Bridges to the Future:
Building Linkages for Institutional Research
2000 Conference Program

North East Association for Institutional Research 27th Annual Conference November 4-7, 2000

Pittsburgh Hilton Pittsburgh, PA

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1:00 - 5:00 p m *Duquesne Room - Lower Lobby*	**Conference Registration**
2:00 – 5:00 p.m. *Forbes – Lower Level* Karen Bauer Assistant Director of Institutional Research and Planning University of Delaware **NEAIR Past- President**	**Newcomers to Institutional Research, Part 1** This workshop is designed for new practitioners who engage in IR activities. This workshop addresses key components of IR including defining critical issues for institutional research, identifying sources of data, developing fact books and other reports, and conducting effective survey research for assessment and evaluation. The main focus is a presentation of general concepts and practical strategies for the implementation of continued development of effective IR at many schools, regardless of size or type. **Pre-Conference Workshop**
2:00 – 5:00 p.m. *Stanwix – Lower Level* Mary Ann Coughlin Professor of Research & Statistics Springfield College **NEAIR Treasurer**	**Statistics for Institutional Research** Basic ideas in statistics will be covered in a way that is useful as an introduction or as a refresher to statistics. Descriptive statistics, sampling and probability theory as well as the inferential methods of chi-square, t-test and Pearson's r will be covered. May be taken with or without the follow-up advanced workshop. **Pre-Conference Workshop**
2:00 - 5:00 p.m. *Heinz – Lower Level* William E. Knight Director of Planning and Institutional Research Bowling Green State University Corby A. Coperthwaite Director of Planning, Research and Assessment Manchester Community College	**Path Analysis for Beginners** This workshop will introduce path analysis in a hands-on and straightforward manner, targeting the areas of assessment and enrollment management research. Data from the presenters' institutions will be utilized and detailed handouts provided. Attendees with laptops and copies of SPSS AMOS 4.0 are encouraged to bring them, but not required. **Pre-Conference Workshop**
2:00 - 5:00 p.m. *Board Room – Lower Level* Anne Marie Delaney Director of Institutional Research Babson College NEAIR President-elect	**Research Design Ideas for Institutional Researchers** The primary goal of this workshop is to enhance institutional researchers' capacity to produce policy relevant studies for planning and decision-making. Specific objectives include enabling participants to translate data into information; to transform reporting into research; and to prepare methodologically sound, practically useful research reports for their institutions. The workshop will demonstrate how the institutional researcher can use principles of research design and selected research techniques to transform data collection activities into decision-oriented research projects. **Pre-Conference Workshop**
6:00 pm - 7:00 pm *King's Garden North and South – Mezzanine Level*	*Early Bird Reception sponsored by SPSS*

8:00 am - 4:30 pm *Ballroom 4 - Mezzanine Level*	**Conference Registration**
9:00 am - noon *Rivers - Mezzanine Level* *J. Fredericks Volkwein* The Pennsylvania State University NEAIR President	**The Three Stages of Enrollment Management** Enrollment management is a component of institutional effectiveness and quality control. At the first stage, enrollment management includes attracting, admitting, and enrolling students. This is the set of admissions activities that campus managers traditionally think of as constituting the core of Enrollment Management. At the second stage lies activities that surround the new student experience -- activities that ensure the student's successful introduction and integration into the institution. At the third stage, enrollment management focuses upon the quality and totality of the student experience -- experiences and factors producing high academic performance, student persistence to degree completion, and success in the world beyond the campus. **Pre-Conference Workshop**
9:00 am - noon *Brigade - Mezzanine Level* Karen Bauer Assistant Director of Institutional Research and Planning, **NEAIR Past-President** University of Delaware	**Newcomers to Institutional Research, Part 2** Continuation; Part 1 is a pre-requisite. **Pre-Conference Workshop**
9:00 am - noon *Traders - Mezzanine Level* Mary Ann Coughlin Professor of Research & Statistics Springfield College NEAIR Treasurer	**Advanced Statistics for Institutional Research** This workshop will deal with advanced issues in inferential statistics. Topics such as Analysis of Variance, Factor Analysis, Multivariate Regression, and Logit/Probit models will be covered and contrasted with other statistical tools and techniques. A case study approach will be used illustrating applications of these statistical techniques in institutional research. *Open to those who have completed the introductory workshop Saturday afternoon or who have an equivalent background.* **Pre-Conference Workshop**
9:00 am - noon *Chartiers - Mezzanine Level* Jim Fergerson Director of Institutional Planning & Analysis Bates College John Pryor Director of Undergraduate Evaluation & Research Dartmouth College	**Designing and Conducting Web-based Surveys** This workshop will provide an introduction to designing and conducting successful web-based surveys. The presenters will address administrative and methodological concerns and technological issues. Workshop topics will include items such as contacting a sample via email, maintaining general security and limiting accesses to the survey to pre-selected individuals, guarding against multiple responses, and keeping user information attached to responses. There will be an introduction to setting up an HTML survey form, and an overview of some of the software that is available to facilitate a web-based survey. The workshop will include demonstrations, but is not designed to be hands-on. **Pre-Conference Workshop**
Noon to 1:30	**Lunch on your own**
1:30 -4:30 pm *Traders - Mezzanine Level* Craig Clagett Vice President Planning, Marketing, and Assessment Michelle Appel Director of Institutional Research Carroll Community College	**Office Management and Information Dissemination Strategies for New Directors of Institutional Research** Designed for institutional researchers who have recently become directors, this workshop focuses on office management strategies and techniques for effective information dissemination. Topics covered include environmental scanning, office staffing, staff incentive and recognition programs, office project management systems, principles of tabular and graphical data presentation, print and electronic reporting. **Pre-Conference Workshop**
1:30 -4:30 pm **Brigade -** *Mezzanine Level* Stephen R. Porter, Ph.D. Director of Institutional Research, Wesleyan University Paul D. Umbach Graduate Research Assistant University of Maryland, College Park	**Surveys of Students and Faculty: Using Good Practices and the Internet to Lower Costs and Increase Response Rates** This workshop explains how to combine good survey practices with easy to learn Internet technologies to enable institutional researchers to conduct quick and low-cost Internet surveys with high response rates. The workshop covers topics such as the pros and cons of paper and electronic surveys, the skills and software needed for electronic surveys, and survey administration over the web. **Pre-Conference Workshop**

