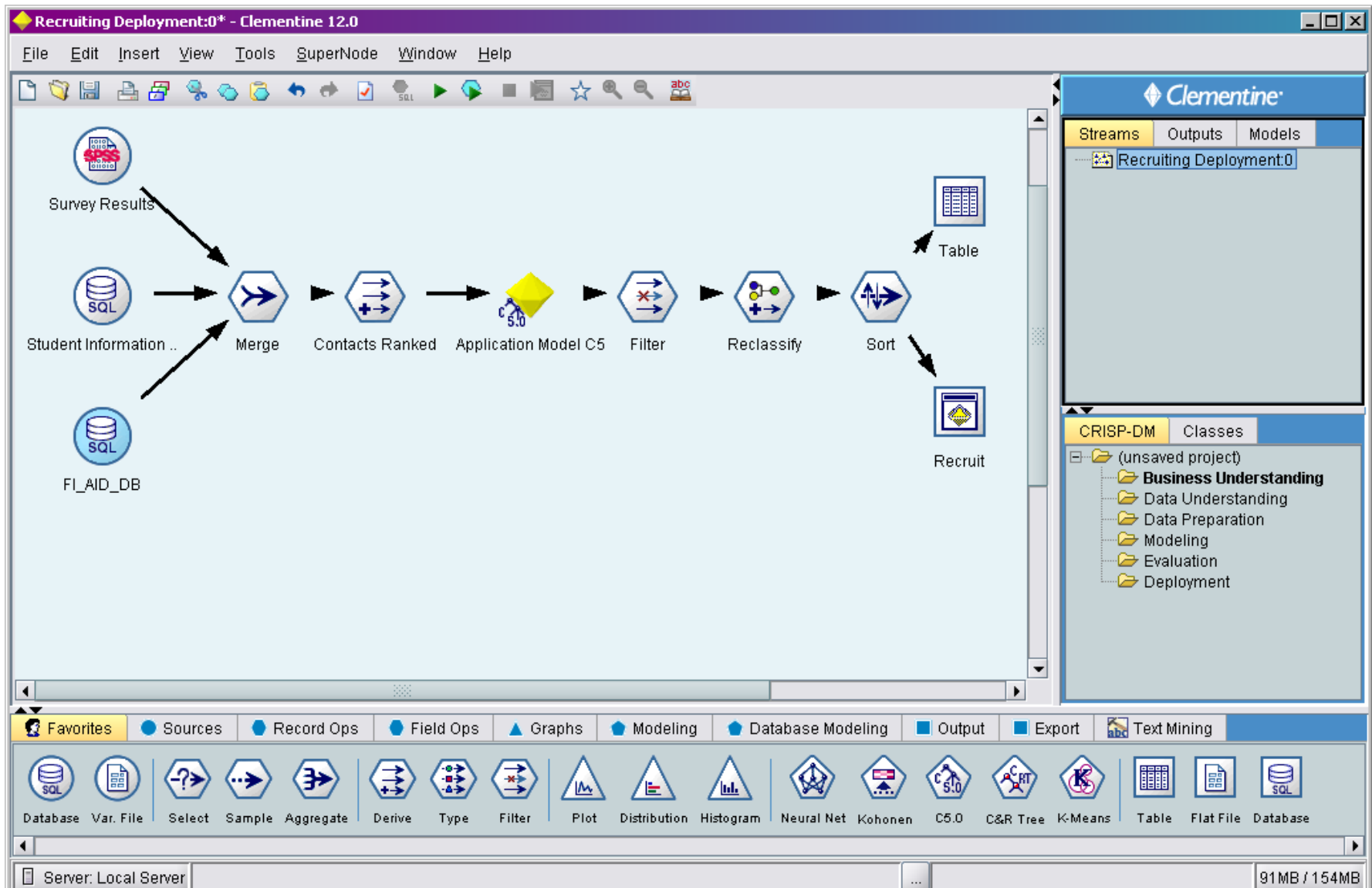
> Idea 3: Use predictive modeling to inform and drive action plans

- How the technology works:



> Idea 3: Use predictive modeling to inform and drive action plans

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> Idea 3: Use predictive modeling to inform and drive action plans

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Applications

Modeling Types

Understand common characteristics among students



Clustering

Find events that trigger attrition, success, satisfaction

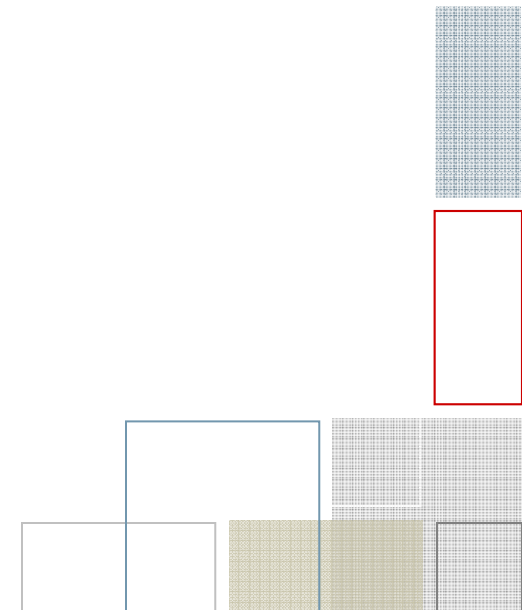


Association

Predict who's likely to persist, leave, be successful, etc.



