# **CONFERENCE PROGRAM**

# November 9 – 12, 2013

NEWPORT MARRIOTT, NEWPORT, RHODE ISLAND

# **CONFERENCE TEAM**

Newcomer/Mentor Coordinator MAREN HESS

**YEARS OF** 

Poster Session Coordinator CAROL VANZILE-TAMSEN

Proposal Peer Review Coordinator ALEXANDER YIN

Publications Coordinator TIFFANY PARKER

# Local Arrangements Chair

# CARL OSTERMANN

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Conference Website Coordinator MARIAN SHERWOOD

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LENCE

and beyond

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**Evaluation Coordinator** LAURA UERLING

**The** *Third Place* is a comfortable space where NEAIR members can socialize, network, and meet exhibitors in a relaxed atmosphere complete with coffee, food, posters, and internet.

**The third place** is a term used in the concept of community building to refer to social surroundings separate from the two usual social environments of home and the workplace. In his influential book *The Great Good Place*, Ray Oldenburg (1989, 1991) argues that third places are important for civil society, democracy, civic engagement, and establishing feelings of a sense of place. (Wikipedia)



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# **Pre-Conference Workshop Evaluation**



When you have completed your Pre-Conference workshop session, scan in the QR code at left to complete the evaluation with your smartphone.

# **Conference Evaluation**



Help us improve your conference experience!

Starting Monday, November 11, scan in the QR code at left to complete the evaluation with your smartphone.

NEAIR thanks Gravis for administering the Pre-Conference and Conference evaluations online and by mobile app.



# Welcome to Newport and the 40<sup>th</sup> Annual NEAIR Conference!

To paraphrase a popular saying, "No matter where we come from, here we are." However, it does matter where we come from, or at least that we come from an incredibly diverse range of regions and organizations. Sharing with colleagues our knowledge and experiences regarding the use of information and analysis helps us understand, evaluate, and improve higher education systems, institutions, and programs.

This year's theme, **40 Years of eXceLlence and Beyond**, celebrates the past, engages the present, and advances us into the future. It represents how far we have come during the past forty years, especially given the explosion of technology and tools that have fundamentally changed the way we gather, analyze, and disseminate information. However, we retain the core principles and practices that guide our profession: the responsible use of appropriate research designs and technologies that allow us to apply them in increasingly timely and sophisticated ways, make this an exciting time to be in our profession.

Program Chair **Alan Sturtz** and Associate Program Chair **Tracy Barnes**, along with their dedicated team, put together an exceptional program. To ensure quality, conference proposals went through a blind review facilitated by **Alexander Yin** and many of your peers. Local Arrangement Chair **Carl Ostermann** and his volunteers worked diligently to make your visit to Newport and the Marriott a pleasant and memorable event. **Annemarie Bartlett**, this year's Pre-conference Workshop Coordinator, arranged a wide variety of workshops to contribute to your professional development. Our Exhibitor Coordinators **Roland Pearsall** and **Beth Simpson**, implemented a new Diamond Exhibitor category. Finally, **Beth Simpson, Maren Hess, Marian Sherwood, and Govind Acharya** made remarkable contributions in our membership services and technology area (conference registration, web site, guidebook app, and maintenance). It has been an honor for me to work with this inspired group and the dozens of other talented volunteers.

The conference starts with our professional development workshops on Saturday and Sunday. We kick off the 40<sup>th</sup> annual conference celebration with **Deborah Santiago** who will illuminate the changing landscape of higher education. Monday, **Patrick Terenzini**, our keynote speaker, will engage us by exploring change and stability in institutional research with lessons learned and a look ahead. I hope you plan on attending the Business Luncheon as many new changes and developments will be presented. Be sure to check out the Poster Session before and during our Data with a Twist Reception and gain new insight into analyses or various ways of demonstrating new concepts. Our time together continues on Tuesday with a stimulating panel discussion on strategies that the profession may employ to research, understand, and influence the topic of flexibility in work/life balance and does it permeate from faculty to administrative careers.

With a firm sense of our profession's roots, its short but rich history and the promise of an exciting future, I welcome you to explore new frontiers, as guided by this program. I look forward to celebrating the past, engaging the present and advancing into the future with you!

Catherine Alvord 2012-2013 NEAIR President

# NEAIR Presidents List with Conference Locations and Themes from 1981 – 2013 (Please see NEAIR website for complete listing)

Year	President	Location	Conference Theme
2013	Catherine Alvord	Newport, RI	Forty Years of Excellence and Beyond
2012	Stephen Thorpe	Bethesda, MD	Time for Decisions Visualizing the Future
2011	Gayle Fink	Boston, MA	Leading the Charge for Institutional Renewal
2010	Heather Kelly	Saratoga Springs, NY	Fountain of Knowledge: IR Collaboration for Effective Change
2009	Mitch Nesler	Baltimore, MD	Harbor in the Storm: Institutional Research in the Age of Accountability
2008	Denise Krallman	Providence, RI	a Culture of Evidence: IR Support, Initiative & Leadership
2007	Martha Gray	New Brunswick, NJ	New Ideas, New Energy, New Brunswick
2006	Marjorie Wiseman	Philadelphia, PA	Soaring to Excellence
2005	Michelle Appel	Saratoga Springs, NY	The Race for Answers: Clarity versus Information Overload
2004	Mary Ann Coughlin	Portsmouth, NH	Guiding Light for the Future: IR Community of Practice
2003	Rebecca Brodigan	Newport, RI	Information Leadership, The Challenge & The Responsibility
2002	James Trainer	Annapolis, MD	Assessment in the 21st Century: Challenges for IR
2001	Anne Marie Delaney	Boston, MA	Institutional Research: Leadership through Excellence
2000	J. Fredericks Volkwein	Pittsburgh, PA	Bridges to the Future: Building Linkages for Institutional Research
1999	Karen Bauer	Newport, RI	Sailing Into the New Millennium: Charting the Course for Institutional Research
1998	Craig Clagett	Philadelphia, PA	The Future Is Now: The Role of Institutional Research in Campus Transformation
1997	Jennifer Brown	Hartford, CT	Accountability and Institutional Research: Measuring Results
1996	Ellen Kanarek	Princeton, NJ	Thoughts of One's Own: Innovative Leadership in Institutional Research
1995	Marian Pagano	Burlington, VT	Comparative and Longitudinal Studies of Higher Education: Harvesting the Findings
1994	Michael McGuire	Baltimore, MD	Informing Higher Education Policy
1993	Dawn Terkla	Lake George, NY	20 Years: Putting it All Together
1992	Larry Metzger	Washington, DC	Defining a Quality Education
1991	Michael Middaugh/ Larry Metzger	Cambridge, MA	Institutional Research In a Changing Society
1990	Michael Middaugh	Albany, NY	Institutional Research: Its Place in the 1990's
1989	Ronald Doernbach	Pittsburgh, PA	Bringing Technology to the Issues
1988	Paige Ireland	Providence, RI	Strategic Choice: Making Better Decisions Through Better Understanding of Institutions and Their Environments
1987	John Dunn, Jr.	Rochester, NY	Assessment: Fad or Fact of Life?
1986	Judith Hackman	Philadelphia, PA	Institutional Research: New Challenges to an Evolving Role
1985	Nancy Neville	Hartford, CT	Institutional Research: Getting to the Core
1984	Paul Wing	Albany, NY	Institutional Research: At the Core of Strategic Planning
1983	Robert Lay	Hershey, PA	Institutional Research and Planning in the next Decade
1982	Helen Wyant	Durham, NH	Doing Institutional Research: A Focus on Professional Development
1981	Patrick Terenzini	Princeton, NJ	

# 2013 Program Schedule

# Saturday -- November 9, 2013

# CONFERENCE REGISTRATION

# PRE-CONFERENCE WORKSHOPS

# 12:00 pm - 6:00 pm East Foyer--Marble Desk 1:00 pm - 4:00 pm

PRE-CONFERENCE WORKSHOPS	1:00 pm - 4:00 pm
<b>Newcomers WorkshopPart I</b> This workshop is designed for new practitioners and addresses key components of IR including: defining critical issues; identifying data sources; developing standard institutional information/reports; and conducting effective assessment/evaluation activities. At the end of the workshop, participants will: understand the basic concepts of IR practice, including: key responsibilities, key constituencies served by IR, and current issues in higher education impacting IR offices; become familiar with common IR phrases, terminology, and definitions; be able to articulate one or more approaches to common IR tasks; have gained insights about the practice of IR both from the presenters and other attendees; have had conversations across sectors about common areas of interest and practice; and possess the resources to explore sector-specific issues and functions.	Freedom Terra Schehr Loyola University of Maryland Mary Goodhue Lynch Massasoit Community College
<b>Beyond Newcomers: Insights for Continued Professional GrowthPart I</b> This workshop is designed to help practitioners with 2-5 years of IR experience map professional development paths. Topics includes reaching beyond routine tasks, being noticed, building relationships, how institution type and office size affects role, and what to look for in your next role as you develop as a professional. Participants should have a basic foundation in IR and be comfortable with common jargon used in the field. Participants will be asked to take a personal assessment before the workshop to aid in discussion and individualized goal-setting. <b>Newcomers</b>	Columbia Elizabeth Clune-Kneuer St. Mary's College of Maryland Melanie Larson Lasell College Gayle Fink Bowie State University Rebecca Brodigan Bowdoin College
How to Manage a Small (or One-person) Office This session offers suggestions and strategies that I have used over the past eleven years in a small office to keep focused and structured without becoming overloaded. The workshop will devote time to work share, moderated discussion, online demonstrations, and project/organization sharing. Further, the participants will do a lot of "participating," bringing up issues that they are trying to maneuver, and working to collectively devise helpful solutions. At the conclusion of the workshop, each participant will have the template for a documentation and planning binder, as well as tips to expedite their current processes. Participants will leave with tools that they can immediately implement upon returning to their institution.	Courageous Maren Hess Mansfield University
Using the National Student Clearinghouse How, When, and Why? This workshop will provide an introduction to the Clearinghouse data as well as tips and tricks for running analyses, identifying useful records, and preparing sample reports.	<i>Enterprise</i> <b>Michelle Appel</b> University of Maryland <b>Wayne Taliaferro</b> University of Maryland
An Introduction to R and LaTeX for Institutional ResearchPart I This workshop will provide an overview as well as hands-on exercises for using R and LaTeX to perform data analysis and report generation. Participants will learn to perform basic statistical analyses in R and to generate reports with LaTeX in spreadsheet, presentation, and document formats.	<i>Weatherly</i> Jason Bryer Excelsior College

Newcomers

PRE-CONFERENCE WORKSHOPS       1:00 pm - 4:00 pm         Advanced Statistics for Institutional Research: Exploratory Factor Analysis       Middletown         Besearch. Factor analysis explores the relationships among variables to discover if those variables can be grouped into a smaller set of underlying factors. The workshop will review the basic statistical principles of factor analysis and will using a case study example from a senior survey to analyze and interpret Exploratory Factor Analysis using SPSS. Participants will need to bring a laptop with SPSS version 19 or higher.       Mary Ann Coughlin Springfield College         YOUR THIRD PLACE       2:00 pm - 7:00 pm         Exhibitors, Posters, Internet Café       Atrium         WELCOME RECEPTION       5:30 pm - 6:30 pm         The 2013 Newport Conference Team       Atrium         DINE AROUND NEWPORT       6:30 pm         Sign-up tables are located in the Atrium       Lobby         SUDUR THIRD PLACE       8:00 am - 5:00 pm         Exhibitors, Posters, Internet Café       8:00 am - 5:00 pm         POUR THIRD PLACE       8:00 am - 5:00 pm         Exhibitors, Posters, Internet Café       8:00 am - 5:00 pm         POUR THIRD PLACE       8:00 am - 12:00 pm         Exhibitors, Posters, Internet Café       Marium         PRE-CONFERENCE WORKSHOPS       9:00 am - 12:00 pm         PRE-CONFERENCE WORKSHOPS       9:00 am - 12:00 pm         This workshop	Saturday November 9, 2013		
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perform data analysis and report generation. Excelsior College			
	perform data analysis and report generation.	Excelsior College	

# Sunday -- November 10, 2013

# **PRE-CONFERENCE WORKSHOPS**

# Delaware Study 101: Recommended Data Collection Strategies and Best Practices for Using Your Results (Part I)

This full-day workshop will provide an introduction to the Delaware Study of Instructional Costs and Productivity, from its definitions and processes for data collection through the institutional and national benchmark results produced for participating institutions. During the first half of the workshop, participants will learn strategies and considerations for effectively collecting their faculty workload and cost data. The presenters will demonstrate the reports created at the University of Delaware to collect and verify data from across student, HR, and finance data systems. Participants will walk through the benchmarks and common questions on interpreting institutional results relative to the national benchmarks. In addition, participants will be given a guest login for use during the workshop to query the results using the Peer Ratio Data tool. Participants will also have the chance to use the Refined Means Excel Macro to calculate their own peer analysis results. Examples of best practices for using the results will also be provided.