5:00 - 6:00 pm *Ballroom 3 - Mezzanine Level* **David Smallen** **Director of ITS** **Hamilton College** **David is the recent recipient of the Educause Leadership Award**	**Maintaining our Bridges - What do we really know about IT?** Information technologies are a part of the critical connecting infrastructure of our campuses and increasingly a center of attention at the highest levels of our institutions. We're wired up, unplugged, webified, informated, reengineered, e-everythinged. We've shifted paradigms, danced with devils, gone the "distance", and managed transitions, quality, and customer relationships, And yet, do we really know what it takes to <u>sustain</u> our technology-rich environments? **Opening Plenary Session**
Immediately following plenary session *King's Garden North* ***King's Garden South and Bateau*** *Mezzanine Level*	**President's Reception sponsored by <u>Principia Products</u>** **Banquet and Entertainment sponsored by** the **<u>Center for the Study of Higher Education at The Pennsylvania State University</u>** **Chamber Music provided by** *IL Quattro* **Cash Bar**

8:00 am - 11:00 am *Ballroom 4 - Mezzanine Level*	**Conference Registration**
7:15 - 8:30 am *Ballroom 4 - Mezzanine Level* Ellen Kanarek Vice President Applied Educational Research, Inc. Hailin Zhang Data Specialist, Institutional Research University of Massachusetts, Boston	**Continental Breakfast sponsored** *Peterson's* **Concurrent Special Interest Groups** Those interested in one of the special interest groups may pick up breakfast and take with them to the sessions. In addition, there will be several table topics at breakfast: **ASQ Users** **First Year in Institutional Research?** New to IR? Join one of your fellow colleagues in discussing joy, sorrows, successes and failures of your first year in a new profession.
7:30 - 8:30 am *Brigade - Mezzanine Level* Margaret K. Cohen Assistant Vice President for Institutional Research George Washington University	**Banner Users Special Interest Group** This informal session provides an opportunity to meet other Banner Users, discuss problems, and share solutions. It is an open forum where all who are interested have the opportunity to set the agenda. Everyone – novice and veteran Bannerites – are welcome. **SIG**
7:30 - 8:30 am *Rivers - Mezzanine Level* Emily Thomas Director of Planning and Institutional Research SUNY Stony Brook	**PeopleSoft Users Special Interest Group** **SIG**
7:30 - 8:30 am *Traders - Mezzanine Level* C. Anthony Broh COFHE	**COFHE** COFHE members will meet for a SIG.
7:30 - 8:30 am *King's Terrace - Mezzanine Level* Michelle Appel Director of Institutional Research Carroll Community College	**Datatel Users Group** **SIG**