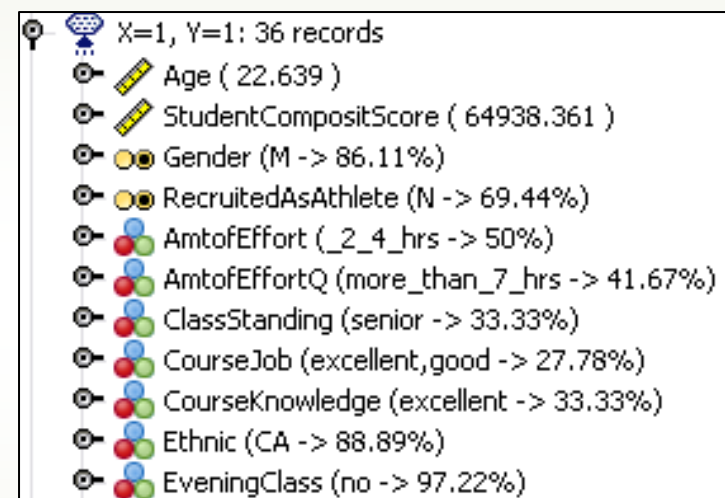
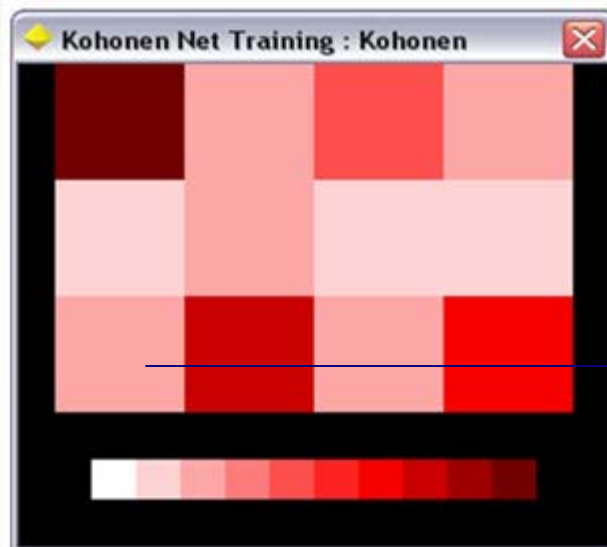
Classification



> Idea 3: Use predictive modeling to inform and drive action plans

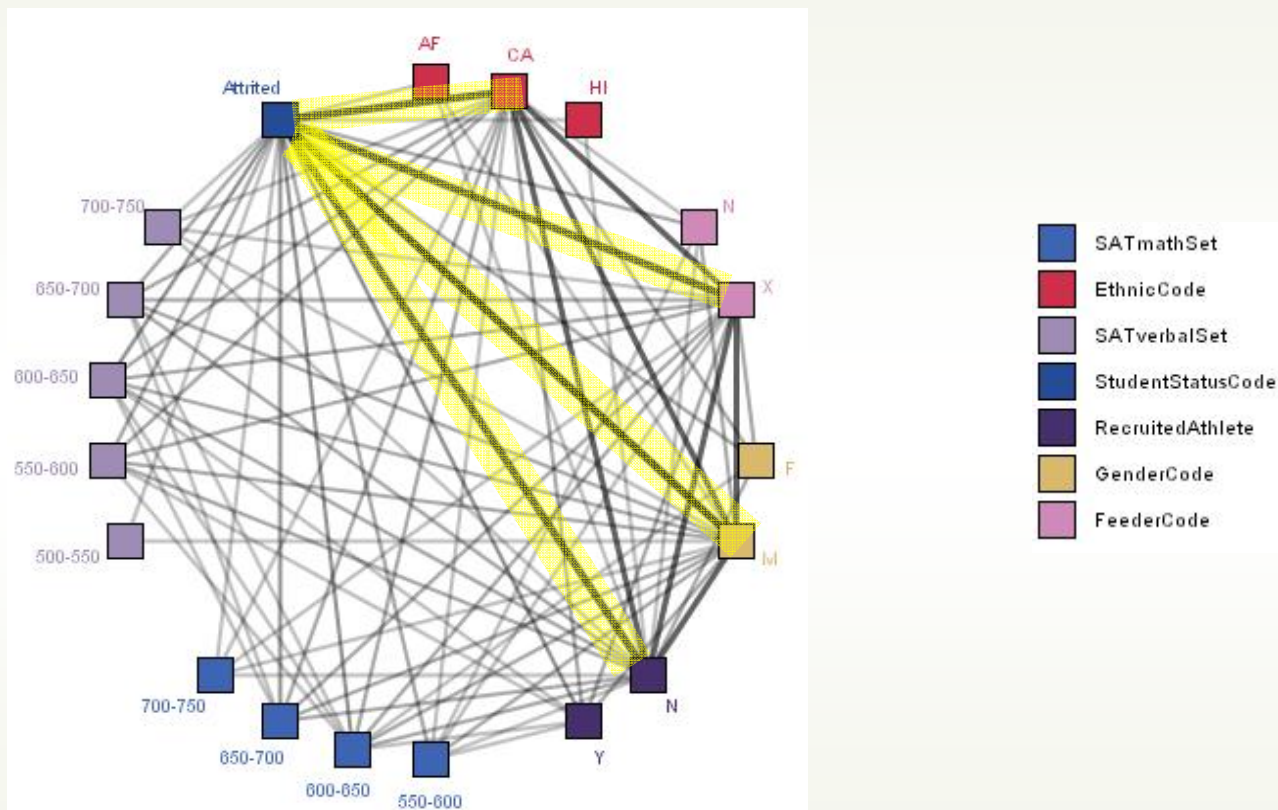
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■ Clustering Example



