TELL-TALE DATA:
IR AT THE HEART
OF INSTITUTIONAL SUCCESS

NOVEMBER 12-15 | 2016 | HYATT REGENCY ON THE INNER HARBOR

Baltimore, Maryland

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www.neair.org

The Atrium and Constellation Foyer is comfortable space where NEAIR members can socialize, network and meet our sponsors in a relaxed atmosphere complete with coffee, food, posters, and internet.

While at the conference, follow your NEAIR colleagues via Twitter or tweet your insights!

#NEAIR16   #NEAIRINESS

Yapp – NEAIR's Smartphone Scheduling App
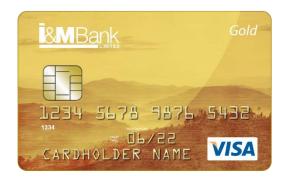

Scheduling, maps, session descriptions, & more…
- Download **Yapp** (*free*) on the Apple App Store or Android Marketplace, or visit my.Yapp.us//NEAIR16
- Scan in the QR code at left

Conference Evaluation

Help us improve your conference experience!
Beginning *Tuesday, November 15th*, the conference evaluation will be available. Scan in the QR code at left to complete the evaluation with your smartphone!

NEAIR thanks Gravic for administering the pre-conference workshop and conference evaluations.

Throughout the conference, watch for dedicated time to connect with our Exhibitor Sponsors.

If you ask a good question, ask for information or leave your business card, you will receive a raffle ticket towards a $300 Visa Card Raffle

Tuesday, 10:50 AM Exhibitor Raffle Drawing during the Closing Break.

Welcome to Maryland, the Hyatt Regency Baltimore Inner Harbor, and the 43rd Annual NEAIR Conference!

Our conference theme for 2016 - "Tell-Tale Data: IR at the Heart of Institutional Success" - is focused on the measures used to gauge success and the stories we tell about our institutions using those measures – but also a playful nod to the Baltimore storyteller's renowned short story. A tell-tale is an indicator, signal, or sign that conveys the status of a situation, mechanism, or system. From scorecards to rankings and ratings, the call for more and more data by accreditors, politicians, policy makers, pundits and parents of prospective students, seems never ending. *Quoth the raven, `Evermore?'* At times, as researchers and representatives of our institutions, we find ourselves at odds with these calls as they may tell a different story of institutional success than is aligned with our institutions' mission. Thus, the tell-tales we use and the stories we tell with them must go to the true heart of institutional success. Our hope is that you will leave Baltimore with new ideas and skills to help you effectively tell your institutions story and contribute to its success.

Our conference features three plenary speakers that will speak to three different aspects of our theme; **Paul G. LeMahieu**, opens our conference Sunday evening as he discusses how institutions can get better at getting better driving institutional success. **Michael W. Klein,** speaks Monday on the politics of legislative action as policy makers and pundits wrangle over how to "fix" higher education and the tell-tale measures they want colleges and universities to focus on. **Richard Reeves**, will close out the conference on Tuesday morning with a look back and forward at how IPEDS and NCES is evolving to meet the changing demands for tell-tale data in higher education.

The Baltimore planning team has worked tirelessly to deliver an exceptional NEAIR conference experience, so you can be refreshed and renewed by your colleagues as you shelter here in the calm waters of Baltimore's Inner Harbor. Our program team of **Chad May**, Program Chair, and **Betsy Carroll**, Associate Program Chair, have assembled an exceptional program from the record number of conference proposals they received from our members. Our Pre-Conference workshop coordinator, **Allison Walters**, expanded workshops to Saturday morning resulting in the largest breadth of offerings of any prior conference. **Shama Akhtar** leads the Local Arrangements Team who has done and amazing job coordinating all of the logistics of the events that put the fun in our NEAIR annual conference; from networking receptions and breaks, to our fantastic conference meals, to our small group dine-arounds, you'll be sure to leave with a taste of Baltimore. **Sally Frazee,** our Exhibitor Coordinator delivered a record number of conference sponsors who help keep our conference affordable and, without whom we couldn't do our jobs. Please be sure to stop by their booths and thank them for their sponsorship and learn about the new tools that can improve the work you do. Last but not least is our administrative coordinator, **Beth Simpson**, who is the wizard behind the curtain making NEAIR run so smoothly.