8:30 - 9:15 am *Brigade - Mezzanine Level* John Pryor Director of Undergraduate Evaluation and Research Dartmouth College	**A Diversity Needs Assessment for Staff** A three-year long process prefaced the administration of this diversity tool at a small private liberal arts college. The presentation will outline the creation of this NEAIR research grant funded tool – including the many discussions, obstacles, re-directions, frustrations and triumphs along the way to getting the support for the project. Results of the survey will be shared along with the reactions to those results. **Research Paper**
8:30- 9:15 am *Rivers - Mezzanine Level* Meihua Zhai Director of Institutional Research West Chester University of PA Jeff Himmelberger Coordinator of Institutional Research Clark University Shuqin Guo Coordinator of Evaluation and Research Walden University	<u>**Using Multiple Projection Models to Fit Different Student Populations**</u> Enrollment projection is becoming one of the major tasks in institutional research. Developing a best-fitting enrollment projection model has been a major challenge for IR researchers. This panel will discuss the pros and cons of three different projection models used in three different types of institutions. Three different enrollment projection models in Excel will also be shared during this panel discussion. Panel
8:30 - 9:15 am *Chartiers - Mezzanine Level* Edward J. Torpy Sales Engineer SPSS Inc.	<u>**SPSS Answer Tree and Clementine for Data Mining**</u> Data mining (the process of discovering meaningful new information in large amounts of data) will be introduced, including a discussion of how it differs from traditional statistics. A demonstration of SPSS' leading data mining products (Answer Tree and Clementine) will illustrate the benefits of data mining to institutional researchers. **Vendor Showcase**
8:30 - 9:15 am *Traders - Mezzanine Level* John L. Yeager Associate Professor/Administrative and Policy Studies Department University of Pittsburgh Glenn M. Nelson R. Tony Eichelberger	<u>**The Development and Utilization of a School Benchmarking System for Management Improvement**</u> This is a description of a four-year school benchmarking project to improve school management. The development of the school level process, data requirements and collection issues and utilization issues are discussed. The data requirements and utility of this process are also examined from a department perspective. **Research Paper**
8:30 - 9:15 am *Duquesne – Lobby Level* Ann H. Dodd Senior Consultant, Center for Quality and Planning Carol Everett Associate Director, Center for Quality and Planning Dan Nugent Management Information Associate Pennsylvania State University	<u>**Measuring Quality Improvement: A Scorecard Approach**</u> As teamwork becomes an integral part of the way we do our work, it is critically important to be able to measure the success of team initiatives. The presenters will provide information about Penn State's Quality Scorecard and team database, a unique approach to measuring and sharing the results of teamwork. **Workshare**
8:30 - 9:15 am *King's Terrace* Kathleen Keenan Director of Institutional Research Massachusetts College of Art	<u>**Getting Started in Financial Aid Research**</u> This workshare will present some strategies employed by an institutional research office to improve the quality and availability of financial aid data for public information and institutional planning at a small public college. The discussion will include general and technical issues, analytic procedures, and results of some specific projects. **Workshare**

9:25 - 10:10 am *Brigade - Mezzanine Level* Janet Nickels Office of Institutional Research Carroll Community College Barbara Livieratos, Howard Comm. Coll. Bob Lynch, Montgomery College Koosappa Rajesekhara, Community College of Baltimore County	<u>**We Know What They Did Last Summer: A Survey of Summer Students at Four**</u> <u>**Community Colleges**</u> Students enrolled in summer courses at four Maryland community colleges were surveyed about their opinions and perceptions of the college, and their course-scheduling preferences. Analysis focused on those students who normally attend four-year institutions during the regular academic year and their comparison of the community college with their "home" institution. **Research Paper**
9:25 - 10:10 am *Rivers - Mezzanine Level* David Brodigan GDA Research	<u>**The Colleges Students Choose and How They Decide**</u> Data from surveys conducted over the last five year for two dozen colleges and universities have been combined into a single database that has yielded new insights into the thinking of prospective college students as they choose among six different categories of colleges and universities. What kinds of students choose the most selective liberal arts colleges, other liberal arts colleges, large private research universities, smaller private universities, public flagships, and regional public colleges and universities? What kinds of institutions are in competition with each other and for which students? **Workshare**
9:25 - 10:10 am *Traders - Mezzanine Level* Mary Louise Gerek Institutional Research Analyst Phyllis Ladrigan, Ph.D. Professor of Psychology Nazareth College	<u>**In-Class Projects: Using Students to Increase IR Resources**</u> To assist a Classroom Utilization CQI (Continuous Quality Improvement) team in determining and planning optimal instructional space utilization, the students in an Environmental Psychology course inventoried 40 available classrooms on campus as a term project. This is a case study of cooperation between the IR Office, administrative offices, faculty, and students to build a creative solution to a shortage of person power. **Workshare**
9:25 - 10:10 am *Chartiers - Mezzanine Level* Victor Berutti Vice President, Products Principia Products, Inc.	<u>**Remark Product Demonstration**</u> Principia will demonstrate and discuss software tools used by IR professionals to quickly and economically capture data for their research studies. The Remark Office OMR, Remark Web Survey, and Remark Classic OMR software will be demonstrated during this session. These products are widely used in IR departments to capture data from both paper and web-based surveys. **Vendor Showcase**
9:25 - 10:10 am *Duquesne - Lobby Level* Michelle Appel Director of Institutional Research Carroll Community College Craig Clagett Vice President, Planning, Marketing and Assessment	<u>**What's Happening in the Classroom? Using Information about the Teaching and**</u> <u>**Learning Environment in Institutional Effectiveness Assessment**</u> Assessing the teaching and learning environment requires not only outcomes assessment but also assessment of the processes by which outcomes are achieved. This paper describes a survey which collected data, section by section, on instructional methods, course requirements, and assessment methodologies. This information was integrated into the institutional assessment plan. **Research Paper**
10:10 - 10:30 am *Ballroom 4*	**Break**
10:30 - 11:10 am *Brigade - Mezzanine Level* Ellen Kanarek Vice President Applied Educational Research, Inc.	<u>**Developing a Web Version of the College Board's Admitted Student Questionnaire**</u> This workshare will discuss a pilot effort to translate the College Board's ASQ onto the Web. Each of the three pilot colleges experienced different problems. The discussion will cover the most challenging aspects of developing the survey itself, as well as issues that arose once the site went live. **Workshare**