> Idea 3: Use predictive modeling to inform and drive action plans

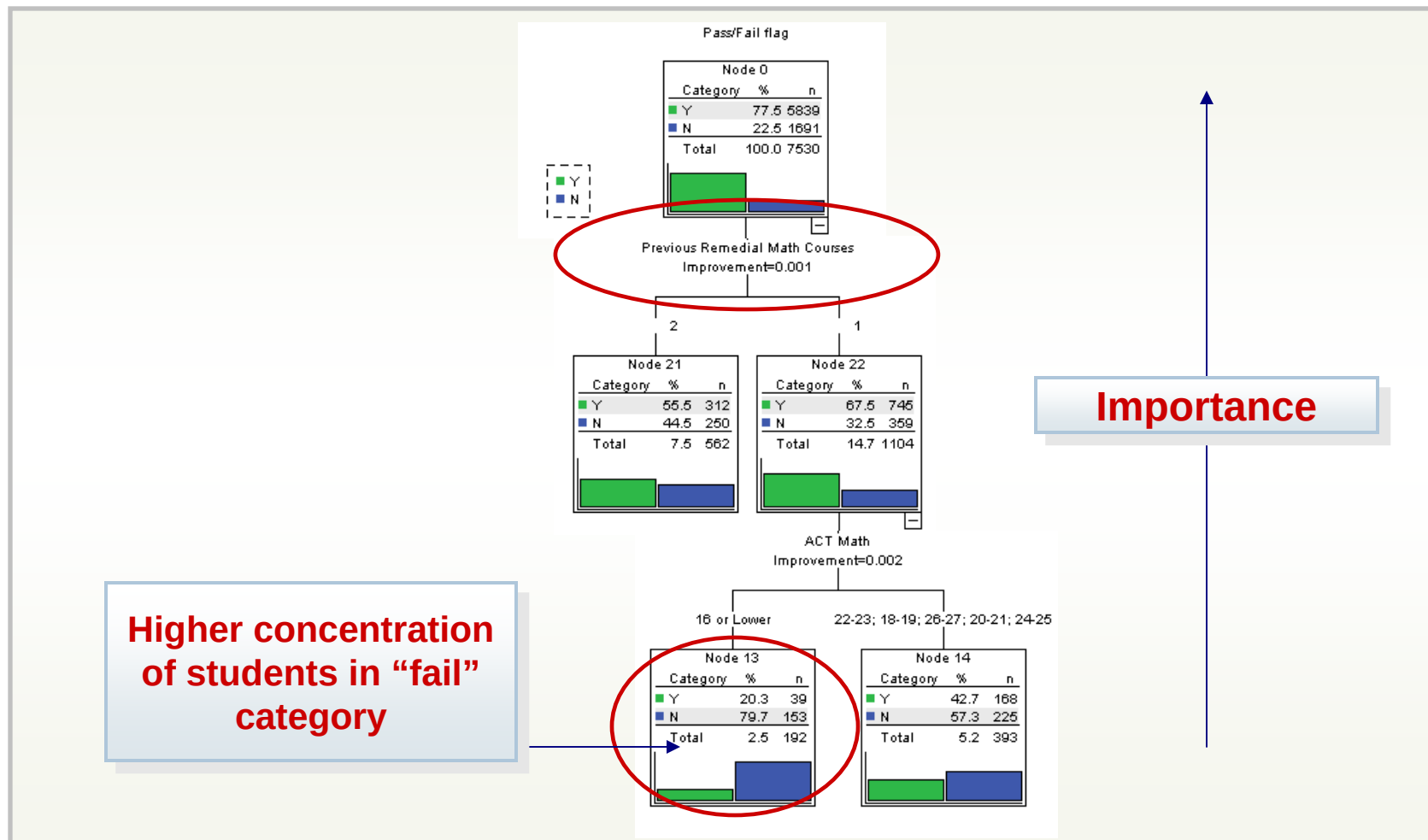
■ Association Example



> Idea 3: Use predictive modeling to inform and drive action plans

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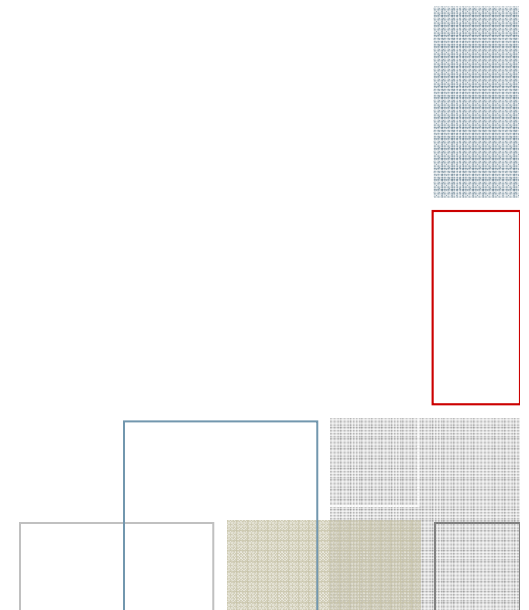
■ Classification Example



> Idea 3: Use predictive modeling to inform and drive action plans

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- Tips for Getting Started:
 - What data do you have? Do you have enough?
 - Is it the right kind?
 - What do you want to know? Can you answer the question you're asking?
 - Is it intact?
 - How many records are complete enough to include in a model?
 - Do you need more?
 - Are you collecting feedback that you need?



**> Idea 4: Deliver customized reports
faster and more easily**



> Idea 4: Deliver customized reports faster and more easily

SPSS



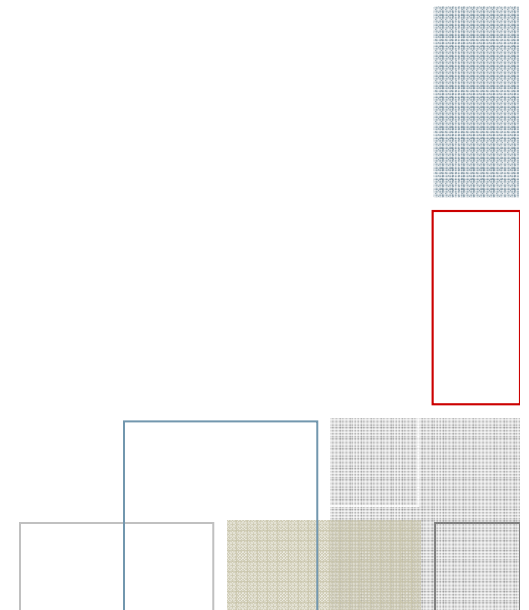
Analyst,
Institutional Research

(Analyst thinking to himself)

“The data summary and analyses are complete. We now need to find a good way to share this information with the president, deans, and department chairs.”