# Changing Times for Community Colleges: The Role of IR in Guiding Retention Policy

A policy shift from enrollment and access to retention and graduation is forcing community colleges to reconsider pedagogy, curriculum, degree requirements, and more. With change comes resistance, and IR offices can play a key role in addressing this resistance. Through this workshop, research will be presented that has helped influence and shape campus practices related to student success. The impact of institutional research pales in comparison, however, to financial incentives. A new weighted funding formula developed by our state will be described. Small group discussions will give participants the chance to speak about the impact of changing federal and state policy at their own institution and to share best practices. An opportunity will also be provided to identify a promising practice for one's own institution and consider how institutional research might inform change.

# Using Excel Pivot Tables for Strategic Data Management

Participants will use typical institutional data with PivotTables and PivotCharts in Windows Excel 2010 (**must bring own laptop w/Windows Excel 2010**) to subtotal, aggregate, and summarize data by category and sub-category. Suggestions for presenting data and sharing interactive PivotTables and PivotCharts with the campus community will be discussed. Upon the completion of this course, you will be able to return to your office and complete in a short time tasks that usually took you hours to do before. By the end of the workshop each participant will be able to: apply new functions of EXCEL 2010 and conditional formatting; construct a PivotTable and PivotChart to summarize and present data in a variety of formats; use PivotTable and PivotCharts for year-to-year comparisons and enhance your reporting functionality; learn to refresh your data without having to re-create your PivotTables and charts each year; enhance your PivotTables and charts with a variety of advanced features such as slicers; learn to protect your worksheet and data; and learn efficient formulae and functions for typical reporting needs, e.g., IFERROR, COUNTIFS, AVERAGEIF, SUMIFS, SUMRODUCT, VLOOKUP.

# Using Microsoft Office to Improve the Efficiency of an Institutional Research Office

This workshop will examine how the Microsoft Applications Access, Excel and Word can be used to improve the efficiency of an Institutional Research Office. The primary focus will be on the use of Access and basic principles of database management within the context of typical Institutional Research Applications such as retention, program review, enrollment reporting and IPEDS reporting. However, examples of how the linking capabilities of Office Applications will be presented to highlight how Excel and Word can be used to complement the capabilities of Access. This will be a hands-on workshop requiring participants to have their own laptops with Microsoft Office installed.

# 9:00 am - 12:00 pm

Courageous

Allison Walters University of Delaware

**Denise Lindsey** University of Delaware

John Barnshaw University of Delaware

Enterprise

Ingrid Skadberg Quinsigamond Community College

> Middletown Charis Ng The New School

Mya Starling The New School

Newport

George Rezendes Johnson & Wales University

# Sunday -- November 10, 2013

# **PRE-CONFERENCE WORKSHOPS**

# **Facilitating the Strategic Planning Process:** An Important Role for IR

Increasingly colleges and universities are engaging in strategic planning processes. Institutional research can play an important role in supporting and facilitating these efforts. This workshop serves as an introduction to strategic planning in higher education and introduces IR professionals to a number of planning tools and techniques, with a particular focus on environmental scanning and data collection.

### LUNCH (on your own) 12:00 pm - 1:00 pm VIEW EXHIBITS AND POSTERS IN THE ATRIUM 12:00 pm - 5:00 pm 1:00 pm - 4:00 pm **PRE-CONFERENCE WORKSHOPS** How Institutional Research Can Maximize Its Impact on Improving Freedom Student Success This workshop will focus on ways to maximize institutional research data/information and studies to **David Hemenway** Mitchell College

improve student success. Topics to be discussed include: maximizing the use of institutional information/data and survey information; the role of institutional research in administrative, student support and academic program review; and examples of simple studies that have been used to improve student success. Attendees will receive examples of this work and receive reporting templates that will be useful at their institutions. This workshop will offer simple, practical approaches to improving student success using assessment and institutional research strategies.

# **Developing A Fact Book for Your Institution**

While Fact Books are a "staple" of IR offices, a review of available Fact Books indicates that what constitutes "facts" varies widely. The goal of this workshop is twofold. Participants will have opportunities to consider how stakeholders at their institution use (or would like to use) a fact book. In addition, the workshop will provide opportunities to consider strategies for presenting information to improve clarity. The workshop has three intended outcomes: 1) to define the purpose of an institution's Fact Book by considering how readers use the Fact Book. Here we will consider whether readers want to use the Fact Book for annual departmental reports, institutional and/or program assessment, and/or community relations. We will also consider the pros and cons of reporting raw data and graphic summaries; 2) to adapt best practices for reporting data so that readers can accurately interpret the information. Here we will consider effective strategies for developing a Table of Contents, labeling, and footnoting. We will also review options for an introduction as well as the pros and cons of issuing installments throughout the year; and 3) to develop a plan for assessing user satisfaction with the Fact Book.

# Newcomers

Delaware Study 101: Recommended Data Collection Strategies and	Courage
Best Practices for Using Your Results (Part II)	
This workshop will provide an introduction to the Delaware Study of Instructional Costs and	Allison W
Productivity.	University of

CONTINUED FROM SUNDAY MORNING

Portsmouth

James Trainer Villanova University

Columbia Louise Murray College of Saint Elizabeth

eous

Valters University of Delaware **Denise Lindsey** University of Delaware John Barnshaw University of Delaware

# 9:00 am - 12:00 pm

# Sunday -- November 10, 2013

PRE-CONFERENCE WORKSHOPS	1:00 pm - 4:00 pm
<b>The New ROI – Retention, Outcomes, and Intervention</b> This workshop will guide participants through the process of developing and implementing a data- informed, multi-year retention plan guided by a cross-functional campus team that promotes early intervention strategies to increase student retention through the first year and beyond. Participants will have the opportunity to engage in discussion, participate in small group activities, ask questions, and leave with tools that will help them build a clear and cohesive plan for retention with measureable returns. Attendees will: gain fundamental knowledge and techniques that can be used to build a multi-year, data-driven retention plan and implement cross-functional early intervention strategies; experiment with setting realistic and measureable retention and enrollment goals utilizing institution-level and student-level data; simulate the development of a retention action plan as part of a cross-functional campus team; utilize data to project future enrollment using retention trends and a proven enrollment projection mode; utilize a template and other information to estimate the increase in net revenue that results from increasing student retention.	Enterprise Lisa Plummer Cabrini College Dennis Kelly Wilmington College (OH)
<b>Developing Assessments: A Timeline Model</b> The beginning of the course development process presents a good opportunity for faculty to consider where, why, and when to assess student learning. IR offices are positioned well to work with faculty to develop assessments of students learning for their new or revised courses or teaching modules. At the course level, assessment is a tool that gives information to faculty regarding how well students are learning. Given a set of learning goals, this workshop provides activity modules that will help faculty think about formative and summative assessment points at the same time that they are developing their teaching methods and schedule. Using a timeline assessment approach and backwards design, IR staff can guide faculty through three modules to a well-developed curricular project. This activity-based workshop includes learning some useful approaches to identifying learning goals and strategically placing assessments at particular points in time during the course. Participants in this workshop will learn to help faculty to clarify their learning outcomes, position assessments on a timeline, and scaffold learning with well-developed learning environments.	Weatherly Cherry Danielson Carleton College
<b>Basic Statistics and Data Analysis Techniques for Institutional Researchers</b> This workshop will discuss the link between research design and statistics. More specifically, the session will explore common research questions from IR applications about group mean differences and describe the link between these research questions and the appropriate use of inferential statistics such as t-test and one way Analysis of Variance (ANOVA). The workshop will explore the theory behind these statistics and the appropriate link to practical applications within the field of Institutional Research. Finally, basic statistical analyses will be computed using SPSS and the interpretation of the analyses will be explored. The goal of this session is to empower participants to make informed decisions about group mean comparisons. <b>Participants are required to bring laptop with SPSS 19.0 or higher.</b>	<i>Middletown</i> Mary Ann Coughlin Springfield College

Sunday November 10, 2013	
PRE-CONFERENCE WORKSHOPS	1:00 pm - 4:00 pm
Dueling PivotTables: Comparing the Survey Results of Two Sub-populations	Newport
Bring your own survey data to this workshop to analyze the responses from various sub-groups. We will use pivot tables and slicers in Excel that compare mean responses and proportions for two groups. The end result is a set of charts with dynamically created legends and labels that indicate which questions have mean responses that are statistically significant as well displaying the effect size. Time permitting we'll also create a macro that only displays the questions that have are statistically significant. This tool is handy to compare any two groups that can be identified in the data to investigate things such as whether or not there is a difference in responses of men and women athletes, or students of color that major in the sciences versus students of color in the humanities, or perhaps athletes who study abroad vs. those who don't. <b>Participants must bring a laptop with Excel 2010</b> and are encouraged to bring their own survey data with demographic identifiers. A generic file will also be provided as a working example and a template.	Michael Johnson Dickinson College
MENTOR PROGRAM AND NEWCOMERS RECEPTION	4:00 pm - 5:00 pm
Maren Hess, Mansfield University	Narragansett Suite
NEAIR Membership Chair	
WELCOME TO NEWPORT	4:00 pm - 5:00 pm
Coffee sponsored by Strategic Planning Online	Atrium
Diamond Sponsor of the 40th Annual NEAIR Conference	
Complimentary coffee and tea	
PLENARY ADDRESS	5:00 pm - 6:15 pm
The Changing Landscape of Higher Education:	Grand Ballroom
IR, Inclusivity and the Post-traditional Student	
	Deborah Santiago
The presentation will integrate Ms. Santiago's perspectives on the use of data, research, policy and practice to serve the increasingly diverse profile of students that institutions can serve in higher education.	
	Chief Operating Officer and Director of Research
	<i>Excelencia</i> in Education Washington, D.C.
EXHIBITOR LIGHTNING TALKS	6:15 pm Grand Ballroom
40TH ANNIVERSARY	6:15 pm - 10:00 pm
	0.13 pm 10.00 pm