10:30 - 11:10 am *Traders - Mezzanine Level* Karen W. Bauer Assistant Director of Institutional Research and Planning University of Delaware	**Select Findings from the UDAES Longitudinal Study** This presentation describes the research design and select findings from the longitudinal study, UDAES, University of Delaware Academic Experiences Study. Funded through the National Science Foundation, this project examines the effectiveness of the Undergraduate Research program and its educational effects on students and faculty. Finding related to student demographics and growth will be shared. **Research Paper**
10:30 - 11:10 am *Rivers - Mezzanine Level* David Wright Associate Professor Dr. Marsha Krotseng Vice Provost West Liberty State College Former AIR President	**Assessing Outcomes for School of Business Majors Using a Primary Trait Analysis** This paper discusses the development and implementation of a student outcomes assessment program for School of Business Administration majors at a public baccalaureate institution. Specifically, it describes the creation and successful use of a Primary Trait Analysis instrument during a six-month period. Highlights include a description of the process, findings from the pilot, lessons learned, and recommendations. **Research Paper**
10:30 - 11:10 am *King's Terrace - Mezzanine* Arthur Kramer, Ph.D. Director of Institutional Research New Jersey City University	**Creation of a Scale to Measure Faculty Development Needs and Motivation to Participate in Development Programs**. This paper discusses a faculty survey. Faculty were surveyed to: 1) Assess satisfaction with current development activities and policies; and 2) Establish a foundation for a scale to assess factors that motivate faculty to participate in development activities. Results revealed general satisfaction and a factor concerned with administrative recognition and communication of faculty achievement. **Research Paper**
10:30 - 11:10 am *Chartiers - Mezzanine Level* Michael J. Strada FACDIS Co-Director and Professor West Virginia University	**Assessing a Decade of Assessment and Faculty Resistance to it** The Institutional Research literature includes the belief that assessment works best when faculty-driven. However, exclusive reliance on "hard data" to measure student "outcomes" fails (in the eyes of most instructors) to satisfy their concerns about relevance, validity, and significance. More attention to the ancillary role of "soft data," as well as the assessment of pedagogical "process and content" – in addition to standard pedagogical "outcomes" – can enhance faculty confidence in assessment. And where should this quest for "soft data," plus pedagogical "process and content" begin? With the misunderstood course syllabus as a rich source of "soft data." **Research Paper**
10:30 - 11:10 am *Duquesne - Lobby Level* Kathleen Rottier Senior Research Analyst College of Southern Maryland Yun Kim Office, Planning and Research College of Southern Maryland Gayle Fink Director Planning and Research Anne Arundel Community College Oyebanjo Lajubutu Director of Institutional Research Harford Community College Jean Frank Senior Research Analyst Howard Community College	**Getting hit with an IT system change and surviving the impact on Institutional Research functions** Seven crises that had to be overcome by institutional researcher in order to survive "The System Change" are the focus of this workshare. Concrete strategies to assess reliability, complete mandated reports, overcome security challenges, and continue institutional research activities during an information system change will be discussed. **Workshare**