There are countless more volunteers to thank - too many to name individually all in this short letter - but rest assured that those who volunteered have the gratitude of your colleagues for the exceptional contributions you have made to another successful NEAIR conference. As you experience the #NEAIRINESS over the few days you spend recharging here in Baltimore, these are the people that made it happen.

Mark A Palladino
2015-2016 NEAIR President

NEAIR Presidents List with Conference Locations and Themes from 1981 – 2015
(Please see NEAIR website for complete listing)

Year	President	Location	Conference Theme
2015	Bruce Szelest & Mark Palladino	Burlington, VT	Institutional Research: When the Only Constant is Change
2014	Bruce Szelest	Philadelphia, PA	Life, Liberty and the Pursuit of IR
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

2016 Program Schedule
Pre-Conference Activities

Saturday, November 12, 2016

CONFERENCE REGISTRATION	8:00am - 5:00pm *Chesapeake Foyer*

Pre-Conference Workshops

Best Practices for Reporting and Using IPEDS Data to Improve Office Efficiencies The recently redesigned Best Practices for Reporting and Using IPEDS Data to Improve Office Efficiencies workshop provides intermediate-level Keyholder training. The first half of this workshop features best practices in IR, and technical efficiencies in data management through Excel (e.g., pivot tables, merging data, custom formulas, and filters) and in review and submission of IPEDS survey data. The second half of the workshop expands on use of IPEDS data for benchmarking to address key institutional questions and needs. This workshop is specifically designed for individuals who lead IPEDS data submissions at their institutions, and have done so for at least one full reporting cycle. *Pre-conference Workshop*	8:30am - 5:00pm *Annapolis* **Mary Ann Coughlin** Springfield College **Braden Hosch** Stony Brook University
Tableau Fundamentals for the IR Professional, Part 1 In this workshop, participants will learn the basic features and functions of Tableau through a series of hands-on exercises using higher education data. Attendees will acquire the skills to connect to data, filter data, create a variety of visualizations, build basic calculations and build interactive dashboards they can share with their campus. Additionally, mapping data, organizing data and working with dates will be covered. Perfect for those with a little or no experience, this workshop will jump start you on your path to Tableau expertise. *Pre-conference Workshop*	9:00am - 12:00pm *Chesapeake A* **Craig Abbey** University at Buffalo
Career Management and Leadership in IR Participants will consider a series of issues associated with managing their careers in institutional research including career advancement and the knowledge, skills, abilities, and experiences needed to advance in higher education. This workshop will be highly interactive, alternating between theory and participative discussion. This workshop is intended for professionals with at least 5 years of IR/higher education experience. *Pre-conference Workshop*	9:00am - 12:00pm *Chesapeake B* **Mitchell Nesler** Empire State College **Betsy Carroll** The Culinary Institute of America