What actions are taken?

- Allow President and Deans access to course evaluation outcomes report
- Allow Department Chairs and Professors direct access to feedback data



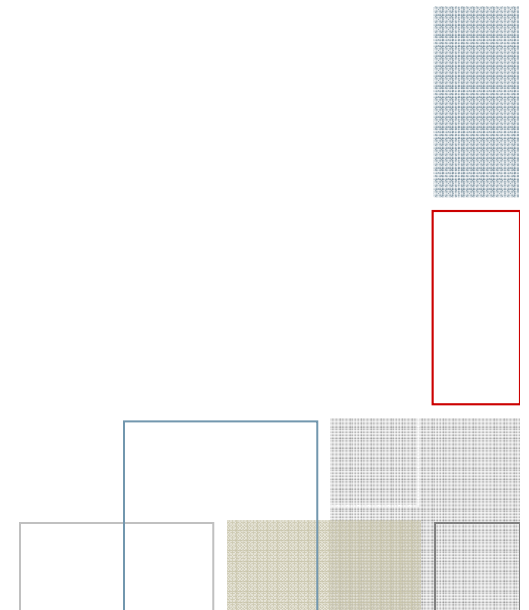
> Idea 4: Deliver customized reports faster and more easily

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■ Benefits:

Customizable Reporting

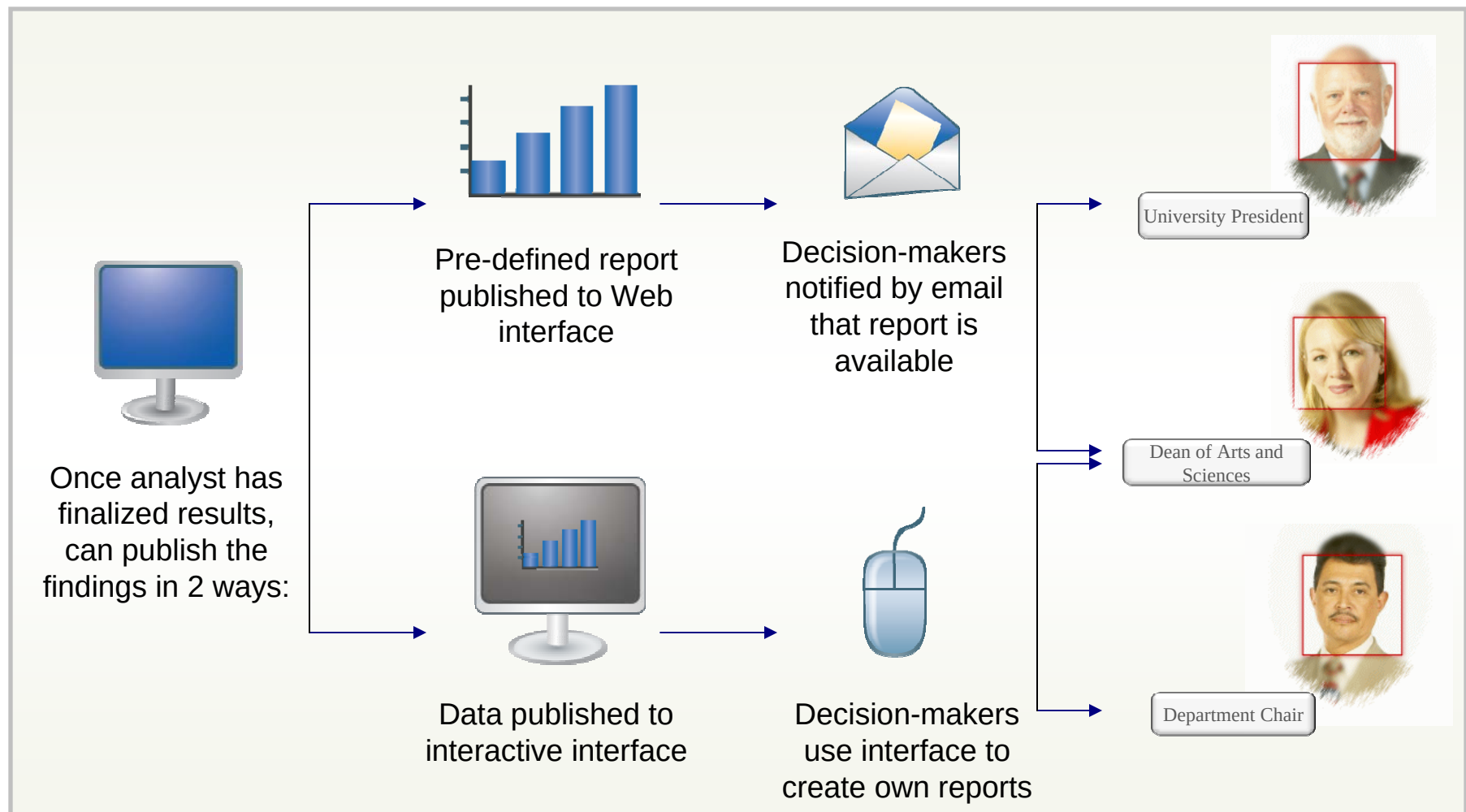
- Make it easy for analysts to publish reports and results
- Meet a multitude of data needs but decrease time spent by IR staff compiling individual reports
- Make it easy for decision makers to take advantage of analysts' work
- Enable decision makers with more in-depth data needs to generate their own reports