CONFERENCE REGISTRATION	7:30 am - 4:00 pm
	East FoyerMarble Desk
CONTINENTAL BREAKFAST	7:30 am - 8:45 am
	Atrium
YOUR THIRD PLACE	7:30 am - 5:30 pm <i>Atrium</i>
Exhibitors, Posters, Internet Café	
SPECIAL INTEREST GROUPS AND TABLE TOPICS	8:00 am - 8:45 am
<b>Strategies for Getting Published</b> This table topic is intended for IR professionals interested in practical advice for getting published in academic journals. Discussion will focus on IRB considerations, potential journals for consideration and the establishment of fruitful collaborations.	Freedom Carol VanZile-Tamsen University at Buffalo
Table Topic	
<b>Mid-Atlantic Program Review Consortium</b> The purpose of this session is to discuss a new initiative called the Mid-Atlantic Program Review Consortium (MPRC), which aims to provide support for academic program review across the Middle Atlantic region. Intended for administrators in the Offices of Academic Affairs and Student Affairs. Co-conveners: <b>Jo-Ellen Asbury</b> , Stevenson University; <b>Garrya Dunston</b> , Lincoln University.	<i>Columbia</i> <b>Nevada Winrow</b> Lincoln University
Special Interest Group	
Online Learning Institutions This SIG is for colleges and universities that operate online and/or at a distance. Special Interest Group	Courageous Lisa Daniels Excelsior College
EBI MAP-Works All those interested in learning more about EBI MAP-Works as well as those who currently participate in our assessments are encouraged to attend.	Enterprise Darlena Jones EBI MAP-Works, LLC
Special Interest Group	
Penn State's Institutional Research Graduate Program This SIG is targeted to current students and alumni of Penn State's graduate program in Higher	<i>Weatherly</i> SIG will start at 7:45 am Frederick Loomis
Education, including the graduate certificate program in Institutional Research. Co-conveners: J. Fredericks Volkwein, The Pennsylvania State University; Pat Terenzini, The Pennsylvania State University; John Cheslock, The Pennsylvania State University	The Pennsylvania State University
Special Interest Group	
IR Role in the Globalization/Internationalization of	Middletown
Higher Education Institutions This table topic highlights the emerging issues for IR offices in monitoring, reporting, and promoting their institution's international programs and in evaluating the institutional productivity in globalization efforts with the various global institutional ranking products available. Co-convener: Nancy Griffin, University of Connecticut	<b>Pam Roelfs</b> University of Connecticut

Monday November 11, 2013	
SPECIAL INTEREST GROUPS AND TABLE TOPICS	8:00 am - 8:45 am
Maryland Association for Institutional Research	Newport
Join Maryland Institutional Research colleagues to discuss regional/state topics of interest. Co-	Gregory C. Spengler
convener: Douglas Nutter, Bowie State University	University of Maryland
Special Interest Group	
Greater Philadelphia Association for Institutional Research	Portsmouth
loin IR colleagues from the Greater Philadelphia as we discuss topics of interest to those in the	Mark Palladino
Philadelphia area. Co-conveners: <b>Steve Thorpe</b> , Widener University; <b>Annemarie Bartlett</b> , Saint Joseph's University.	Philadelphia University
Special Interest Group	
From Admission to Advancement Using Predictive Analytics to Focus Marketing,	Bristol
Retention, and Outreach Efforts	
With Predictive Analytics, institutions can garner insights from and about your students - from	Nicole Aliota
prospective to current to alumni - determine contributors to key outcomes, identify which students	IBM SPSS
are most likely to enroll, leave, or donate, and align outreach efforts more efficiently. Utilizing IBM	
SPSS Solutions, colleges and universities will have the ability to leverage data sources and determine	
better how to allocate resources to maximum marketing campaigns, retention interventions, and	
alumni giving efforts. In this session, attendees will learn about the possibilities that exist in their	
structured and unstructured data and see how IBM SPSS solutions transforms these data sources to rich, analytic insight.	
Member/Exhibitor Presentation	
KEYNOTE ADDRESS	9:00 am - 10:15 am
Forty Years of Change and Stability in IR:	Grand Ballroom
Lessons Learned and a Look Ahead	
	Patrick Terenzini
A lot of water has passed under the bridge since NEAIR's founding forty years ago,	
and there's good reason to believe that broader, more turbulent waters await us	
downstream. What does IR's past have to tell us about the future? Pat Terenzini	
wasn't in at the beginning, but he has been in IR (or studied it) for 40 of its 50+	1009
years. In this presentation, Terenzini will review the evolution of the field,	

Distinguished Professor and Senior Scientist, Emeritus Center for the Study of Higher Education The Pennsylvania State University

identifying some of the key events and dynamics that have shaped our field since its inception and that continue to shape it today. He will identify what he considers to be some of the important challenges and opportunities that lie ahead and

discuss the knowledge and skills IR professionals will need to be effective.

9

# CONCURRENT SESSIONS

# Differences in Salary by Gender and Race for **Recent Doctorate Recipients**

The doctorate degree is a valued degree that advances human and social capital; however, findings from a decade ago or more have shown that career paths and wage trajectories differ for doctorate degree earners by gender and race. Using 1999-2008 data from the NSF Survey of Doctorate Recipients, and the strong analytic technique for HGLM, this study examines the individual economic benefits that accrue for over 12,000 recent doctoral degree recipients from the time of degree receipt (1998-99) to a decade beyond (2007-2008) and how those benefits differ by gender and race. Implications for policy and practice will be discussed.

# **Contributed Paper**

# Asynchronous Web-based Courses: From the Students' Perspective

In this session, we present the rationale, methodology, and results of a survey of roughly 1,000 degree-seeking students at the University of Maine who had completed at least one asynchronous web-based University of Maine course in recent semesters. Several aspects of this project should interest NEAIR members. First, this project was a collaboration between IR and a small group of campus stakeholders that consequently enhanced the work of IR and, we believe, the reception of this work by the campus community. Second, the survey results provided, for the first time at The University of Maine, credible data on why UMaine students were taking courses online, how they felt about the online experiences they have had, and how their learning orientation was related to these feelings. Further, the data showed a clear relationship between one's learning orientation and the online experience.

# **Contributed Paper**

# Practitioners' Panel: The Evolving Nature of Institutional Research

twofold: Participants should enjoy and be engaged by the session. It is meant to help sharpen the thinking of attendees and panelists alike about the skills and habits that can help us to add value to our institutions; to continue to develop personally and professionally; to contribute to the field; and to lead at any career stage.

Panel Discussion (follow-up to Keynote Address)

Newcomers; Community Colleges

# A Program Prioritization/Review Process at a Comprehensive University

# The University of the Pacific is in the middle of a major process to review all academic, student life and administrative programs in one year- FY 13-14. The goals of this project are to improve efficiency and effectiveness, eliminate programs that are no longer appropriate to our new strategic plan and to reallocate fifteen million dollars out of our operating budget. This workshare will include a description of this effort and how it is progressing as of November 2013.

# Workshare

Newcomers; Assessment; Community Colleges

Columbia **Theodore Coladarci** University of Maine

**Debra Allen** University of Maine

10:30 am - 11:15 am

Freedom

# Karen Webber The University of Georgia

# Weatherly David Hemenway Mitchell College

**Heather Kelly** 

University of Delaware

**Stephen Thorpe** 

Widener University James Trainer

Villanova University

### Courageous Keynote speaker Patrick Terenzini has described his thoughts on the evolving nature of institutional **Michael Dooris** research. In this panel, IR colleagues hope to extend that conversation. The intended outcomes are The Pennsylvania State University

10

# CONCURRENT SESSIONS Creating a Project Management Tool for Institutional Research As institutional research offices continue to expand their roles and responsibilities, it has become

increasingly important to improve office processes. Specifically, improving how offices manage project workloads can have tremendous value for institutional researchers overwhelmed by the increasing demands of the profession. Attendees of this session will learn about the process of developing a project management tool within an institutional research office; how such a tool can be created using a survey software product and a data visualization program; the benefits of creating such a tool; and the potential obstacles that may arise in its creation and use.

# Techshare

Newcomers; Community Colleges

**Visualization of Outcomes Tracking with iDashboards** This techshare will describe the application of iDashboards for outcomes tracking based on unit record data. This session is geared for IR practitioners interested in achieving efficiency in data communication and analysis through trends visualization. The techshare will focus on completion and retention trends computation and delivery with iDashboards.

# Techshare

Techshare

**Tools for Professional (and Personal ) Success** The presenters will discuss the tools they have found they "can't live without" both at work and at home. In addition to highlighting the tools and features, the session will allow for conversation about how these tools increase productivity and efficiency.

There is increased internal and external pressure for accountability in higher education in regard to

student success and learning outcomes. How can institutions answer the call for accountability and

fulfill the expected responsibilities? Academic analytics can serve as the tools for the digital age to respond to the accountability paradigm in higher education. This paper presents a case study where

institutional data was used to augment student learning outcomes. Data were analyzed via the

establishment of internal benchmarks for key performance indicators and definite signal values

**Data-Driven Internal Benchmarks and Successful Learning Outcomes** 

Newport Michelle Appel University of Maryland Maren Hess Mansfield University Annemarie Bartlett

Middletown

Elina Belyablya

Monroe Community College

Saint Joseph's University

Portsmouth Mamta Saxena Northeastern University

**Doug Flor** Northeastern University

# Contributed Paper

were set to classify programs.

Assessment

# Franklin University's Business Intelligence Gateway: Empowering Data-Informed Decisions using WebFOCUS

Tracking performance toward student enrollment goals can be tedious. Hear how Business Intelligence has helped one university driven by the desire for student success to streamline the process and empower IR, faculty, and university leadership to make data-informed decisions. Paul Rusinko will show examples and relate specifics of user adoption.

# Member/Exhibitor Presentation

Bristol

Paul Rusinko Franklin University

Tim Beckett, Josh Haskin, Mark Winslow Information Builders

# 10:30 am - 11:15 am

Enterprise Christina Butler Tufts University

# **CONCURRENT SESSIONS**

The National Center for Education Statistics will present a general update on the Integrated Postsecondary Education Data System (IPEDS). Topics for discussion will include an overview of the 2013-14 data collection year and upcoming changes to IPEDS for the 2014-15 data collection year and beyond.

### Workshare

Newcomers; Community Colleges

# **CONCURRENT SESSIONS**

# Sexy Data: The Future of IR in a Data-Driven Century

Harvard Business Review recently called Data Scientist the sexiest job of the twenty-first century. While we are not all data scientists per se, IR's role is similar to that described by Davenport and Patil as "the people who understand how to fish out answers to important business questions from today's tsunami of unstructured information." In this panel-led discussion, we will explore the experiences of four IR offices that have helped their institutions adapt to the new expectations and opportunities presented by the era of ubiquitous information. We will explore the emerging field of Business Intelligence and its relationship to IR, a variety of ways our offices have engaged with assessment and accountability, and the ongoing challenge of getting "in the weeds" with institutional data and coming out again to inform the strategic decisions facing our campuses. The format will present more questions than answers, and will encourage participation from attendees as we explore the challenges and opportunities presented by our increasingly data-driven world.

### Panel Discussion

# Keeping Up with the Major Changers: Tracking and Reporting Student Cohorts Across Colleges and Majors Over Time

During this workshare, we will discuss the methodology and display of our "student movers" report, which tracks student cohorts across colleges and majors from fall term to fall term. The report is available internally to our IR dashboard users via our website. It allows colleges and departments to track where students come from when they transfer into the unit, as well as where their students go when they decide to change majors. Currently, we are working with our IT counterpart to make the reporting tool more intuitive and user-friendly. We will show both the old and new versions of the online report to discuss our process for improving the functionality and display of the reporting tool. In sharing this information, we hope that attendees will be able to conceptualize student movement into and out of majors; identify key year-based milestones for reporting of student major; and consider the benefits of cohorted student movement reports at their own institution.