Saturday, November 12, 2016

Pre-Conference Workshops

Using Environmental Scanning to Improve Strategic Planning This workshop will develop the knowledge and skills of participants to successfully organize and implement an environmental scanning and strategic planning activity. To achieve this goal the workshop will use research and practice to achieve the following objectives: (1) distinguish between strategic planning and other types of planning; (2) define trends and provide examples in eight environmental change (taxonomy) areas; (3) provide case studies of successful strategic plans and processes based on external environmental scanning trends; and (4) provide knowledge and skills to successfully organize and operate this activity at your institution. *Pre-conference Workshop*	9:00am - 12:00pm *Camden/Lombard* **Joel Lapin** Pofessor Emeritus, The Community College of Baltimore County
Data Management and Analysis using Stata Wondering whether Stata is a good fit for your office's needs? Stata combines the ease of using drop-down menus with the power of writing your own code for easy replication. As a bonus, Stata is often the most affordable statistical package available to institutional researchers. This workshop provides an introduction to using Stata for institutional research. Time will be spent introducing attendees to the program, highlighting differences and similarities to other common statistical programs. Attendees will also be introduced to a variety of commands to manage their data, run statistical analyses, and create graphics. *Pre-conference Workshop*	9:00am - 12:00pm *Calvert/Pratt* **Joshua Bittinger** University of Massachusetts
Newcomers to Institutional Research, Part 1 This workshop is designed for new practitioners in IR and addresses key components of IR including: the role of institutional research; knowledge, skills, values and ethics; IR constituencies; basic principles of data management; internal and external reporting; planning, benchmarking, assessment, surveys; current issues in higher education and their impact on institutional research offices. These and more IR topics will be covered during this broad overview of Institutional Research. The workshop will be taught by persons with extensive experience in both public and private higher education institutions. *Pre-conference Workshop*	1:30pm - 4:30pm *Baltimore* **Melanie Sullivan** Providence College **Annemarie Bartlett** Ursinus College **Alexander Yin** Consultant
Tableau Fundamentals for the IR Professional, Part 2 Continuation of Part 1. *Pre-conference Workshop*	1:30pm - 4:30pm *Chesapeake A* **Craig Abbey** University at Buffalo

Saturday, November 12, 2016

Pre-Conference Workshops

Survey Research: Best Practices for Institutional Research This workshop is designed to help newcomers to IR or those who have had minimal exposure to survey research get acquainted with the best practices in survey research methods. Participants will learn how to plan, design, launch, and manage effective print and electronic surveys in a college or university environment. Critical decision points along the lifespan of the survey will be discussed, including how to choose a sample, how to maximize response rates, and what to do with incomplete surveys. Upon completion, participants will be able to approach survey projects equipped with strategies to gather appropriate, meaningful data for their institution. *Pre-conference Workshop*	1:30pm - 4:30pm *Chesapeake B* **Lauren Conoscenti** Tufts University
Strategies for a Successful IR Office This workshop is designed to assist IR professionals who have very recently been promoted to the position of IR director--or aspire to be Directors of IR--feel more comfortable in their new role. The session will explore how the place of IR in your institution impacts your role as director, as well as your responsibility for data integrity, assessment of your office, and your possible future in the evolving role of IR. *Pre-conference Workshop*	1:30pm - 4:30pm *Camden/Lombard* **Alan Sturtz** Connecticut State University, Emeritus
Introduction to Statistics using SPSS, Part 1 This workshop will develop participants' basic understanding of statistics and of SPSS. Participants will learn the conceptual underpinnings of many common descriptive and multivariate analyses and will also learn to conduct these analyses in SPSS and interpret the results. Participants will learn how to produce and apply measures of central tendency, variance, and outliers; confidence intervals, frequency distributions and cross tabulations; tests of group differences (i.e., t-tests, ANOVA); correlation; and regression. Emphasis will be placed on how to interpret output and communicate results, as well as on statistical versus substantive significance. Participants will perform statistical operations with SPSS using student survey data. *Pre-conference Workshop*	1:30pm - 4:30pm *Calvert/Pratt* **Jessica Sharkness** Tufts University
Data Visualizations in R for IR This workshop will provided institutional researchers hands-on training on how to graph both institutional records and survey data using R -- a free software environment for statistical computing and data visualizations. Participants will learn data wrangling techniques, basic and advanced graphics, how to export figures, how to generate reproducible reports, and some tips-and-tricks along the way. This workshop is meant to provide institutional researchers with documented code that can be modified to their own institutional needs. *Pre-conference Workshop*	1:30pm - 4:30pm *Charles* **Kathryn Aloisio** Smith College

Saturday, November 12, 2016

Pre-Conference Workshops

WELCOME RECEPTION Join the 2016 Baltimore Conference Team, Steering Committee, and your colleagues prior to heading out to get a flavor of Charm City.	5:00pm-6:15pm *Pisces 15th Floor*
SATURDAY EVENING DINNER GROUPS Sign-up at Conference Registration; Meet in Hyatt Hotel Lobby. Enjoy some good food and networking with your colleagues.	6:30pm