11:20 - 12 noon *Chartiers - Mezzanine Level* Mitchell S. Nesler Director of Research, Academic Programs Amanda M. Maynard Regents College	**Curriculum Review at a Virtual University: An External Faculty Panel Approach** Measuring program effectiveness is an important part of ensuring academic excellence in higher education, especially for institutions serving students at a distance. This paper presents the Regents College model for reviewing curriculum structure and program objectives, in the context of Biology. Process, challenges, and outcomes will be discussed. **Research Paper**
11:20 - 12 noon *Brigade - Mezzanine Level* Linda Strauss Director: Penn State Learning Edge Academic Program Penn State University J. Fredericks Volkwein NEAIR President	**Institutional Influence on Student Learning and Growth: A Response to Accountability and Accreditation Forces in Two and Four Year Institutions** Pascarella's (1985) General Causal Model serves as a conceptual framework to examine the institutional characteristics and environments contributing to student learning and growth at two and four year institutions. The study utilizes a multicampus database with 8,405 students. Student learning is measured through self-perceptions and faculty perceptions (cumulative grade point average). **Research Paper**
11:20 - 12 noon *Rivers - Mezzanine Level* Corby A. Coperthwaite Director of Planning, Research and Assessment Marcia Jehnings Director, Social Sciences Division Manchester Community College	**Implementing a Program of Outcomes Assessment in the Land of Steady Habits** For years this community college talked about assessment and finally, within the last two years, learning outcomes for General Education, Student Affairs, and all Academic Programs have emerged. Course based and portfolio assessments are being piloted. What changed? How did it happen? Where will the College go from here? **Workshare**
11:20 - 12 noon *Traders - Mezzanine Level* Gary Choban Vice President Innervate	**Facilitating the Use of Assessment Data and Documenting Program Impact – A Software Solution** TracDat – a flexible software solution for managing the academic assessment process. For an assessment program to be effective, all phases of the assessment process must be addressed. TracDat is a software solution that provides academic departments with an efficient and reliable mechanism for managing the assessment process. **Vendor Showcase**
11:20 - 12 noon *King's Terrace – Mezzanine Level* Kenneth R. Ostberg Regional Director National Student Loan Clearinghouse	**Using Enrollment Search to Enhance Effectiveness** Institutional researchers can now use Enrollment Search to study the migratory patterns of applicants for admission and ex-students as they move through the higher education system. **Vendor Showcase**
11:20 - 12 noon *Duquesne - Lobby Level* Carol Trosset Director of Institutional Research Grinnell College	**Using Qualitative Analytical Methods for Institutional Research** Statistical analysis is the stock-in-trade for institutional research, but the field can also benefit from qualitative methods. Trosset, a cultural anthropologist, will share several qualitative analyses from her work at Grinnell College, explain the techniques involved, and discuss ways in which these methods can enhance research efforts. **Research Paper**
12 Noon to 2:00 pm *Ballroom 1 – Mezzanine Level*	**Luncheon and Business Meeting**

2:00 - 3:30 pm *Brigade - Mezzanine Level* Stephen Thorpe Assistant Provost Drexel University Jim Fergerson Director of Institutional Planning and Analysis Bates College Mark Palladino Research Specialist Drexel University John Pryor Director of Undergraduate Evaluation and Research Dartmouth College	<u>**Online vs. Paper Surveys: A Comparison of Methodologies**</u> The use of online surveys vs. traditional paper methods is becoming an increasingly popular approach for campus-based research activities. The panelists, each of whom have conducted several online studies, will discuss the advantages and disadvantages of web-based surveys, and their campus-based findings of similarities and differences in response rates and potential response bias. **Panel**
2:00 - 2:40 pm *Chartiers - Mezzanine Level* Tuan Dang Do Assistant Director, Institutional Research Robert Yanckello Director, Institutional Research Central Connecticut State University	<u>**Visual IPEDS**</u> The purpose of this presentation is to describe our progress in using object-oriented languages (especially Visual Basic) to create programs to <u>automatically</u> complete IPEDS reports (enrollment, age, residence, undergrad transfer, residence of first time students and credit hours, so far). This user-friendly interface tool will eliminate many hours of work in IR offices. **Workshare**
2:00 - 2:40 pm *Rivers - Mezzanine Level* Anne Marie Delaney Director of Institutional Research Babson College	<u>**Institutional Researchers: Challenges, Resources and Opportunities**</u> This paper presents the results of a study that investigated challenges institutional researchers encounter in their career; resources for coping with these challenges; and the impact of these challenges on engagement in policy. Results identify concern about the amount of work, limited opportunity for advancement, and producing quality work within time constraints as the most prevalent challenges. However, those who have a mentor, a strong professional network and an independent job structure can more effectively meet such challenges and actively engage in policy development. **Research Paper**
2:00 - 2:40 pm *Traders - Mezzanine Level* Emily Thomas Director of Planning and Inst. Research Douglas Panico Director of Management Analysis & Audit SUNY Stony Brook	<u>**Financial and Performance Profiles of Academic Departments**</u> This workshare will describe how we created academic department profiles that include their resources, their outputs, and an analysis of their financial contribution to the university. We will present our profile, discuss how the data are used, and describe how we solved methodological and technical problems. **Workshare**
2:00 - 2:40 pm *Duquesne - Lobby Level* Tracy Polinsky Coordinator of Institutional Research Butler County Community College	<u>**The IR-CQI Connection**</u> "Quality" has been stimulating self-evaluation, creative thinking, and change at institutions for years. Because quality efforts are data based and assessment dependent, they are appropriate projects for institutional researchers. By providing data and encouraging systematic evaluation, they can help their colleges to successfully implement quality efforts at their institutions. **Research Paper**