> Idea 4: Deliver customized reports faster and more easily

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- How the technology works:



> Pre-defined Reports

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http://10.113.3.5:8080 - Deployment Portal - TablesOutput.spw - Microsoft Internet Explorer

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Going Green

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 - Comments
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 - Create Summaries
 - Create a Table
 - Clustered Bar Graph
 - Create a Bar Graph
 - Interactive Summary
 - RFM Analysis

Table of Contents Output

Views: -new view- Save Rename Remove

Environmental Habits

Highest Degree of Education: High school degree or equivalent

Employment Status: Total

Statistics: Self-employed

	Gender		
	Male	Female	Total
Use a reusable coffee	4.40	4.10	4.22
Reuse water bottles and other containers	3.75	3.75	3.75
Use a clothes line to air dry your clothes	2.52	3.19	2.92
Bring your own grocery/shopping bags	2.65	2.77	2.72
Buy clothes or other items from thrift stores	2.97	3.02	3.00

> Pre-defined Reports

SPSS

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Table of Contents Output

Views: -new view- Save Rename Remove

Environmental Habits

Highest Degree of Education: High school degree or equivalent

Employment Status: Self-employed

Statistics: To Innermost Row, To Outermost Row, To Innermost Column

Gender: Ma

Use a reusable coffee mug when buying coffee	5.75
Reuse water bottles and other containers	4.75
Use a clothes line to air dry your clothes	2.75
Bring your own grocery/shopping bags	2.75
Buy clothes or other items from thrift stores	3.50
Purchase clothing items made from non-synthetic materials	3.50

> Pre-defined Reports

SPSS

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Going Green

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Table of Contents Output

Views: -new view- Save Rename Remove

Environmental Habits

Highest Degree of Education: High school degree or equivalent

Statistics: Mean

Gender: Male

	Employment Status					
	Employed	Self-employed	Unemployed	Student	Retired	Total
Use a reusable coffee mug when buying coffee	3.76	5.75	5.00	4.25	4.56	4.40
Reuse water bottles and other containers	3.16	4.75	4.36	4.75	3.63	3.75
Use a clothes line to air dry your clothes	2.24	2.75	2.50	3.00	2.81	2.52
Bring your own grocery/shopping bags	2.28	2.75	3.07	4.75	2.31	2.65
Buy clothes or other items from thrift stores	2.92	3.50	2.64	4.25	2.88	2.97
Purchase clothing items made from non-	2.48	3.50	3.36	3.50	3.50	3.06

> User-Generated Reports

SPSS

Deployment Portal - Tables.spd - Windows Internet Explorer

http://10.113.3.5:8080/CustomPortal/main.jsp

File Edit View Favorites Tools Help

McAfee SiteAdvisor

Favorites Net Promoter Score Compo... SPSS DimensionNet Home - Dimensions User For... SPSSNet Home Predictive Analytics with Da... Predictive analytics - Wikip...

Deployment Portal - Tables.spd

Page Safety Tools

Going Green

Home Logout

- Project
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 - Report Details
 - Comments
 - Analysis On Demand
 - Create Summaries
 - Create a Table
 - Clustered Bar Graph
 - Create a Bar Graph
 - Interactive Summary
 - RFM Analysis

Tables

Variables:

- Degree_Degree_Other (nominal)
- Employment Status [Employment] (nominal)
- General Area Employed [EmploymentArea] (nominal)
- EmploymentArea_EmploymentArea_Other (nominal)
- Type of Housing [Housing] (nominal)
- Rent or Own Home [RentOrOwn] (nominal)
- RentOrOwn_RentOrOwn_Other (nominal)
- Local municipality could do to promote a greener or more environmentally friendly

Rows (Down the Left Side)

Highest Degree of Education

Columns (Across the Top)

Gender [Sex] (nominal)

Submit Cancel

Create Table

Done

Internet 100%

> User-Generated Reports

SPSS

Deployment Portal - Tables.spw - Windows Internet Explorer

http://10.113.3.5:8080/CustomPortal/main.jsp

File Edit View Favorites Tools Help

McAfee SiteAdvisor

Deployment Portal - Tables.spw

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Table of Contents Output

Table 1

Views: -default view- Save Rename Remove

		Gender	
		Male	Female
	Less than high school	2.7%	1.9%
	High school degree or equivalent	24.1%	36.4%
	Associate, or two year college degree, or equivalent	20.3%	22.0%
	Vocational/Technical school degree	11.5%	9.5%
Highest Degree of Education	Bachelor, or four year college degree, or equivalent	28.0%	20.5%
	Masters degree, or equivalent	8.8%	5.7%
	MD, PhD, or equivalent	2.7%	1.9%
	Other	1.9%	2.3%