# Workshare

**Contributed Paper** 

# Organizational Culture at a Historically Black University: Perceptions of Faculty of Different Racial/Ethnic Groups

The purpose of this study is to examine the perceptions of faculty of different racial/ethnic groups about the organizational culture at a historically black university. The data of this study were collected using the Survey of Organizational Dimensions (SOD). The survey was administered to the faculty working at the university at the time of survey administration. Findings indicate that African-American faculty scored highest on the Bureaucratic and Collegial Dimensions; Asian-American faculty scored highest on the Symbolic Dimension, while other minority groups scored highest on the Political Dimension. Enterprise

Nasrin Fatima Binghamton University

# 10:30 am - 11:15 am

Stars & Stripes Amy Barber RTI, International

Jamie Isaac RTI, International

11:30 am - 12:15 pm

Freedom

**Rebecca Brodigan** 

**Bowdoin College** 

**Erin Driver-Linn** 

Harvard University

Kelli Armstrong

**Boston College** 

**Cate Rowen** 

Smith College

11

Jamie I BTL Interr

**IPEDS Update** 

# Cohorts Columbia

**Tiffane Cochran** University of Maryland

Michelle Appel University of Maryland

S Courageous Susan Tammaro
<ul> <li>University of Maine at Augusta</li> <li>Michael Clements</li> <li>University of Maine at Augusta</li> </ul>
: Middletown
Laura Ariovich Prince George's Community College
Northeastern University

# 13

# CONCURRENT SESSIONS

# Timing is Everything: What we can Learn from "Survey Procrastinators"

Web-based surveys help institutions quickly and inexpensively acquire the necessary survey data to help achieve planning, assessment, reporting, and quality assurance goals. However, given that response rates have plummeted in recent years, we may be unintentionally trading survey easy for survey quality. Researchers hoping to avoid or limit non-response bias may try to boost the response rate by sending survey reminders. Such reminders may inspire students to participate in the survey, especially students who would otherwise be non-responders. In this study, I examined data from two similar but differently incentivized surveys to determine if survey "procrastinators" differ from early respondents and from non-responders. Although in both surveys, procrastinators differed from earlier respondents, only in the low incentive survey were procrastinators different from non-responders. Findings indicate that researchers should send reminders, but that this alone will not eliminate the risk of non-response bias.

### **Contributed Paper**

Newcomers; Assessment; Community Colleges

# Newport

11:30 am - 12:15 pm

Tufts University

Portsmouth

Improvement

Denice Koljonen Boston College Rebecca Mathews Boston College Carol Pepin Boston College Kristen Procopio Providence College

researchers: how institutional researchers can support the review process on their campuses and how administrative program review can be used to improve IR functions. This session is intended for all individuals who wish to learn more about administrative program review: how to support the review of other department, or how to use the process to improve their IR office. Attendees will be able to identify the main components of an administrative program review and become knowledgeable about how IR can support APR initiatives on their campuses. Finally, they will learn how to conduct a review of their own IR offices.

Administrative Program Review: Integrating Assessment, IR and Continuous

This session will introduce the concept of "administrative program review" (APR) to institutional

### Workshare

Newcomers; Assessment; Community Colleges

# Using Social Media to Gather High Quality Alumni Outcomes Data

In this presentation, I will report the results of a new approach to collecting five-year-out alumni outcomes data. As an alternative to low-response alumni surveys, we began with Internet searches to try to track down all members of the Class of 2008 and then combined the information we found with data from more traditional sources like the National Student Clearinghouse and records from the career services and alumni relations offices. Ultimately, we found reliable and rich information on over 85% of the five-year-out class, far more than a typical alumni survey would yield. People who attend this presentation will review the challenges of collecting reliable data on meaningful proportions of a graduating class; learn the challenges of summarizing and reporting the data that can be collected; learn how to use social media in conjunction with more traditional sources to collect data on a substantial proportion of a graduating class five years post-graduation; and learn how to summarize the data accurately and put it to use with key players on their campuses.

### **Contributed Paper**

Assessment

Stars & Stripes John Nugent Connecticut College

### Monday -- November 11, 2013 ANNUAL BUSINESS MEETING LUNCHEON 12:30 pm - 2:00 pm Grand Ballroom **Catherine Alvord Cornell University** 2012-13 NEAIR President 2:15 pm - 3:00 pm CONCURRENT SESSIONS The Ripple Effect: How Student Demand for Professional Education is Affecting Freedom **Higher Education and Liberal Arts at Our Institutions** As students and policymakers are increasingly looking to colleges as steppingstones to the labor Elissa Lu market, colleges and universities are feeling reverberations in their enrollments and academic Harvard University programs. The public's focus on the poor economy and the connection between work and college have signaled a movement toward professional education and majors and away from humanities and liberal arts. This paper helps distill the conversation about the changing composition of higher education humanities majors based on publicly available data. To help comprehend the implications of shifting student interest at the institutional level, this research also aims to provide concrete examples of how one institution responded to changing external circumstances. **Contributed Paper** Community Colleges Looking Back and Moving Ahead – Assessment's Growing Impact on IR Columbia This work will benefit those who are interested in the history and development of the practice of **Bonnie Granat** assessment in institutional research. Participants will come away with tips and best practices for NYIT College of Osteopathic assessment that are utilized at various institutions. Medicine **Cheryl Goldstein** Workshare Marymount Manhattan College Joan Gothardt Assessment NYIT College of Osteopathic Medicine **Managing Surveys on Campus** Courageous Many institutional research offices have come to rely on surveys as a means to gauge student **Ellen Peters** satisfaction, to assess outcomes, to evaluate programs, and even to conduct market research. But University of Puget Sound communication about survey administration and the resultant data is often not well coordinated Marne Einarson within our institutions. Indeed, it can sometimes feel like every office on campus is fielding its own survey! This has given rise to concerns about the sheer number of surveys being conducted, as well **Cornell University** as the uneven quality, and overlapping content and timing, of these data collection efforts. These factors combine to reduce students' willingness to participate in surveys and erode the quality of the data collected. Without a good sense of the survey culture on our campuses, the ability to review and coordinate proposed survey activity, broad dissemination of survey results, and attention to techniques that can improve response rates, the survey research tool is at risk of losing credibility. Two experienced IR professionals, one from a small four year liberal arts college, and one

credibility. Two experienced IR professionals, one from a small four year liberal arts college, and one from a large research university, will present their field-tested strategies for understanding the survey culture at our institutions, enhancing collaborative survey efforts, sharing survey results, and improving response rates. The presenters will share techniques for developing a survey cycle; engaging faculty, staff and students in campus surveying; using incentives; and putting survey results to use on campus.

# Workshare

Newcomers; Assessment; Community Colleges

Monday November 11, 2013	
CONCURRENT SESSIONS	2:15 pm - 3:00 pm
Comparison and Study of Cognitive, Demographic, Non-cognitive and Financial Variables Influencing Cumulative GPA of Freshman and Transfer Students at a Doctoral Institution Binghamton University enrolls freshman and transfer students for the baccalaureate degree. This study was carried out to find if there was a difference in academic achievement measured in terms of cumulative GPA between freshman and transfer students using T-test and also to examine if the demographic, cognitive, non-cognitive and financial aid variables had significant influence on the cumulative GPAs of both freshman and transfer students using multiple regression analysis. The study also provided evidence that non-cognitive variable of academic environment and experience, cognitive variables of SAT score, community college GPA and AP credits, demographic variables of gender and age, and financial aid offer were the significant variables and predictors of cumulative GPAs of both the groups.	Enterprise Tania Das Binghamton University
Using a High School Academic Rigor Index to Predict College	Weatherly
GPA and Retention	weatherty
The ability to predict success in college is beneficial to both students and institutions. High school grades and entrance exams typically have been used for this purpose. Recently the College Board developed a quantitative Academic Rigor Index (ARI) for college readiness based on a large data set of student-reported high school course taking patterns and first year college grades (FYGPA). Analysis shows that final transcripts can substitute for student-reported data and that the ARI benefits from more complete information provided in transcripts. Although many factors contribute to college grades and retention, the Academic Rigor Index is another tool that can complement other predictors of success and serve as an early warning metric for students prone to academic difficulty.	Gary Boden University of Rhode Island
Newcomers	
Who Are We Counting, Who Are We Missing? A Model of Community College	Middletown
<b>Student Success Building on IPEDS' New Requirements</b> Community colleges and other schools with diverse student populations have long held that the PEDS Graduation Rates were not a true or complete picture of student success at their institutions. While the recent move by IPEDS to expand the entering fall cohort, following students for a longer time and reporting on more outcome measures, will provide a fuller picture, some students will still be left out of the equation. One community college IR Office decided to delve into the research and reporting before it is required, looking at three prior years of entering students. Initially, the data will serve as a baseline for comparison and test of our ability to report in all new IPEDS categories. Results will be valuable internally for focused retention and improvement efforts as well as externally to contribute to broader discussions about community college student success.	Mary Goodhue Lynch Massasoit Community College Jennifer May Massasoit Community College
Workshare	
Community Colleges	

# CONCURRENT SESSIONS

# Launching Campus-wide: Reigning in Rogue Surveys While **Empowering Users**

This session is a case-study of the initial launch and roll-out process concerning a Qualtrics campuswide license. Participants will learn about Bunker Hill Community College's roll-out of a survey design, distribution and reporting tool campus-wide; at least three features of Qualtrics providing efficiency gains on a college campus; and developing their own plan for a campus-wide surveying system utilizing handouts from this session. Participants will be provided with a step-by-step case study of how a survey design, distribution, and reporting tool was purchased, piloted, and rolled-out to users, including training and user agreement processes. Participants will be broadly introduced to the product as well as key features that have improved time and resource efficiencies throughout the college. Time for discussion will allow for participants to share ideas regarding implementation of this or another survey tool on their own campuses.

### Techshare

Newcomers; Assessment; Community Colleges

# **Student Evaluations of Teaching**

We compared student evaluations of teaching to direct assessments of student learning in thirteen introductory physics courses. This was made possible through cross-institutional collaboration with faculty, IR, & IT. Our results show correlation of student learning with teaching techniques and a weak but statistically significant correlation with student evaluations of teaching that are not St. Mary's College of Maryland measurable using class-averaged scores.

### **Contributed Paper**

Newcomers; Assessment; Community Colleges

# Harnessing Technology to Efficiently Demonstrate Your Quality Improvement Efforts

Every day we engage in activities that demonstrate our commitment to quality improvement. The burning question is, "How do we capture all of this activity in a way that's easy to convey to our stakeholders, including accreditors?" This session will share ways to harness technology effectively to tell your institution's story.

### Member/Exhibitor Presentation

# Making Faculty Care, Caring What Faculty Do--Moving to On-line Faculty Activity **Data Collection and Report Generation**

A mandatory Provost Annual Report paper form for faculty activity reporting was used for 25 years at the University of Connecticut. When the university decided to adopt an on-line data collection and reporting system, resistance was expected. Faculty held different perspectives on its utility and value. Conflicts between academic discipline interests and appropriate university-wide summary needs posited further difficulty for data collection. Discrepancies between system data and selfreported information created significant challenges for reporting. This presentation will focus on what challenges we experienced in implementing an online system and how we eased the transition to an online data collection and reporting system.

Workshare

Assessment

Newport

Karalynn Gau

Bunker Hill Community College

Bristol

Portsmouth

**Elizabeth Clune-Kneuer** 

St. Mary's College of Maryland

Joshua Grossman

**Charles Adler** St. Mary's College of Maryland

**Erin De Pree** St. Mary's College of Maryland

> **Stephen Thorpe** Widener University

Erin Bell Strategic Planning Online

Stars & Stripes

Liming Liu University of Connecticut

2:15 pm - 3:00 pm

# Non-returner Survey: Why Students Leave Writing the Dreaded Assessment Plan 17

# Monday -- November 11, 2013

# DATA & DESSERT POSTER SESSION

# **CONCURRENT SESSIONS**

# Persistence Puzzles: Ready Rich Sources for Pieces Missing and Profound--Non-cognitive Data Extractable from First Year ePortfolios

Can non-cognitive data derived from first semester e-portfolio reflections serve as missing pieces in Persistence puzzles? With demonstration of significantly improved predictions of both return in good/adequate standing and six-year graduation outcomes at a university, our project suggests the answer is Yes! With agreement across all well-established persistence theoretical frameworks that certain non-cognitive factors are fundamental to decisions to continue study at institution of entry, the question is not whether data reflecting these non-cognitive factors are important in predicting persistence. Rather, it is how to obtain such "data" that will relate sufficiently well to factors understood, and at sufficiently early points of experience. Our work shows that there need not be an entire class of vital but not-in-model data omitted without choice, then assumed among the pieces missing, and explanatory of "the rest" of the variation.

### Workshare

Assessment

This workshare presents a revamped methodology to survey non-returners, students who stopped attending college without graduating. The new methodology raised the survey response rate, saved resources, and produced actionable data. This was the first stage in a data collection effort to reduce the non-returner rate at Prince George's Community College.