Sunday, November 13, 2016

CONFERENCE REGISTRATION	8:00am-1:00pm *Chesapeake Foyer* 1:00pm - 5:30pm Atrium
PROFESSIONAL HEADSHOT OPPORTUNITY	1:00pm – 5:00 pm

Pre-Conference Workshops

Using NSC Data to Understand Student Flow and Outcomes The National Student Clearinghouse maintains a large, historical set of enrollment and degree data that is without parallel in its scope. Workshop participants will get an overview of the database, key institutional research questions it can help you answer, and step-by-step instructions on how to query the NSC database and work with the data files that are returned to you. The main examples of NSC data use will focus on the where your school's nonenrolling admits enroll, where withdrawing students transfer to, and the graduate school enrollments of your institution's alumni. Strengths and weaknesses of the NSC data will be discussed, as well as how it fits into a larger research program regarding alumni outcomes. *Pre-conference Workshop*	8:30am- 11:30am *Annapolis* **John Nugent** Connecticut College
Newcomers to Institutional Research, Part 2 Continuation of Part 1. *Pre-conference Workshop*	8:30am- 11:30am *Baltimore* **Melanie Sullivan** Providence College **Annemarie Bartlett** Ursinus College **Alexander Yin** Consultant
Implementing an Early Warning Model This workshop will review the implementation of a home grown early warning system at a large research university and provide participants with tools to implement a similar system at their home institution. The section on data gathering will focus on non-traditional metrics within a term, such as those captured within the learning management system. Next, we will concentrate on the model building process from specifying a model through validation and then choosing term versus weekly models. Finally, we will cover the major challenge of integrating the predictions of the model into university business practices. *Pre-conference Workshop*	8:30am- 11:30am *Chesapeake A* **Sujoy Das** Drexel University **Russell D'Aiello** Drexel University

Sunday, November 13, 2016

Pre-Conference Workshops

Leadership in IR and IE: Enhancing Personal & Professional Effectiveness, Part 1 The workshop is designed to provide professional development in a number of leadership topics identified in the results of a national survey and provided in the presenter's recent book of the same name. These topics include emotional intelligence in the IR/IE workplace, immunity to change, performance appraisal, mentoring, dealing with difficult personnel situations, managing conflict, leading difficult people, negotiating the campus and external political environments, leading from the middle, leading up, promoting use of information provided by IR, leadership frames and practices, taking care of yourself, and managing your career path. Numerous opportunities for reflection and discussion and case studies are provided. *Pre-conference Workshop*	8:30am- 11:30am *Chesapeake B* **William Knight** Ball State University
Predicting Graduation Outcomes: Identifying At-Risk Students IR offices are in a unique position to use available data to improve graduation rates by identifying students who may be at risk of dropping out. The purpose of this workshop is to teach institutional researchers how to use logistic regression to build a model that predicts graduation outcomes. We will consider which factors may be significant predictors of graduation and discuss potential limitations of the model. We will also highlight the ambiguity of how "at-risk" is defined and the role that this ambiguity plays in the interpretation of the results. A sample data set will be provided so that attendees can participate in hands-on exercises. *Pre-conference Workshop*	8:30am- 11:30am *Camden/Lombard* **Margaret Munley** Lehigh University
Introduction to Statistics using SPSS, Part 2 Continuation of Part 1. *Pre-conference Workshop*	8:30am- 11:30am *Calvert/Pratt* **Jessica Sharkness** Tufts University
An Introduction to R for Reproducible Research, Part 1 This workshop will provide an overview as well as hands-on exercises for using R to perform data analysis and report generation. Participants will learn to perform basic statistical analyses in R and to generate reports in spreadsheet, presentation, and document formats. This is a hands-on workshop and participants are expected to provide a laptop. *Pre-conference Workshop*	8:30am- 11:30am *Charles* **Jason Bryer** Excelsior College