Views: -default view- Save Rename Remove

Comparisons of Column Proportions*

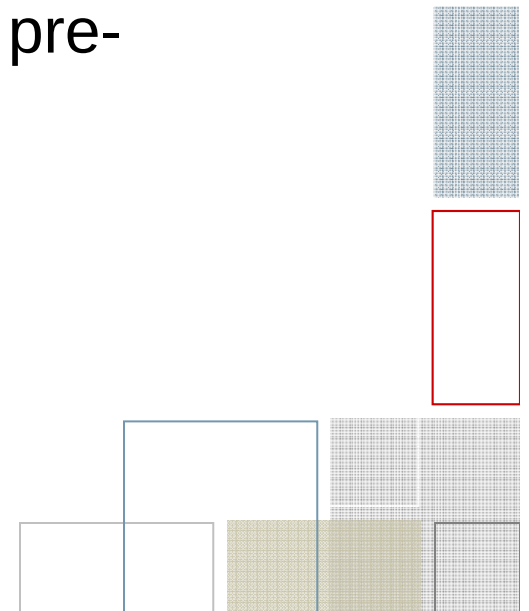
Done

Internet 100%

> Idea 4: Deliver customized reports faster and more easily

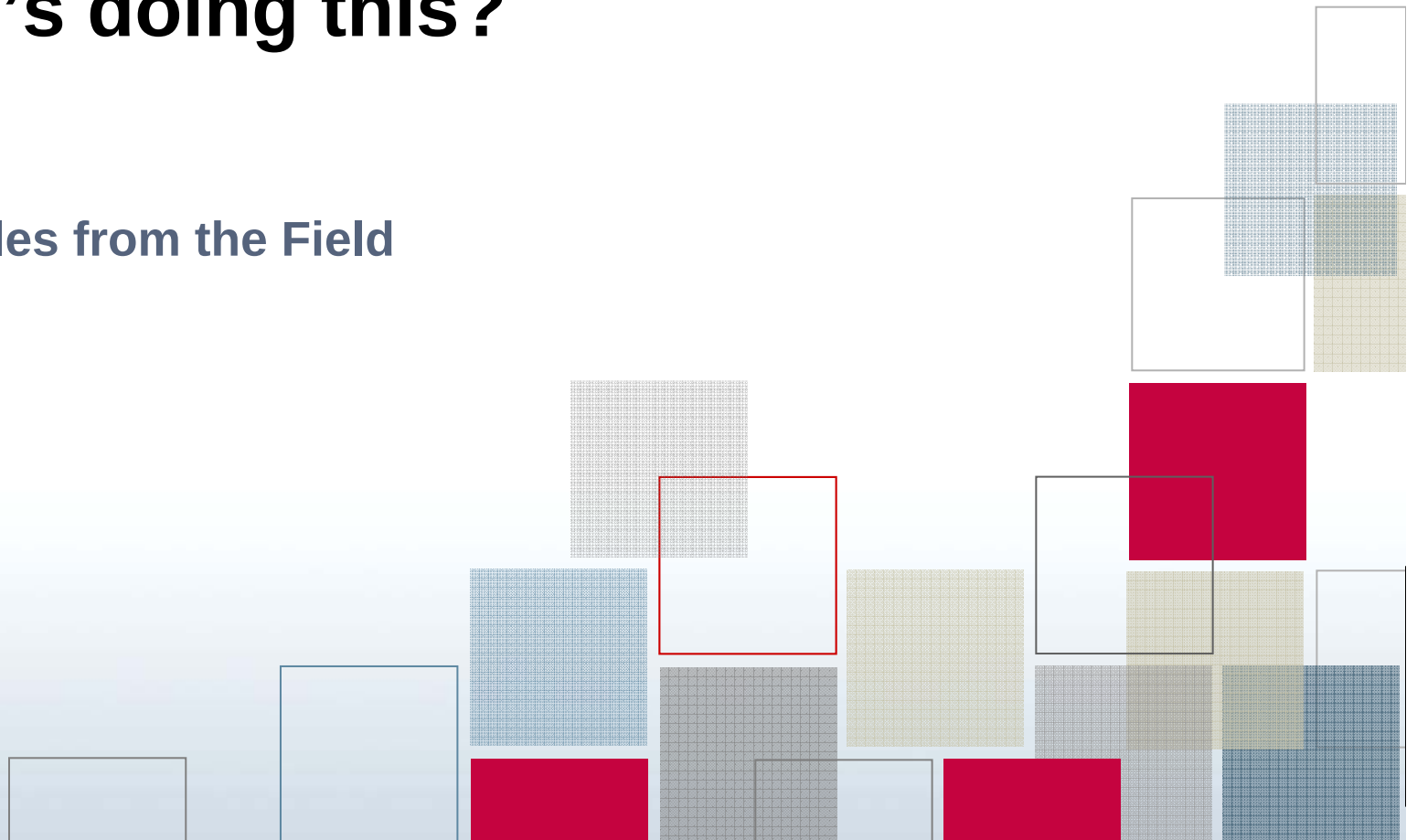
SPSS

- Tips for Getting Started:
 - Take an inventory of data needs across campus
 - Determine who will need access to pre-defined reports vs. user-generated reports
 - Determine what set of standard, pre-defined reports will meet the needs of the majority of decision makers
 - Put in place a process for requesting new pre-defined reports



> Who's doing this?

Examples from the Field



> Galveston College plans resource levels and increases student retention

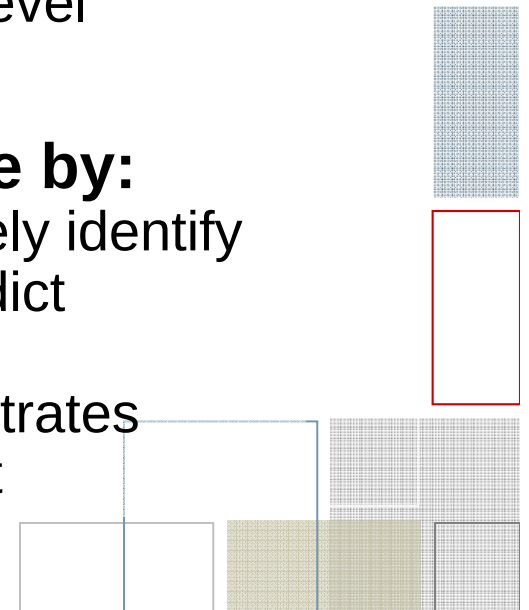
SPSS

- **Data collection from SPSS Inc. helped them to:**

- Deploy a Emotional Skills Assessment to all students each semester
- Reduce time-to-analysis by 50%
- Improve accuracy of student scoring
- Provide real-time, item-level information to IR staff