# 2012 Best IR/Practitioner Paper

**Community Colleges** 

# Beyond Mail Merge: Using VBA to Automate Email Distribution in Excel

This session will focus on ways to use Visual Basic for Applications (VBA) to automate and streamline the creation and distribution of emails in Microsoft Excel. Several examples will be provided in which VBA code is used to generate emails from Excel in ways that are not possible using traditional mail merge methods. Due to time constraints, the session will not work through details of the VBA code, but will focus instead on possible IR applications of VBA programming. However, the VBA modules used to generate the applications will be made available to attendees. Attendees should have a good working knowledge of Microsoft Excel and at least a basic understanding of or interest in VBA. Intended outcomes include: understanding the capabilities of Excel VBA for managing email distribution; viewing multiple examples of email automation using VBA; and manipulating shared VBA code to meet individual institutional needs.

# Techshare

Workshare

IR and assessment professionals are often great at running multivariate statistics and conducting research projects, but it is often a challenge to pull the disparate pieces together into a comprehensive, written assessment plan. This session uses a case study to describe the process one masters level university used to draft, review and publish a comprehensive assessment plan tailored to meet NEASC regional accreditation standards.

Portsmouth Ed Gillen **Quinnipiac University** 

Ed Kavanaugh Quinnipiac University

Columbia Laura Ariovich

Prince George's Community College

W. Allen Richman

Prince George's Community College

### Courageous Lee Allard

Siena College

<u>Atrium</u> 4:15 pm - 5:00 pm

# Freedom

**Janet Easterling** 

Seton Hall University

3:15 pm - 4:00 pm

# CONCURRENT SESSIONS

# Going SAT/ACT Optional: Gathering Evidence and Making the Decision at Ithaca College

This study assisted Ithaca College's administration with deciding whether or not to adopt a "testoptional admission policy" that allows applicants to opt out from submitting standardized test scores. It examined the incremental validity associated with test scores in predicting students' academic success in college. Attendees will learn details about the development of the study methodology, data gathering, statistical modeling, analysis, and decision-making process that led Ithaca College to implement a test-optional policy beginning with the entering class of fall 2013.

# Workshare

4:15 pm - 5:00 pm

Enterprise

Yuko Mulugetta Ithaca College

Weatherly

Nora Galambos

Stony Brook University

# **Modeling Freshmen Outcomes using SAS Enterprise Miner**

For IR professionals involved in research and reporting to inform enrollment management, admissions, or advising, this techshare will explore how SAS Enterprise Miner can be used to develop models to predict first- and second-semester GPA and retention. Data from across the institution are merged and mined, after which diagnostic tests are used to select the optimal model. Diagnostic and model assessment tools include lift charts and receiver operator curves, which will be explained in terms of their use in choosing the most effective model and evaluating the strength of model fit. Methods used for model development include linear and logistic regression, decision trees, neural networks, and combined and stratified models. The unique features of each of these modeling methods will be explained along with a discussion of the use of training, validation, and test samples in the model building process. Finally, scoring is used to apply the results to new data. Attendees will gain an appreciation of the power of data mining for improving retention rates .

Techshare

Newcomers; Assessment; Community Colleges

# An Institutional Model for Degree Completion: A Moneyball Approach

At the turn of the twenty-first century, the Oakland Athletics revolutionized the way baseball players were evaluated by moving away from conventional measures (e.g., batting average, runs batted in, The Pennsylvania State University and home runs) to measures that would increase a team's chances of winning (e.g., on base percentage and slugging percentage). This "Moneyball" approach was effective as Oakland competed against New York and Boston, even though their payroll was remarkable smaller The Pennsylvania State University compared to the Yankees and Red Sox. This paper examines whether a similar approach can be applied to higher education by proposing an institutional framework for degree completion, which differs from input-output models or sociological models. The model was then verified empirically by analyzing financial data and student records of all first-time, full-time, baccalaureate students who started in the summer or fall 2004 at a large Research I university and all of its affiliated campuses. By having such a model, institutional researchers and administrators may be better able to develop and evaluate measures, policies, and programs that can improve the graduation rates at an institution. For the session, we will also present examples of how our office has utilized this model in developing more effective reports for administrators.

**Contributed Paper** 

Assessment

Middletown

**Alexander Yin** 

Leticia Osguera

### Monday -- November 11, 2013 4:15 pm - 5:00 pm CONCURRENT SESSIONS Augmenting Admitted Student Information with Survey and Newport **Clearinghouse Data** Increasingly, institutions want to understand more about the first year students who apply, are Paul Bonfanti admitted, and enroll or choose not to enroll in their school. While data that are collected in the Villanova University application process are valuable, non-anonymous survey data such as the Admitted Student Questionnaire also can provide great insight. The National Student Clearinghouse's records of where applicants matriculated can also be used to determine the final location of non-enrolled students. The author will demonstrate techniques for accessing these data and merging them into an enrollment management database, as well as several concrete ways these data can be used to better understand a school's applicant pool. Special attention will be given to aggregating the Clearinghouse data to understand the types of institutions non-enrolling students attend, along such dimensions as Carnegie Classification, geography, religious affiliation, and control. Workshare Newcomers Learn how Campus Labs Products Have Aided Accreditation and Assessment Bristol Work at Saint Joseph's University (PA) and the University at Buffalo, SUNY Are you in need of a tool to manage data collection and assessment reports? Are you looking for **Carol VanZile-Tamsen** ways to streamline your self-study processes? Please join us for a discussion of ways Campus Labs University of Buffalo products support assessment and accreditation work. **Annemarie Bartlett** Saint Joseph's University Member/Exhibitor Presentation **Robin Irwin Campus Labs Introduction to Propensity Score Methods** Stars & Stripes for Institutional Researchers The use of propensity score methods for estimating causal effects in observational studies or certain **Jason Bryer** kinds of quasi-experiments has been increasing in the social sciences in the last decade. Propensity **Excelsior College** score analysis (PSA) attempts to adjust selection bias that occurs due to the lack of randomization. Recent research comparing the use of propensity score methods with randomized experiments have shown that causal estimates from observational studies using propensity score methods are generally consistent with those from randomized experiments. This techshare will provide an overview of propensity score methods with examples drawn from Institutional Research.

# Techshare

# **CONCURRENT SESSIONS**

# **Curricular Innovation: Exploring Educational Effectiveness in Real Time**

In fall 2012 our institution first offered its new General Education requirement: an upper-division "Integrative Experience" (IE) imbedded in the major and intended to offer students the opportunity to reflect on their own learning and explore the connections between the broad exposure provided by Gen Ed and the more focused learning in their major. Because the IE bridges Gen Ed and the major, it requires every department to develop curricula that build linkages between the objectives of Gen Ed and the major. The IE presents an opportunity to engage a larger proportion of the campus community in understanding and contributing to the value of General Education. It also presents a substantial assessment challenge as we work to gather evidence of the effectiveness of the program. In this first year of implementation, we have developed four sources of evidence: students' experiences in their IE course; graduating seniors' views on whether their major helps them make linkages across their college learning experience; students' integrative and reflective thinking performance; and IE instructors' experiences teaching in the first year of the IE. We will describe our experiences in designing instruments appropriate for the early stages of implementation of a curricular innovation while also working to imbed assessment tools that will provide ongoing and longitudinal evidence of the program's effectiveness.

### Workshare

### Assessment

# Get the Data Out: Using Interactive Tools to Disseminate Survey Data Across Campus

Like many IR offices, we have struggled with how to manage an increasing need for access to survey data across campus and not having enough time to produce department or program-level reports of surveys we administered. Our solution: Distributing interactive survey data reports. The intent was to create a standard report template in an interactive tool, populate the tool with the survey data, and give users access to query the data as needed on their own. Working closely with select deans and faculty, we were able to learn about the report structure that would be most useful and simple for constituents to explore. The process was also a learning experience for the IR staff who gained new insight into the data and what users need from the data. We will present how we developed the ideal report; distributed it to leaders across campus; formalized policies on the use of the data; planned ahead so that we could build a data-mart of survey data; and are still learning how to perfect this approach.

### Workshare

### Assessment: Community Colleges

# Which Students Respond to the Surveys You Send Them? Using Online Panels to Track Student Survey Response over an Academic Year

In the past few decades, web surveys have exploded in popularity as a method of surveying students. During this same time period, response rates to student surveys have seen significant declines. It is now not unusual for web surveys to yield 20%-30% response rates—or lower. What is largely unknown, however, is whether it is the same 20%-30% of students that respond to every survey, or whether there are discernible patterns of response among students depending on factors such as demographics, academics, and/or survey timing. This session describes one institution's exploration of this issue using online panels to track patterns in undergraduate student survey responses over an academic year.

**Contributed Paper** 

Newcomers; Assessment

# 5:15 pm - 6:00 pm

Freedom Martha Stassen University of Massachusetts, Amherst

Columbia

Jennifer Lehmann Northeastern University

Nancy Ludwig Northeastern University

Newport

Jessica Sharkness Tufts University

Katia Miller Tufts University

# **CONCURRENT SESSIONS**

# Using National Benchmarking Assessment to Inform Student Learning Outcomes

Institutions use program assessment to produce actionable data for continuous improvement. Benchmarking provides an extra dimension to assessment by enabling program comparisons among institutions using peer-approved criteria to measure program quality. Benchmarking student learning outcomes, both within a given program and against peer institutions, enables institutions to track program performance and to identify areas for improvement. In this session, we discuss benchmarking student learning outcomes as a tool to leverage resources by shifting the debate from "what's wrong" to "how do we improve." We focus on Cambridge College, our benchmarking projects, and how the outcome of those projects were used in a triangulation of various assessment strategies to improve the reliability and validity measures in our program review process. We also discuss lessons learned and our future plans.

### **Contributed Paper**

### Assessment

# Thinking Outside the Binder: Integrating Commercial Assessment Results with Institutional Data

For more than ten years, on an August day at Pace University, the holidays have arrived early when a box containing a binder from NSSE is delivered. Initially, the Institutional Research Office scans through this binder, extracting data of interest that can be quickly disseminated to University leaders. However, once the data from this binder has been shared, we are left with a feeling that more can be done. Using institutional data, retention and graduation reports are completed looking at counts and percentages based on the demographics, enrollment status, and academic performance of students. But what are the underlying factors that may be associated with a student's decision to stay or go, and ultimately his or her success in graduating? Grouping students along shared experiences allows us to look at retention and graduation from a different perspective. NSSE and other instruments provide this important data that can be integrated with institutional data to better understand the complex relationships between student characteristics and experiences. Integrating commercial assessment data with existing institutional data allows us to look more closely at the multitude of factors that affect retention and graduation.

### Workshare

Assessment

# Automating Reports with R and LaTeX: A Beginner's Perspective

This techshare describes the design and creation of an enrollment report using R and LaTeX. R is a free, open source statistical and graphical software environment that can be used with document creation programs, such as LaTeX, to automate the reporting process. Attendees will become familiar with some of the functionality in R including importing, recoding, merging, and restructuring data. They will learn how R can be used to create graphs and tables, which can then be integrated into LaTeX for document creation. Difficulties and challenges will be discussed so that attendees can better understand the process, and weigh the advantages and disadvantages of using R and LaTeX over other programs.

### Techshare

Newcomers

# 5:15 pm - 6:00 pm

Courageous

Mark Rotondo Cambridge College

Roland Pearsall Northeastern University

Enterprise

Barbara Pennipede Pace University

Jason Diffenderfer Pace University

Portsmouth

# a Justin Hull

Passaic County Community College

# **CONCURRENT SESSIONS**

# Soaring through Loops: Implementation and Evaluation of a College-wide Early Alert System: A Case Study

Increasing student success and retention at the College is a high priority across the institution like in most other institutions. Numerous initiatives have been implemented at the College related to student success, including an early alert warning system. Implementation of this early alert warning system in a staged fashion across the College has provided a unique opportunity to reflect upon the tool/product, process, challenges and approach that needs to be considered for a successful college-wide systematic implementation. The workshare will describe the process evaluation and the longer term outcomes related to student success and retention for this early alert system. The tools and criteria used to evaluate the implementation as well as the results from these assessments will be shared. Based on this case study, participants will gain a comprehensive understanding of an early alert system and the factors to be considered in implementing a college-wide system. Lessons learned from the experience will benefit participants as they consider implementation of such a system across their institution.