2:50 - 3:30 pm *Duquesne - Lobby Level* James Robertson Assistant Director, Planning and Institutional Research Community College of Allegheny College Julia Peters	**End of Month Reporting at CCAC** In switching from legacy to Datatel, CCAC lost all reporting infrastructure, which Institutional Research needed to re-create. This paper describes the end of month reporting process for creating various enrollment comparisons. Anyone who does reporting may be interested. Included are queries, SPSS syntaxes, sample Excel worksheets and PDF outputs.
2:50 - 3:30 pm *Traders - Mezzanine Level* Sandra Price Director of Institutional Research Keene State College Dawn Geronimo Terkla Executive Director, Institutional Research Tufts University	**What Would You Do? Ethical Scenarios Illustrating AIR's Code of Ethics** AIR's Code of Ethics is in the process of being revised. Members of AIR's Task Force on Ethics will present a series of scenarios depicting ethical dilemmas. Following the each scenario the audience will be asked to discuss several questions regarding the dilemma using the Code as reference. **Workshare**
2:50 - 3:30 pm *Chartiers - Mezzanine Level* Donald A. Gillespie, Ph.D. Director of Institutional Research Fordham University	**Results of an Exploratory Survey of the Staffing and Responsibilities of Institutional Research Offices** This workshare will present the results of an exploratory survey of staffing patterns and responsibilities of institutional research offices at selected Catholic institutions and plans for a survey of a full range of US colleges that might examine the amount of time spent on major institutional research tasks.
2:50 - 3:30 pm *Brigade - Mezzanine Level* Cherry Danielson University System of New Hampshire	**Change Leadership and the Implications of Culture** The last twenty years have been riddled with various types of change as colleges and universities attempt to position themselves for survival and success. While institutions have designed strategies for change, the role of leaders in the process and their ability to affect outcomes has been laden with high expectations. Thus, the relationship between leadership and change has emerged as a key juncture for scholarly consideration. This literature review synthesizes theoretical models, empirical studies, and anecdotal writings that address issues of change and leadership emanating from both Organization and Higher Education literature.
2:50 - 3:30 pm *Rivers - Mezzanine Level* Monica E. Randall Associate Director of Policy Analysis and Research Maryland Higher Education Commission Geoffrey Newman Finance Policy Analyst Maryland Higher Education Commission Elissa Klein Research Director Maryland Association of Comm. Colleges	**Facilities Planning In the 21ˢᵗ Century: Developing Continuous Education Enrollment Projections For Maryland's Community Colleges** The purpose of this workshare is to discuss the progress that Maryland has made in the development of a methodology for projecting noncredit continuing education enrollments at Maryland's community colleges. The workshare presenters will discuss the history of the development of continuing education enrollment projections; the methodology for projecting eligible noncredit enrollments; and the policy issues related to the development of this model. This workshare will appeal to those interested in projecting noncredit continuing education enrollments and at those interested in facilities planning. **Workshare**
3:45 - 4:45 pm *Ballroom 4 – Mezzanine Level* **Tom Mortenson** Post Secondary Opportunity	**Higher educational opportunity in the human capital economy** ▪ The human capital economy (income by educational attainment) ▪ Social and private investment in human capital ▪ The distribution/redistribution of higher education by family income over the last three decades in the U.S

5:00 - 6:00 pm *Ballroom 3 – Mezzanine Level*	**Happy Hour (meet friends and make dinner plans)** **Concurrent Table Topics and Special Interest Groups**
Kit Mahoney, CIRP Survey Coordinator-UCLA's Higher Education Research Institute	<u>Using the CIRP surveys for student assessment</u> Colleges can collect valuable baseline data on their entering students using the Cooperative Institutional Research Program (CIRP) Freshman/Entering Student Survey. By following-up these same students later with the College Student Survey, colleges accumulate comprehensive data on their students. A growing number of colleges are using these data for accreditation self-studies; satisfying state-mandated performance measures and monitoring the impact of college on students. The discussion will cover practical considerations of using the combination of CIRP/CSS for longitudinal assessment.
Mark Zidzik Director, Research Development Peterson's Rocco Russo Vice President of Research Peterson's	**<u>The Baby and the Bath Water: What Data Are Important When Profiling Graduate and Professional Programs</u>** Given the different perspectives of data providers and collectors and information suppliers and users, the question of what data are most important when researching postbaccalaureate study opportunities has many answers. This table topic, facilitated by Research staff from Peterson's, will feature discussion of the relative merits of data that are collected in each of the following areas: enrollment, faculty, research, degrees, academic subject areas, requirements, completions, and financial aid.
Valerie S. Rogers Assistant to Director, Office of Institutional Research University of Connecticut	**<u>Selecting Peer Institutions</u>** With the recent changes in the Carnegie Classifications this table topic will discuss a University's process in re-defining its peer base institutions. What is an appropriate number of peers? What factors should be considered when defining a peer group? Others are encouraged to share their experiences in peer selection
Pam Roelfs Director of Institutional Research University of Connecticut	**<u>Performance Indicators: The Good, The Bad, and The Ugly</u>** General discussion of indicators of effectiveness, efficiency, and "success" for colleges and universities will be the main purpose of this table topic. Which performance indicators are good? Which ones are bad? How ugly have been the definition, application, measurement, and interpretation of them? Discussion will focus on indicators used in institutional comparisons.
Christopher Hourigan Assistant Director, Planning, Research and Evaluation William Paterson University	**<u>Collaboration between Institutional Research and Academic Departments</u>** In addition to providing information and analysis to the administration regularly, institutional researchers can also help an institution to work towards its mission by serving as a resource for academic departments. This table topic will be a discussion about how institutional research offices can make valuable contributions to academic departments and will feature examples of the work that the Office of Planning, Research and Evaluation has done for the academic departments at William Paterson University.
	Special Interest Groups
Jason Casey *Brigade - Mezzanine Level*	**HEDS**
Linda Junker *Traders – Mezzanine Level*	**Catholic Colleges**
Peter Parnell *Rivers - Mezzanine Level*	**SUNYAIRPO**