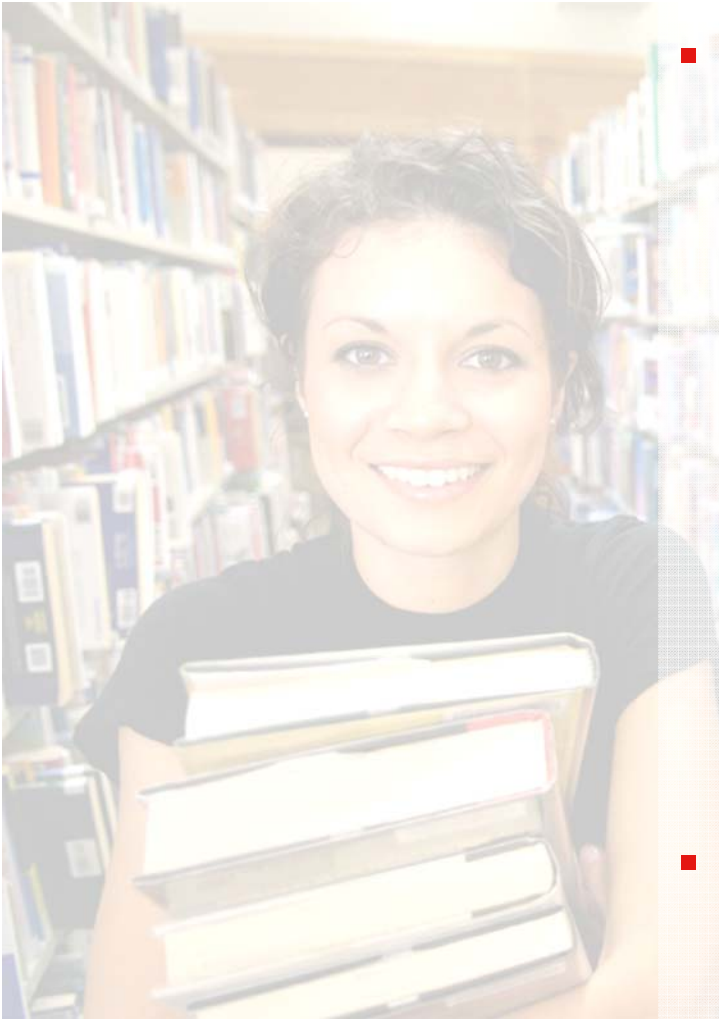
- **They put results to use by:**

- Scores used to proactively identify at-risk students and predict resource needs
- Ongoing testing demonstrates continuous improvement



> Israeli Ministry of Education assesses student learning environment

SPSS

- 
- **Data collection and analysis software from SPSS Inc. helped them to:**
 - Survey students on learning environment
 - Deliver surveys in multiple modes (paper and Web) and multiple languages, while collecting and analyzing the data in one dataset
 - Save over \$250,000 on the cost of a large annual survey project
 - **They put results to use by:**
 - Quickly analyzing surveys to determine if intervention was needed; deploy a post-intervention survey to measure effectiveness

> Higher Education Training and Awards Council (Ireland) ensures quality of education

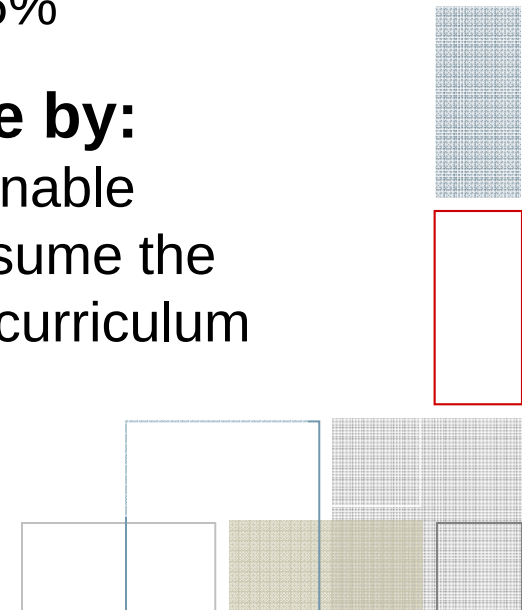
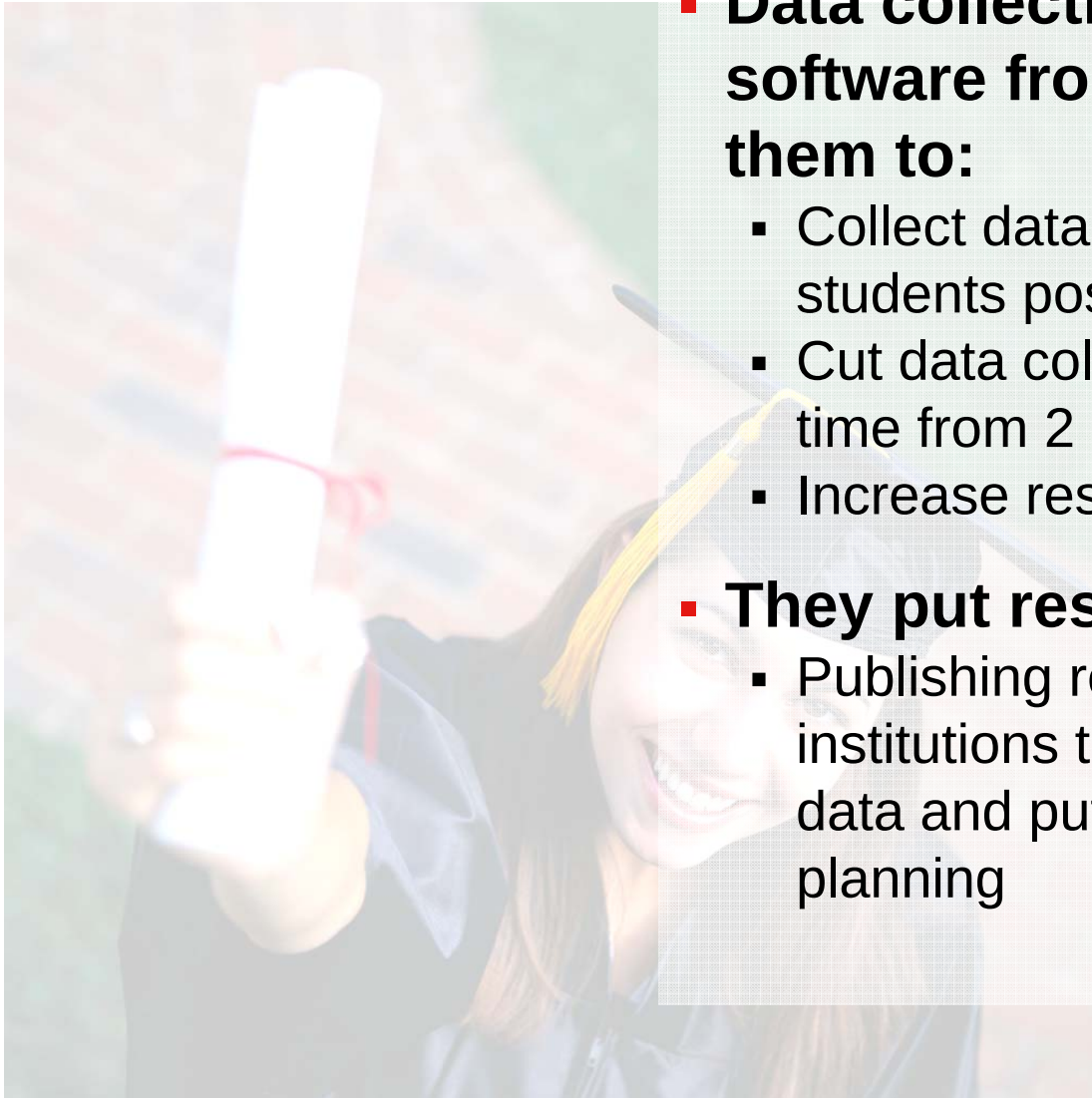
SPSS