### Workshare

Assessment

# 5:15 pm - 6:00 pm

Weatherly

Mohua Bose Excelsior College

Cheryl McPhillips Excelsior College

Middletown

**Kimberly Speerschneider** 

**Excelsior College** 

# **Visualizing Stop-Out Behavior and Retention**

This techshare will introduce new methods of visualizing stop-out behavior and retention to better capture students' paths to success and subpopulations' trends over time making use of R, a free open-source platform and language for statistical computing. Following a brief review of how retention is currently presented and rationale for improved visualizations, new approaches will be introduced. Some of these will be highly interactive graphics using the 'googleVis' package, an interface between R and Google's Chart Tools API, which was popularized by Hans Rosling's TED talk. These motion bubble charts help to show changes over time as well as student's alinear paths to completion. Also to be discussed is the utility of the 'shiny' and 'rCharts' packages as tools for sharing data with the college community in a way that allows for interaction and manipulation. Prior knowledge of R is not required for this demonstration, although some of the R code will be shown for those interested.

# Techshare

Newcomers; Assessment; Community Colleges

# Baruch College, CUNY, Institutional Research Turns Static Institutional Fact Book Data into Interactive, Multi-Level Dashboards in Days with iDashboards

The IR team at Baruch College, CUNY, took data from throughout this institution and turned it into interactive multi-level dashboards for their institution's factbook. Using iDashboards, the team was able to deliver meaning dashboards within days while the system office and other schools had struggled with the complexity of other dashboard products for years.

Bristol

John Choonoo Baruch College, CUNY

> Brian Stevens iDashboards

# Member/Exhibitor Presentation

# **CONCURRENT SESSIONS**

# Aspiring to the Role of "Data Bad-Ass:" Some Thoughts on the Political Context of IR

Proliferating compound job titles reflect an evolution toward broader responsibility, but the endpoint of this trend may see the current "full-service" model for IR dismantled and replaced by one in which our various functions--e.g., assessment, planning, enrollment management, data warehousing--are organizationally separated and performed by other offices or third-party consultants. Thus it would seem that self-examination about our profession, far from being merely indulgent navel-gazing, actually turns out to be quite important to our professional relevance and survival. As the growth of "data-driven decision-making" creates pressure toward organizational change and specialization, how will we ensure that our offices – whatever their evolving titles – do not find themselves drifting down the organizational hierarchy, further from the ear of senior decision-makers? The intentionally provocative descriptor of the role I have in mind is "data bad-ass" which, adapted slightly to IR work, is defined as one exhibiting: formidable skill, a willingness to share unpleasant facts, and a non-conformist or troublemaker. Provocation aside, using specific research examples from my own work, I will flesh out why and how I think these traits can help IR professionals navigate the critical interpersonal elements of successful data-driven decision-making.

DATA WITH A TWIST RECEPTION

Carol VanZile-Tamsen The University at Buffalo, SUNY

### **Contributed Paper**

5:15 pm - 6:00 pm Stars & Stripes

Mark Freeman Drexel University

<u>6:00 pm - 7:00 pm</u>

Atrium

<b>2013 Poster Sessions Coordinator</b> Your chance to wind-down before going out to dinner.	
Enjoy coffee and tea while previewing poster presentations submitted for this	
year's conference and share your thoughts with the presenters.	
POSTER SESSIONS	6:00 pm - 7:00 pm <i>Atrium</i>
Assessing Critical Thinking and Civic Thinking	Andin
Wagner College strives to promote critical thinking and citizenship. This poster explores the impact of Critical Thinking for Civic Thinking (CT2), a program designed to embed critical thinking within the context of civic engagement through creation of a civic action plan to address a community issue. Freshmen and senior responses were rated by members of the Committee on Learning Assessment,	Anne Goodsell Love Wagner College

# **POSTER SESSIONS**

# Beyond Retention Reporting for Nontraditional Students: Transitioning to Predictive Analytics

Non-traditional students exhibit unconventional enrollment patterns and are more likely to disengage from their studies within the first year. Those who persist take longer to complete their degree relative to their traditional peers. The literature affirms that the characteristics that qualify students as being "non-traditional" also contribute to a higher drop out risk than traditional aged students. This poster describes the transition from a term-to-term cohort tracking to the use of a data science approach to predicting student risk and retention through examination of the post enrollment-life cycle of students. This entails the development of adaptive, multivariate, multimodel approaches to estimate drop-out risk propensity across the institutional enrollment trajectory. Risk estimates will then be used to develop targeted interventions to mitigate risk and enhancing student success.

# The Characteristics of the Low-income Students Related to Persistence to Graduation

The Institutional Research Office at Chatham University successfully used statistical methods to identify significant predictors and significant relationships among predictors for student persistence and graduation. The data source was comprised of institutional data from first-year low-income degree seeking undergraduate cohorts from fall 2006 to fall 2011, including student ID, cohort year, demographics, SAT scores, high school GPA, retention status, college cumulative GPA, degree award date, athlete status, etc.. This poster will outline the steps that taken to achieve these results.

# **Defining Competencies for IR Professionals**

This poster will describe the results of a competency analysis of IR professionals, using Terenzini's tiers of institutional intelligence framework to better define domains of knowledge and skill competencies needed to be most effective as an Institutional Research Professional. The poster will also include a display of Penn State's Institutional Research certificate program and how courses map to the competencies identified in this analysis.

# **Ellucian and Institutional Research Reporting**

This poster provides a visual representation of the merger of Power Campus, Sun Guard and Datatel to form Ellucian, Ellucian's long range plan for supporting the respective SIS users, and the impact this new company will have on Institutional Research reporting needs.

Funding for this study was provided by NEAIR through an Ambassador Grant.

# **Enrollment Projections: Student Flow Models to Focus Retention Efforts**

Enrollment projection techniques can range from simple annual increases based on little more than informed guesswork to complex models incorporating statewide population demographic, market, and economic data. In this presentation, the development and refinement of enrollment models at Bowie State University are described. The use of these models beyond simple head count projections, such as identifying key retention transitions, and critical issues in effectively communicating insights gained from modeling exercises are discussed.

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Eileen McDonnell Empire State College, SUNY Jaime Robles Empire State College, SUNY

> Robert Zhang Chatham University

Pamela Lamborne Shenandoah University

Frederick Loomis

The Pennsylvania State

University

**Douglas Nutter** Bowie State University

6:00 pm - 7:00 pm *Atrium* 

6:00 pm - 7:00 pm

Atrium

	Evolution of Academic Program Offerings:	
	The Constructal Law at Work	
	of academic programs at a large public institution	Gary Boden
	systems. Using 120 years of degree conferral data	University of Rhode Island
-	nt design phenomena described by the Constructal	
Law of evolution and design in nature are illustra	ted.	
An Examination of Freshman	Discounting Before and During the Current	
	Recession	
This poster explores the degree to which private	e, nonprofit, four-year higher education institutions	Michael Duggan
responded to the "great recession" by altering	their freshman tuition-discounting strategies. Data	Emerson College
will be presented on freshman discount rates by	Carnegie Classification and other factors before and	Rebecca Mathews
during the current economic downturn. Freshn	an discount data are calculated from IPEDS Data	Boston College
Center for fall 2006 through fall 2011.		Maria Piteros
		Emerson College
Examining the	First Term Experiences of New Freshmen:	
	An IR Approach	
	are often limited to admissions and enrollment.	Tiffane Cochran
	term experiences to our university's strategic goals	University of Maryland,
	ional data to describe how freshmen navigate their	College Park
	sive report describing freshmen's pre-enrollment	Amanda Bowsher
	academic outcomes, and perceptions of their first-	University of Maryland,
	ributed and well received. This poster will illustrate	College Park
how IR professionals can use a similar approach o	on their respective campuses.	
High-School Attainment and College B	nrollment Projections for New York State:	
	Analysis of Multiple Scenarios	
High school graduation rate estimates and their	projected effect on college enrollment in the state	J. R. Robles
of New York differ across multiple data source	s (NYS ORIS, BLS, NCES, WICHE), often leading to	Empire State College, SUNY
contradictory conclusions and policies dependin	g on which source is selected. Comparing NY State	Joseph King
projections with NCES, the number of high sch	ool graduates show opposite trends. A drop in the	Empire State College, SUNY
number of high school graduates can be used to	forecast a corresponding decline in postsecondary	
enrollment, but thief relationship can vary acco	ding to the composition of the incoming students.	
Preliminary analyses suggest that the connectio	n can be weak for non-traditional institutions. The	
main objective of this poster is to explore the	e differences among the projections made from	
different data sources, and analyze the variabil	ity of the projections for institutions according to	
numbers of transfer students.		

# POSTER SESSIONS

# How Understanding Alumni and Advancement Terminology Aids Institutional

### **Research Reporting**

Institutional research often leverages alumni and advancement data for college rankings and other reporting requests. Understanding common terminology used in alumni and advancement offices The University at Buffalo, SUNY can make the task easier for the researcher and the end result more useful for the advancement and alumni offices, and a better understanding of this terminology can lead to better reporting and more positive outcomes in college ranking. Additionally, learning common giving terms and statistics helps with financial reporting for the institution. Finally, many institutions do not employ a development analyst who can perform statistical analysis on fundraising data in order to segment mailings or perform ROI analysis, and this task may fall to institutional research. This poster will provide these IR professionals with a strong understanding of the terminology, common beliefs, and accepted methodology to make analysis and reporting easier.

# Mapping the Pipeline: Changing Demographics and Enrollment Impacts

This presentation shows how a large public institution has used geographic analysis to better visualize its enrollment pipeline from high school graduates and college inquiries thru The University at Buffalo, SUNY application/admission/enrollment and retention. Several dimensions of the potential applicant pool is graphically portrayed in layers as we uncover more understanding about where our applicants The University at Buffalo, SUNY come from, who applies, who gets admitted, and who ultimately enrolls.

# **Separating Performance Evaluation and Assessment Activities**

This poster provides a framework for deciding whether an institution (or a unit within an institution) is positioned to use the same activities or data for both assessment and evaluation purposes. This determination is based on group members' experience with assessment and attitudes towards performance evaluations. Some best practices for creating a positive context are also suggested for those facilitating assessment or performance evaluations, with suggestions for moving an institution towards a more effective use of both processes.

# Sharing the Responsibility: Early Intervention Program Strengthens Persistence in Visual and Performing Arts

Retention of qualified students is vital in visual and performing arts programs. By the nature of their pedagogical approach (small classes, highly specialized and at times expensive faculty), arts programs are typically expensive to offer. Further, these programs are dependent upon the recruitment of students with specialized skill sets to offer a full complement of experiences to attract a sufficient student body to balance the cost-effectiveness ratio. Attrition, particularly by key individuals, can spell disaster for an individual department or program of study. This poster describes the Early Intervention Program currently in place at a College of Visual and Performing Arts which provides additional information and supports to these students, helping individuals identified as more likely to drop out to achieve academic success. Data analysis supports the assertion that intervention at the earliest indication of academic trouble is positively correlated with persistence.