Sunday, November 13, 2016

Pre-Conference Workshops

Creating Engaging Presentations and Data Visualizations You've collected and analyzed data, now present it in informative, clear, and interesting ways! Expanding on an NEAIR 2015 pre-conference workshop, we'll present tips for creating presentations and other visualizations with PowerPoint and free online resources that are both engaging and easy-to-read. This interactive session will include discussion of basic design, tips for using visualization tools, and application of concepts learned through a hands-on activity. The workshop will be especially helpful for those looking to re-envision PowerPoint presentations; practice design elements that make data, tables, and graphs more appealing to an audience; and learn about other visualization resources. *Pre-conference Workshop*	1:00pm - 4:00pm *Annapolis* **Emily Foley** University of Maryland **Thomas Dobrosielski** University of Maryland
Preparing for Accreditation: IR Roles and Responsibilities The presenter is an evaluator from Middle States and will conduct a workshop on preparing for accreditation. This session will provide an overview of the accreditation process and will focus on the 5th year report and the self-study with a special emphasis on expectations around assessment issues. This workshop will not cover standards for technical or career colleges. Appropriate for Newcomers. *Pre-conference Workshop*	1:00pm - 4:00pm *Baltimore* **Karen Froslid Jones** American University
Benchmarking: From Peer Selection to Advanced Modeling Benchmarking is an integral activity for quality review processes to facilitate unit and institutional improvement, yet many institutions fail to undertake a comprehensive review of their own benchmarking practices. Utilizing a variety of available sources such as IPEDS, the Common Data Set, and the AAUP Faculty Compensation Survey, this workshop focuses on best practices for selecting benchmarked peers based upon data, model benchmark data and work with institutional stakeholders to gather support for benchmarking activities. Upon completion of this workshop, participants will (1) understand differences between benchmarks and benchmarking, (2) be able to adequately select peers, and (3) understand modeling techniques and best practices. *Pre-conference Workshop*	1:00pm - 4:00pm *Chesapeake A* **John Barnshaw** American Association of University Professors
Leadership in IR and IE: Enhancing Personal & Professional Effectiveness, Part 2 Continuation of Part 1. *Pre-conference Workshop*	1:00pm - 4:00pm *Chesapeake B* **William Knight** Ball State University

Sunday, November 13, 2016

Pre-Conference Workshops

New Project Management Framework for Institutional Effectiveness How can we improve the overall efficiency and effectiveness of IR/IE offices? This workshop will provide the participants with a tool to help answer this very question. Our four-quadrant framework analyzes routine and ad-hoc office projects for external accountability as well as internal improvement. The facilitators will coordinate a highly interactive session in which participants review their office project log and present their four-quadrant analysis with a few questions to elicit peer feedback. Participants will be able to use their four-quadrant analysis as a communication tool with their office staff and campus stakeholders for determining project priorities and changes in office operations and potentially organizational structure. *Pre-conference Workshop*	1:00pm - 4:00pm *Douglass* **Hirosuke Honda** University of Maine at Augusta **Heather Kelly** University of Delaware
How IR Can Support Program Review This session will discuss how IR can support academic, administrative and student life program review efforts. We will discuss the data/information needs of the review process, the different approaches to formalizing the program review process and integrating it into an institution's governance, planning and budgeting processes. We will also discuss how to support college personnel who are being challenged by working on their program review process. *Pre-conference Workshop*	1:00pm - 4:00pm *Camden/Lombard* **David Hemenway** Emeritus
Basic and Intermediate Applications of Regression in IR Institutional Researchers often are asked to predict future outcomes. This workshop will review the principles of basic linear regression. The workshop will feature a case study approach that will provide specific examples of the application of regression analysis in Institutional Research. Further the workshop will explore more advanced applications of regression, including using categorical variables in regression and logistic regression. The goal of this session is to provide a solid review of statistical principles of multiple linear regression, while providing examples of applications of these in the field of Institutional Research. *Pre-conference Workshop*	1:00pm - 4:00pm *Calvert/Pratt* **Mary Ann Coughlin** Springfield College
An Introduction to R for Reproducible Research, Part 2 Continuation of Part 1. *Pre-conference Workshop*	1:00pm - 4:00pm *Charles* **Jason Bryer** Excelsior College