- **Data collection and analysis software from SPSS Inc. helped them to:**

- Collect data on the paths of students post-graduation
- Cut data collection and analysis time from 2 months to 2 weeks
- Increase response by 16%

- **They put results to use by:**

- Publishing reports that enable institutions to easily consume the data and put it to use in curriculum planning



> Why SPSS Inc.? Return on Investment

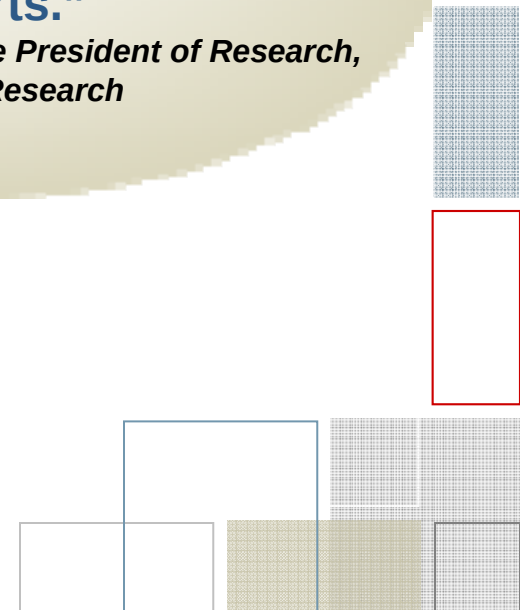
SPSS

Nucleus Research: The Real ROI from SPSS

- 94% of customers achieved a positive ROI, with an average payback period of 10.7 months
- Key benefits achieved include reduced costs, increased productivity, improved customer & employee satisfaction, and greater visibility into operations
- 81% of projects deployed on time, 75% on or under budget

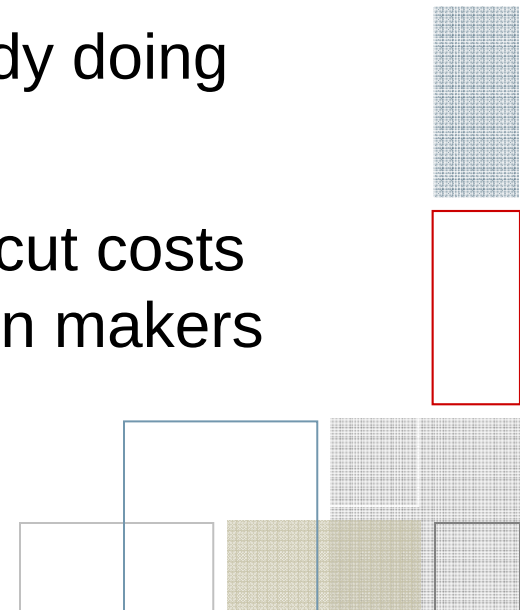
“This is one of the **highest ROI scores Nucleus has ever seen in its Real ROI series of research reports.”**

*Rebecca Wettemann, Vice President of Research,
Nucleus Research*



> In summary...

- 4 Key Ideas for Leveraging Predictive Analytics in Institutional Assessment:
 - Standardized, multi-channel surveys
 - Leverage text in a meaningful way
 - Develop predictive models to drive action plans
 - Deliver information faster and more easily by publishing pre-defined reports and data for user-generated reporting through a secure, online portal
- A number of institutions worldwide are already doing this
- Capture, predict, and act on student data to cut costs and deliver results more efficiently to decision makers



> To learn more...

SPSS

**Building an Effective and
Efficient Culture of Assessment**

*July 14, 2009
1:00 p.m. CT*

Presenter: Terry Ruppel
Follow-up Coordinator,
Nicolet College

Learn more and register at: www.spss.com/events

> Questions?

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