7:15 – 8:30 a.m. *Ballroom 4 – Mezzanine Level*	**Continental Breakfast sponsored by George Dehne & Associates**
8:00 - 8:40 am *Traders - Mezzanine Level* Robert K. Toutkoushian Executive Director, Office of Policy Analysis University System of New Hampshire	**A Comparison of Faculty in Regular Versus Non-Regular Academic Positions** This study uses data from the NSOPF:93 national survey of faculty to examine the satisfaction and relative compensation of faculty employed in regular versus non-regular academic positions. For the purpose of this study, faculty are broken into four categories (tenure/tenure-track vs. non-tenured, full-time vs. part-time). Descriptive statistics and multivariate regression techniques are then used to compare faculty in these groups on the basis of their background characteristics, satisfaction with academic employment, and compensation. **Research Paper**
8:00 - 8:40 am *Rivers - Mezzanine Level* Dawn Geronimo Terkla Executive Director, Institutional Research Tufts University Gordon J. Hewitt Assistant Director of Institutional Research Tufts University	**New Technology and Student Interaction with the Institution** This paper examines how prospective students as well as current undergraduates are using electronic communication to interact with various campus constituencies. Findings show that students extensively use e-mail and IRC to communicate with friends and colleagues, but the use of these mediums – as well as other interactive Web-based mediums – to communicate with faculty and staff and obtain admissions information is much less. **Research Paper**
8:00 - 8:40 am *Brigade - Mezzanine Level* Kelli Armstrong Director of Institutional Research UMass President's Office Becky Brodigan Director of Institutional Research Middlebury College	**Keeping it Private or Bringing it Public: Careers in IR** Have you ever wondered what it was like to work "on the other side?" Sessions at institutional research conferences are often divided among public and private institution lines. Hot issues that are pressing for colleagues on public campuses may not be so for institutional researchers at private colleges (and vice versa.) This session is designed to be an open discussion about career paths in institutional research. The panelists will speak from personal experiences about crossing the border between private and public institutions, and moving into areas beyond traditional institutional research work. **Workshare**
8:00 - 8:40 am *Traders - Mezzanine Level* Meihua Zhai Director of Institutional Research, Office of Planning & Analysis Jennie Skirl, Ph.D. Associate Dean of Arts & Sciences West Chester University of PA	**The Impact of Remedial English Courses on Student College-Level English Performance and Persistence** The impact of remedial English class on student persistence and performance in their college-level English was studied. Retention rates and percentages of students who passed their college-level English were compared between remedial and non-remedial course takers whose SATV were below 500 (550 after recentering). Student course grades from fall 1992 to spring 200 were used in this study. Research Paper
8:00 - 8:40am *Duquesne - Lobby Level* David X. Cheng Assistant Dean for Research and Planning University	**Student Self-Perceived Gain Scales as the Outcome Measures of Collegiate Experience** This study attempts to articulate student collegiate experience using self reports and to construct the gain scales that can be used as the outcome measures in an institution's overall assessment efforts. **Research Paper**