NEAIR 2016 Conference Program

Mentor-Mentee Connect Meet your Mentor/Mentee in the Harborview room and move onto the Welcome to Baltimore reception together to network and get to know each other.	4:10pm-4:30pm *Harborview*
WELCOME TO BALTIMORE RECEPTION NEAIR Leadership team introductions & welcome by Diamond sponsor, US News Academic Insights. Enjoy a cash bar and appetizers prior to the opening plenary speaker.	4:30pm-5:30pm *Constellation Foyer & Atrium*
OPENING PLENARY ADDRESS **Networked Communities Engaged in Improvement Science: How we can get better at getting better** Education reform efforts historically have sought to implement fast and wide and then fix problems later. This strategy has failed over and over again. Experience across many fields cautions humility about how much must be learned in order to transform change ideas into new human capabilities, into day-to-day practices that work reliably, and into the redesign of organizational arrangements necessary to support all of this. This suggests a fundamental shift in how we think and act, a shift toward learning fast to implement well. It also calls for very different organizational arrangements to accomplish this. Networked Improvement Communities (NIC) offer an attractive alternative to traditional R&D. A NIC unites the conceptual and analytic disciplines of improvement science with the power of networked communities to innovate and learn together. Improvement science involves deep problem and systems analyses along with rapid short-cycle tests of change to guide the development and continued fine-tuning of tools, processes, work roles and relationships. Paul will introduce the core principles, methodologies, tools and processes that underlie improvement science as executed in networked improvement communities. Tools for problem, system, and context analysis lead to a theory of practice improvement. *Lightning Talks by Diamond & Platinum Sponsors and Raffle immediately following speaker.*	5:30pm-7:00pm *Constellation AB Ballroom* **Paul G. LeMahieu, Ph.D.** Senior Vice President, Carnegie Foundation for the Advancement of Teaching
HARVEST DINNER BUFFET Join your colleagues at this Dinner Buffet featuring flavors of the Baltimore harvest.	7:00pm-9:00pm *Constellation CDEF Ballroom*

Monday, November 14, 2016

CONFERENCE REGISTRATION	7:00am-5:00pm
EXHIBITOR SHOWCASE – POSTER SESSIONS Atrium & Costellation Foyer	*Atrium*

CHARM CITY CONTINENTAL BREAKFAST	7:00am-8:45am
We encourage attendees to have breakfast prior to participating in Special Interest Groups.	*Harborview, Atrium, & Constellation Foyer*

Special Interest Groups

Institutions that Enroll Mostly Adults or Online Students The purpose of this session is to discuss issues of importance to IR staff from colleges and universities that serve primarily adults and/or online students. It is an opportunity for IR staff from these institutions to come together and discuss issues of primary importance to their institutions. Topics discussed are based on the attendees present. In the past, discussions have focused on policy issues as well as useful tools for assessing adult and/or online students. *Special Interest Group*	8:00am-8:45am *Columbia* **Ann Marie Senior** Thomas Edison State University
Association of Independent Colleges/Universities in Pennsylvania (AICUP) Join your IR colleagues from other independent colleges and universities from all regions of Pennsylvania to discuss topics of common interest and to learn more about current AICUP activities. This SIG also provides an opportunity to meet and talk with AICUP staff and institutional researchers from other AICUP member institutions. *Special Interest Group*	8:00am-8:45am *Frederick* **Gayle Baker** AICUP
Higher Education Data Sharing Consortium (HEDS) The Higher Education Data Sharing Consortium (HEDS) welcomes members and those interested in HEDS to attend an informal gathering to meet with HEDS colleagues and to talk about some upcoming opportunities, including surveys and data exchanges. HEDS is a consortium of private colleges and universities that collaboratively share, analyze, and use data of all kinds to advance their institutional missions. HEDS further supports the missions of member institutions by facilitating communication and just-in-time support among institutional representatives and by creating networking opportunities at national meetings. *Special Interest Group*	8:00am-8:45am *Annapolis* **Kirsten Skillrud** Higher Education Data Sharing Consortium (HEDS) **Kelly McDorman** Higher Education Data Sharing Consortium (HEDS)
Colleague/Datatel Users will share implementation and reporting strategies for the Colleague information system. *Special Interest Group*	8:00am-8:45am *Baltimore* **Mark Eckstein** D'Youville College