**Michelle Kiec** Kutztown University

**Rachel Link** 

6:00 pm - 7:00 pm

Atrium

Craig Abbey

**Betsy Carroll** 

York College of Pennsylvania

**Michael Randall** 

POSTER SESSIONS	6:00 pm - 7:00 pm <i>Atrium</i>
When Is a MOOC Not a MOOC Strategic Planning at Morrisville State College During the 2012-13 academic year, Morrisville State College engaged in a full review of the college's mission statement and strategic plan. In designing the review, the decision was made to enlist campus-wide participation through use of a modified MOOC. Though not Massive or Open or a Course, enrollment was open to all at Morrisville and allowed online posting of documents and comments in discussion areas. This presentation will outline how the campus approached the process to invite broad participation.	<b>Marian Whitney</b> Morrisville State College
Tracking Graduate Student Progress (or lack thereof) to the Degree This poster presents a history of master's and doctoral tracking and demonstrates the various reports that can be produced at the campus and program level and for selected groups of students. 2012 Winners Best Visual Display Award	Krisztina Filep, Banu Solak and Marilyn Blaustein University of Massachusetts, Amherst
DINE AROUND NEWPORT	7:00 PM Lobby
Tuesday November 12, 2013 CONFERENCE REGISTRATION	7:30 am - 10:30 am
BREAKFAST	East FoyerMarble Desk 7:30 am - 8:45 am Atrium
YOUR THIRD PLACE	7:30 am - 10:30 am
Exhibitors, Posters, Internet Café Focus Group: Evaluating Newport and Planning for Philadelphia BY INVITATION ONLY	Atrium 8:00 am - 8:45 am Enterprise
Annemarie Bartlett Saint Joseph's University 2014 Conference Program Chair H. Leon Hill Montgomery County Community College 2014 Conference Local Arrangements Chair	

# Tuesday -- November 12, 2013

SPECIAL INTEREST GROUPS AND TABLE TOPICS	8:00 am - 8:45 am
Society for College and University Planning: Integrated Planning in Higher Education The intended audience for this SIG is institutional research, planning, and assessment. Integrated planning is the linking of vision, priorities, people, and the physical institution in a flexible system of evaluation, decision-making and action. It shapes and guides the entire organization as it evolves over time and within its community. It is essential for senior leadership to engage the right people in the right conversations at the right time and in the right way. We will discuss the role of integrated planning in higher education and the six core competencies that everyone who plans on your campus needs to have in order to be effective.	<i>Middletown</i> <b>Nevada Winrow</b> Lincoln University
Special Interest Group	
Association for Higher Education Effectiveness Higher education professionals who lead or staff offices that intentionally integrate multiple functions (e.g., strategic planning, assessment, institutional research, accreditation, program review) to promote and support evidence-based planning and improvement are invited to join the conversation. Special Interest Group	<i>Newport</i> Alan Sturtz Goodwin College
The Delaware Study and	Portsmouth
Out-of Classroom Faculty Activity Study This is an informal gathering to discuss all aspects of the Delaware Study, introduce the new Director, and highlight new innovations planned for the year. Special Interest Group	Allison Walters University of Delaware John Barnshaw University of Delaware
Transforming Data into Action:	Bristol
Using Multiple Measures to Make Improvements How do you collect and leverage data to drive improvement across your institution? Learn how you can use Taskstream to streamline data collection and utilize real-time analytics to progress towards your institutional goals. Hear from URI's School of Education about how they are using multiple measures to make curricular improvements. Member/Exhibitor Presentation	<b>David Byrd</b> University of Rhode Island <b>Josh Smith</b> University of Rhode Island <b>Trudy Milburn</b> Taskstream
Using Mixed-Methods Research Strategies	Grand Ballroom
in Institutional Research Institutional research professionals frequently conduct complex projects that require multiple methodological strategies. mixed-methods research designs (sequential, concurrent, transformative) allow researchers a variety of options for investigating and/or exploring institutional issues. This discussion will focus on an introduction to the basic mixed-methods research designs, how they can be employed in institutional research studies, and how to match the research objective/research questions to the appropriate mixed-methods strategy. The intended audience for this topic includes newcomers to IR as well as IR professionals who would like to add mixed methodologies to their skills portfolio.	Felice Billups Johnson & Wales University
Table Topic	

Newcomers

Tuesday November 12, 2013	
SPECIAL INTEREST GROUPS AND TABLE TOPICS	8:00 am - 8:45 am
Tools, Roles and Organizational Structure Needed for Building a Data Warehouse As many institutions are in the process of implementing a data warehouse, this Table Topic will discuss the roles of IR in that endeavor. We will focus on the challenges of bridging the gap between operational and strategic reporting processes and how some of these challenges are being approached by IR offices at various types of institutions. Topics will include organizational restructuring, vehicles for enhanced collaboration within institutions, data warehouse development teams, master data management, effective training and consulting experiences, high-impact success stories and failures to avoid. This session is intended for anyone who is determining what roles and responsibilities best address the challenges of implementing a data warehouse; and also anyone who is getting good results with decisions already made.	Grand Ballroom Margaret Allen Bowdoin College
Table Topic	
Studying Veteran Students: A Facilitated Forum for Sharing Ideas and Advice More than 817,000 veterans have used the Post-9/11 GI Bill to enroll in college courses and training programs; by the end of the program's 15-year implementation, it is projected to have cost taxpayers upwards of \$90 billion. The magnitude of these numbers has led many to raise questions about the status and success of veterans in higher education. This discussion will touch on issues of population identification, appropriate outcome measures, and potential research questions related to this unique group of students. Because of the nature of this format, however, the discussion will be directed, in part, by the participants. The intended audience includes front-line institutional researchers who are studying or may be asked to study this population, policy makers and administrators anticipating increased pressure to document the impact of the national investment in veterans' education, and higher education researchers interested in this population of students. <b>Table Topic</b>	Grand Ballroom Betty Harper The Pennsylvania State University
Tomayto/Tomahto: IR Learning Across Nations In the changing environment of higher education, the ability to make sense of the big picture and conduct higher level planning are critical to an institution's success. IR professionals, both in the UK and the US, constitute an important voice in helping policy makers understand the big picture and develop specific actions. In this session, we will consider questions, priorities, opportunities, and challenges initially from the US and UK, where the presenters practice IR. We would welcome input from attendees with knowledge about other regions of the world as well. The presenters will facilitate a discussion about managing the cost of undergraduate education and demonstrating quality of education . Table Topic	Grand Ballroom Helena Lim The Higher Education Academy Betsy Carroll York College of Pennsylvania
Continuing Professional Development for IR Professionals This table topic will present a variety of perspectives on the kinds of professional development needed for newcomers to the IR field, as well as experienced professionals and those in leadership positions in Institutional Research. The presenters will discuss the benefits of participating in AIR and NEAIR-sponsored workshops and institutes as well as advanced graduate study in the field. Co- conveners: Michael Dooris, The Pennsylvania State University; Michelle Kiec, Kutztown University; Kadian McIntosh, The Pennsylvania State University.	Grand Ballroom Frederick Loomis The Pennsylvania State University

### Tuesday -- November 12, 2013 8:00 am - 8:45 am SPECIAL INTEREST GROUPS AND TABLE TOPICS **Rebuilding and Renewing Faculty and** Grand Ballroom Staff Reporting Systems This session is intended for those responsible for creating and maintaining staff and faculty Alan McArdle reporting systems and those who use these systems. Increasingly sophisticated questions keep University of Massachusetts, coming in from the campus and system level and it is getting more difficult to use our existing Amherst system to answer these questions. We need to develop a system that allows us to have a more complete picture of faculty behavior such as research buyouts over the course of an entire academic or fiscal year as well as better ties to academic and financial data. I would like to invite people in similar situations to review different ways of approaching Human Resources data to achieve a better understanding of what best practices are for design for ease of use, flexibility and future conversion. Table Topic Using National Student Clearinghouse Student Tracker Data to Enhance Analyses Grand Ballroom This discussion is for IR professionals who currently use, or would like to learn about, NSC student **Edmund Melia** tracker data. Attendees will gain a better understanding of the kinds of analyses that can be done University of Massachusetts when combining NSC and institutional data. After the presentation the table will transition into a Amherst discussion where participants will share how they are using NSC data. Table Topic **Consulting on Your Own--**Grand Ballroom The Good, the Bad and the Ugly This will be an interactive session concerning consulting. I went out on my own in 2004 and have **Jacquelyn Stirn** continued doing a variety of consulting (mostly institutional research) since then. We will discuss **JS Higher Education** the pros and the cons of venturing out, along with some of the accounting and tax considerations Associates from an amateur standpoint (I am not a CPA or tax expert). We will also talk about risk versus reward. Table Topic 9:00 am - 10:15 am **PLENARY PANEL Moving Forward--**Grand Ballroom The Work/Life Balance for IR Professionals While the topic of work/life balance for faculty is exhaustive within the literature, **Michelle Appel** University of Maryland, much less focus is given to administrators/professionals within higher education. As **College Park** institutional researchers, we have the tools and knowledge to research, influence, **Maren Hess** and shape this topic. With a panel representing different stages of careers, family Mansfield University situations, and genders, this colloquium intends to have a brief review of faculty Jennifer Brown research, discuss our experiences, and foster discussion as to how the profession University of Massachusetts, Boston may approach this topic: Discuss the perceived flexibility in higher education--does **James Trainer** it permeate from faculty to administrative positions? • Hear from panelists Villanova University anecdotes of what has and hasn't worked for their work/life balance at different Chad Mav points of their careers • Discuss strategies that the profession may employ to Holy Family College research, understand, and influence the topic **Michael Dooris** The Pennsylvania State

University

# Tuesday -- November 12, 2013

# CONCURRENT SESSIONS

# General Education Learning Outcomes Assessment at a Public University: A Look Under the Hood

In this presentation, we will run through a detailed and nuanced explanation of how we assess general education learning outcomes at the University at Albany. This will include a look at our The University at Albany, SUNY timeline, rollout, communication strategy, forms, explanatory materials, and governance oversight. We will discuss changes made in recent years to improve faculty participation rates, quality of responses, and the process as a whole.

10:30 am - 11:15 am

Freedom

Joel D. Bloom

Steven F. Doellefeld The University at Albany, SUNY

### Workshare

Assessment

# **Examining the Threat of Non-response Bias**

Although surveys are highly valuable to IR, non-response bias may threaten their usefulness. This paper describes an investigation of non-response bias in one institution's NSSE results. Discussed are the use of telephone interviews and analysis of demographic data for comparing non-responders with responders.

Columbia **Debra Allen** University of Maine

Theodore Coladarci University of Maine

### 2012 Best Paper

# Is Starting as an Undeclared Major a Bad Thing? A Look at First-year Undeclared Students' Characteristics, Major Declaration Patterns and Their Influence on **Retention and Graduation Rates**

The Office of Institutional Research has recently been approached by Undergraduate Advising (UA) to investigate the academic pathways and outcomes of undeclared students. After identifying students who were undeclared by choice (applied as undeclared), involuntarily undeclared (not admitted to their major of choice) and those who entered with a declared major we looked at incoming characteristics by their applied major. Paying particular attention to undeclared students, we produced retention rates, 4- and 6-year graduation rates at our institution, enrollment and 6year graduation data elsewhere using NSC data, GPA, and time-to-degree by each unique major change code sequence. We will discuss the optimal time for students to declare a major, the effect of students enrolling in a course dedicated to advising, the impact of SAT and placement test scores and some of the possible indicators that a student is planning to leave the university.

# **Krisztina Filep**

Courageous

University of Massachusetts, Amherst

**Edmund Melia** University of Massachusetts, Amherst

Marilyn Blaustein University of Massachusetts, Amherst

# Workshare

Newcomers

# You Should Do It This Way! Self-selection Bias and Propensity Scoring in SPSS

Did tutored students do better because they were tutored? Should your college make orientation mandatory, because the students who signed up for it do better? Do the survey respondents accurately represent the population? This demonstration will show how to use an R plug-in module for propensity score matching within SPSS to balance comparison groups, get a handle on selfselection biases, and make better informed recommendations for program changes.