8:50 - 9:30 am *Brigade - Mezzanine Level* Dr. Ronald Zaccari President West Liberty State College	<u>**A Presidential Conversation: Collaborating for Change**</u> Working together, institutional researchers and presidents can provide a solid force for change and enliven the strategic planning and management of their colleges and universities. This dialogue between institutional researchers and a college president will explore ways to foster such opportunities and consider a variety of issues, including how Institutional researchers can creatively assist presidents and ways in which presidents can effectively employ their institutional research offices. a public baccalaureate institution over a four-year period. Numerous changes resulting from the plan are highlighted.
8:50 - 9:30 am *King's Terrace – Mezzanine Level* Michael J. Dooris Director, Planning, Research & Assessment, Center for Quality & Planning Louise E. Sandmeyer Executive Director, Center for Quality and Planning Pennsylvania State University	<u>**Faculty & Staff Surveys: Insight for Improvement**</u> At Penn State, university, college, and department improvement efforts can draw from a centrally assembled package of tools – such as surveys and exit interviews – to gain insight into faculty and staff opinion. The presenters will share examples from Penn State, and invite participants to discuss approaches at their institutions. **Workshare**
8:50 - 9:30 am *Rivers - Mezzanine Level* Mitchell S. Nesler Director of Research, Academic Program Regents College Roy G. Gunnarsson	<u>**What Facilitates or Inhibits Adults from Participating in Adult Education? An Analysis of the National Household Education Survey**</u>. This study was designed to examine the self-reported barriers adults face to accessing adult education, their motivations for participating in adult education, and the demographic characteristics associated with these factors. NHES:95 data were analyzed to address these questions. **Research Paper**
8:50 - 9:30 am *Traders - Mezzanine Level* Tsuey-Ping Lee Assistant for Institutional Research University at Albany, SUNY Chisato Tada International Student Advisor University at Albany, SUNY	<u>**To Show How We Care: Combining Web-Based Technology and International Student Needs Assessment**</u> The purposes of this research are to assess international student needs and to experiment with web-based survey techniques. This research paper not only analyzes the results based on the degree level of international students, cultural background, academic major and length of stay in US, but also details the basic survey research issues and complexities of conducting a web-based, and traditional paper surveys. This study will present the detailed survey processes, the data, the research results and the application of the results. **Research Paper**
8:50 - 9:30 am *Chartiers - Mezzanine Level* Kevin B. Murphy Institutional Research Analyst University of Massachusetts, Boston	<u>**Developing an Analysis of Outcomes for the Writing Proficiency Requirement**</u> This is a case study of the process of developing an analysis of outcomes for the writing proficiency requirement. It will focus on the role of the institutional researcher in question formulation, identifying what is currently feasible, and preparing to better answer the question in the future. **Research Paper**
8:50 - 9:30 am *Duquesne - Lobby Level* Karl Boughan Coordinator of Institutional Research Prince George's Community College	<u>**Through the Development Maze: Remedial Program Complexity and Student Progress at a Large, Suburban Community College**</u> Unlike most past developmental program research emphasizing the external correlates of remedial success, this community college case study focuses instead on program configuration and its interaction with the credit instructional process and new student expectations of college. Cluster analysis is used to clarify the tangled web of forces at work, sorting a cohort of recent fall-entering remedial students into discrete "developmental strategy" groups, each representing a unique set of student behavioral responses to the remedial process and a unique remediation outcome pattern. **Research Paper**

9:40 -10:20 am *Brigade - Mezzanine Level* Dr. Marsha V. Krotseng Vice Provost Dr. Ronald Zaccari President West Liberty State University	<u>**The Transformational Power of Strategic Planning**</u> Strategic planning is vital to the effective management of colleges and universities. It also is integral to institutional change. This case study demonstrates the critical connection between strategic planning and institutional transformation by tracing the strategic planning process for a public baccalaureate institution over a four-year period. Numerous changes resulting from the plan are highlighted. **Research Paper**
9:40 - 10:20 am *Rivers - Mezzanine Level* Richard J. Reeves Senior Research and Planning Associate Cornell University	<u>**Data Mining Basics: What is it and why use it?**</u> Intended for institutional researchers interested in developing their own data-mining system, this presentation will briefly cover the following topics: what research methods constitute data-mining, how it can be used to improve enrollment management, a brief comparison of data-mining to traditional statistics, and the evolution of data-mining. The presenter will then discuss the components (technology and personnel) necessary to create a functional data-mining system. Workshare
9:40 - 10:20 am *Chartiers - Mezzanine Level* Stephen R. Porter, Ph.D. Director of Institutional Research, Wesleyan University Paul D. Umbach Graduate Research Assistant University of Maryland, College Park	<u>**We Can't Get There in Time: Assessing the Time between Classes and Classroom Disruptions**</u> This workshare describes and analyzes the time between classes problem at the University of Maryland. Using facilities and course scheduling data in combination with student survey data, we discovered that many students had distances to travel between classes that take longer than the allotted ten minutes. The survey indicated that students reacted by leaving class early and skipping class altogether. Reasons for having such a class schedule ranged from problems registering for a particular course to a desire for a compact schedule. **Workshare**
9:40 - 10:20 am *Chartiers - Mezzanine Level* Robert Morse *US News and World Report* Peggye Cohen George Washington University Moderator	<u>**The U.S. News College Rankings**</u> A detailed explanation and discussion of the methodology changes made in the "America's Best Colleges" rankings published on September 1, 2000. U.S. News views on the September 2000 Washington Monthly article "Playing With Numbers." An opportunity to ask questions about the rankings.
10:30 - 12:00 noon *Ballroom 3 – Mezzanine Level* Dawn Geronimo Terkla, Incoming AIR President and Executive Director of Institutional Research, Tufts University Jennifer Brown, Director of Institutional Research and Policy Studies, University of Massachusetts, Boston Mark Putnam, Director of University Planning and Research, Northeastern University and Chair, NPEC Committee on College Costs	<u>**What's Happening in Washington: An update on Institutional Research Issues from a National Perspective**</u> Members of various NPEC and AIR committees will report on the latest happenings regard Student Outcomes, College Costs and a variety of other issues. **Plenary Session**