### Techshare

Newcomers; Assessment

# Middletown

### **Andrew Welsh** Monroe Community College

# Tuesday -- November 12, 2013

# **CONCURRENT SESSIONS**

# Assessing Students' Preparation for Work Through Bennington College's Field Work Term

Every winter, each Bennington student completes a seven-week job or internship that is related to his or her individualized academic plan. Employer surveys published in 2007 and 2010 by the AAC&U suggest that career preparation requires learning both general liberal arts skills and specific technical job-related skills. Evaluations of Bennington students by their Field Work Term supervisors show a high level of satisfaction with the students' intellectual skills and their ability to learn new tasks quickly. When employers identify areas where students need improvement, they tend to focus on additional general skills related to "being an employee" rather than to job-specific knowledge. The authors will compare and contrast being a student and being an employee by drawing on students' reflective essays about their Field Work Term experiences and comparing employers' and faculty members' evaluations of students' strengths and weaknesses. Attendees will learn about a possible liberal arts approach to teaching job skills, and will see an example of how to use multiple data sources to evaluate students' preparation for a life of work.

### **Contributed Paper**

Newcomers; Assessment

Enterprise

Carol Trosset Bennington College

Holly McCormack Bennington College

### The UMass President's Executive Dashboard

This case-study presents the on-going successes, challenges, and valuable lessons learnt in developing the UMass President's Executive Dashboard. In the current economic and political climate that demands ever-increasing accountability and efficiency from almost every aspect of an institution, higher education leaders are having to function more and more as corporate CEOs. Not only does this translate to an inherent culture of data-driven decision making, but it also means that the data that drives their decision-making be accessible and available to these fast-paced CEOs almost instantaneously. Whether advocating for greater state support from the legislature, or defending a decision to increase tuition and fees in front of the media, higher ed. leaders are constantly having to answer questions about their organizations that demands – as one professional aptly stated – 'reporting at the speed of light.' The UMass President's Executive Dashboard was conceptualized as a 'one-stop shop' for key 'official' institutional data in 12 broad categories that would be instantaneously accessible and available to the President as well as other institutional leaders as they go about the business of leading.

Workshare

Newcomers; Assessment

# Analyzing Gender Bias in Faculty Salary --A Linear Regression Approach

In this presentation we will outline the methodology used by Dickinson College to investigate whether gender plays a significant role in faculty salary. A linear regression model was used to show that no gender bias existed. Additional binary logistics models were created, and confirmed there was no gender bias in "making tenure" or "making full professor." A decile analysis also proved helpful to claim there were differences in the most "overpaid" or most "underpaid" faculty with regard to gender. The methodology will be presented in a manner that others can use at their own institution and applications to similar research questions will be discussed.

# **Contributed** Paper

Newcomers; Community Colleges

# Weatherly Neena Verma University of Massachusetts, President's Office

Maureen Regan University of Massachusetts, President's Office

Adam Collins University of Massachusetts, President's Office

Barbara Velardi University of Massachusetts, President's Office

Portsmouth

Michael Johnson Dickinson College

# 10:30 am - 11:15 am
## CONCURRENT SESSIONS

#### We're Listening: Improving Survey Processes Based on Student Feedback

Low survey response rates can impair data quality and lead to non-response bias. In an era of increasing reliance on survey data, maximizing response rates is imperative. Although extant studies provide suggestions for survey practices that can improve response rates, institutions are unique and must critically consider which recommendations are most relevant to their population. One way to improve survey practices and thus response rate is to supplement statistical data with qualitative data from students. We interviewed students to learn about their experiences with our surveys, what forces deter non-responders from participating in surveys, and how we can best motivate students to participate. We dovetail our interview findings with observations of past survey practices and analyses of past response rates in order to distill best practices for our campus. These practices will be shared with clients to improve survey processes and, in turn, response rates, reducing the chance that our data is compromised by non-response bias. Attendees will learn about a focus group with undergraduates conducted at our university, learn what students at our university share about their survey experience and think critically about student recommendations for survey practice as it applies to their institution.

#### **Contributed Paper**

Newcomers; Community Colleges

### 10:30 am - 11:15 am

Newport Lauren Conoscenti **Tufts University** 

**Christina Butler Tufts University** 

### Imagining the Future of Institutional Research

This session will review current and emerging demands on colleges and universities in order to stimulate audience discussion of the factors that institutional researchers should consider when charting the future of their offices. For example, how do you enable yourself to imagine and ultimately achieve a better future for your institution? How do you communicate the contribution of IR today and the importance of its participation in future initiatives? Does organizational culture help you to anticipate future needs and prepare for them? The presenters will frame and facilitate a discussion with perspectives developed in long and diverse careers. John Miller and Nuventive have worked with hundreds of college and university executives and institutional research departments throughout North America. Before retiring this year, Don Gillespie most recently had long experience in IR, assessment, and planning at a single institution.

#### Member/Exhibitor Presentation

The National Center for Education Statistics will present an update on the Integrated Postsecondary Education Data System (IPEDS) data tools. Topics for discussion will include a review the IPEDS Data Center, IPEDS Trend Generator, and other tools available to data users.

#### Workshare

Newcomers

Bristol **Don Gillespie NEAIR Member Emeritus** 

> John Miller Nuventive

IPEDS Data Tools

Stars & Stripes Jamie Isaac **RTI**, International

**Amy Barber RTI**, International

#### **CONCURRENT SESSIONS**

# Classrooms of Consequence: A Faculty Survey to Inform Design and Renovation

To remain competitive and successful, it is important for residential institutions to embrace and harness their physicality in pursuit of student achievement – particularly the development of "21st century skills." On many campuses, the classroom inventory still requires dramatic reconfiguration to enable and support the innovative, engaging pedagogies and active learning spaces that are increasingly recognized as impactful. A researcher/administrator team from a public university will share a recent research project -- a faculty survey undertaken to inform classroom design and renovation planning. Staff from the Provost's Office, the Center for Teaching and Faculty Development, Facilities Planning, and the Office of Information Technologies, developed a web survey that asked faculty to report on two of the most recent courses they had taught. Faculty reported course name, enrollment, time-block, instructional format, classroom seating configuration, and teaching tools and technologies employed. In conjunction, course instructors were asked to indicate their preferences for the optimal future teaching of each course. Session attendees will learn about the Faculty Instructional Needs Survey (design process, survey questions, administration, data analysis), consider specific survey findings and implications, learn how findings are informing the scheduling of the University's new academic classroom building, consider and discuss the utility of local data to inform classroom design and renovation processes, and reflect on and discuss the curricular "puzzle" posed by the multiple dimensions of college courses.

#### Workshare

## Using Data Visualization Software (Tableau) to Enhance Data Dissemination

Our institutional research office, like many others, is experiencing increasing requests for data from an expanded range of audiences. We needed to rethink our past practice of posting lengthy, static documents on our public web pages. Last year our IR office began to use Tableau software to reduce the need for our staff to produce endless variations on reports (e.g. a report for each department) and to make our University Fact Book more interesting and appealing. We have expanded into more elegant reports that we have secured to individuals (Provost) or to specific executive groups (Diversity Council). We found that sophisticated interactive Tableau reports can be readily designed by existing IR staff who know the data and understand executive reporting needs. Minimal training was needed by our IR team to get up and running in Tableau and end users need no special training to access the visualizations. The intended outcome is that attendees will understand the ease and use of how Tableau can be used to disseminate data to various audiences. We will demo the building of an interactive Tableau visualization, using public data.

#### Techshare

Workshare

Assessment; Community Colleges

#### Using Qualtrics To Improve Survey Research

Ithaca College suffers from low response rates on surveys partly attributed to burdens on students from poor quality surveys. To deal with this, Ithaca College manages an enterprise survey tool and provides survey research methodology support. The results are mixed but promising. This workshare will provide tips and lessons learned from our experience. Participants can also share their experiences at their campuses.

Enterprise Govind Acharya Ithaca College

Freedom

#### Elizabeth Williams University of Massachusetts, Amherst

Marilyn Blaustein University of Massachusetts, Amherst

Bryan Harvey University of Massachusetts, Amherst

Columbia

Deborah Fyler Cornell University

Marin Clarkberg Cornell University

11:30 am - 12:15 pm

# **CONCURRENT SESSIONS**

### 11:30 am - 12:15 pm

#### **Using Cohort Flows to Project Enrollment**

Accurate enrollment projection is largely dependent on the factors an institution selects to build the model. The cohort survival model has been used for many years at the local institution. The numbers of students enrolled from given cohorts in the past three years were used to develop the survival ratios. The survival ratios times the actual enrollment headcount of the cohorts for current semester is factored to project the enrollment headcount in each fall and spring semester for next five years. The participants will learn the model structure and what/how the inferential factors were selected and used in the model; how the formula precedents were applied and correlated within the model; how to use the model step-by-step; and how to adjust the model to reflect the strategic planning for enrollment management at the local institution.

Courageous Chunmei Yao Virginia Commonwealth University

**Ernesto Henriquez** SUNY College at Oneonta

Weatherly

**Cate Rowen** 

Smith College

**Roseanna Hopper** 

Smith College

#### Workshare

Newcomers

## Can Students Tell Us What They Know? Self-Assessment and Performance in a Quantitative Skills Test

Scholars have given cautious and provisional credence to the validity of self-reports on surveys as measures of student learning, yet accreditors are adamant in their requirement that "self-reported measures do not constitute direct evidence of student learning outcomes." Even in the context of the existence of direct assessments, we, like many other IR offices, have extensive self-assessment data about students. To provide some context about the value of this data, we added self-assessment questions to the College's direct assessment of quantitative skills conducted with entering and graduating students. Our workshare will explore these findings in more depth, including the position of the self-assessment question in relationship to the test questions, demographic differences, and the consistency of self-assessment items in stand-alone surveys. Participants will see evidence of the validity of self-reported assessments, and will explore the limitations of that evidence and methods for investigating the relationship of direct and indirect measures in their own assessment efforts.

#### Workshare

Assessment

# Understanding the Leaky STEM Pipeline by Taking a Close Look at Factors Influencing Retention and Graduation Rates

Despite the fact that STEM has become one of the progressively hot topics for higher education in recent years, there are not many studies comparing the retention and graduation performance of the overall entering cohort with the performance of entering students majoring in a STEM discipline. In this study, data from the main CSRDE survey and the CSRDE STEM survey are used to compare the overall, the institution-wide, and the STEM discipline-specific Year1 to Year2 retention rates and four-year graduation rates. The results of this study visually underscore the leak in the STEM education pipeline for higher education.

**Contributed Paper** 

Assessment

Middletown

**Di Chen** University of Delaware

Heather Kelly University of Delaware

# **CONCURRENT SESSIONS**

# Development of a Computer Lab Pop-Up Survey to Assess Computer Lab Demand and Satisfaction

In collaboration with Academic Technology, the Office of Institutional Research and Effectiveness at The New School developed a pop-up survey which was administered upon log-in for all of the institution's lab computers. This presentation describes the procedure used to code a randomlygenerated in-house pop-up survey using data collected upon log-in. In addition, the administration of an ongoing survey resulted in the generation of temporal data which was used to determine wait times at different points of the semester, by time of day, and by computer station. These analyses are summarized as well as measures taken in response to research findings.

#### Workshare

Assessment

## Educating for Excellence: The Role of Integrative Learning Experiences

Findings from a longitudinal study of educational intentionality are used to facilitate participants' understanding of: integrative learning, methods for assessing this learning goal, how findings have been used to inform strategic decision-making at a private, four-year institution about undergraduate academic programs and the core curriculum, and how findings support evidence of student learning.

#### Workshare

Newcomers; Assessment

# **CLOSING RAFFLE**

Bruce Szelest The University at Albany, SUNY 2013-14 NEAIR President

#### **Annemarie Bartlett**

Saint Joseph's University 2014 Program Chair

H. Leon Hill Montgomery County Community College 2014 Local Arrangements Chair

## 11:30 am - 12:15 pm

#### Newport

## Mya Starling The New School Lillian Sartori The New School Maxim Safioulline The New School Robert Austin The New School Jorge Melendez The New School

Portsmouth

Shannon Lichtinger Loyola University Maryland

12:15 pm - 1:00 pm Grand Ballroom

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Featuring: Dr. Karen A. Stout, Montgomery County Community College, Rev. Peter M. Donohue, O.S.A., Ph.D., Villanova University Dr. Neil D. Theobald, Temple University

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