Monday, November 14, 2016

Special Interest Groups & Concurrent Sessions

Women in IR Leadership Retreat Join us in talking about the Annual Women in IR and Assessment Leadership Retreat to be held at Colby College in July/August 2017. *Special Interest Group*	8:00am-8:45am *Chesapeake A* **Rebecca Brodigan** Colby College
The Redesigned SAT: Pilot Predictive Validity Study The College Board conducted a pilot predictive validity study to provide colleges and universities with information about the relationship between the redesigned SATÂ® and college grades. Fifteen four-year institutions were recruited to administer a pilot for of the redesigned SATÂ® to first-time students before sitting in their first college class. Attendees of this session will take a dive into the results of the pilot validity study and come away with ideas on what research can be done with their own institution. *Invited Speaker*	8:00am-8:45am *Chesapeake B* **Peter-Greg Sison** The College Board **Rene Rosa** The College Board
IR in Health Science and Medical Schools This session is an opportunity for IR professionals evaluating programs in the Health Sciences and Medicine to discuss challenges and strategies found within their specific programs and institutions. *Special Interest Group*	8:00am-8:45am *Douglass* **Carolyn Giordano** Thomas Jefferson University
State University of NY Association of Institutional Research and Planning Officers (SUNY AIRPO) Meeting for the members of the State University of NY Association of Institutional Research and Planning Officers. *Special Interest Group*	8:00am-8:45am *Camden/Lombard* **Nasrin Fatima** State University of New York Binghamton **Bruce Szelest** State University of New York at Albany
Gold Exhibitor Power Talk **Better Decision Making, Faster** The scope of responsibility for institutional research professionals is shifting with greater accountability for institutional effectiveness and performance. Having faculty activity information—including teaching, research and service accomplishments—readily available in a centralized system enables both quicker response to internal and external constituents and strategic insight. Hear how Digital Measures partners with IR professionals at universities across the country to inform better decision making. **Improving Student Retention: A win:win for the Student and the Institution** Identifying "at risk" students for preemptive actions, before their decision to drop-out, has to be at the top of Institutional priorities. Velaris will show how this can be done, as well as demonstrate the ROI in terms that will gain attention at the Student and Institutional level.	8:00am-8:45am *Calvert/Pratt* **Jason Kysely** Digital Measures **Robert A. Smith** Velaris

Monday, November 14, 2016

Special Interest Groups & Concurrent Sessions

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Gold Exhibitor Power Talk *Continued*

Power BI - Giving Users the Power
We will present how data from a variety of sources can be brought into Microsoft Power BI tool giving users easy to learn capabilities to analyze data that best meets their needs. We'll demonstrate how information is brought into a dashboard and put in context of dept. or program plans and aligned to Strategic Plan goals, objectives and initiatives. The reports generated will help everyone know which initiatives are working and which are not!

Driving Insight and Action: Leveraging the Student Success Platform
As Director of Strategic Partnerships, John Byerley works directly with institutional leadership at schools throughout the northeast in helping them to lay the groundwork for the establishment of a Student Success Platform. Applying an institution-specific approach, John and his team work to measure a school's capacity for change and deliver answers to their most pressing questions: what is working, for which students and why. Stop by to learn more about what a Student Success Platform is and how schools like the University of Arizona leverage it to scale both cultural change and student success on campus.

Exhibitor Presentation

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8:00am-8:45am
Calvert/Pratt

Dr Caroline Burns
Suffolk County Community College (SUNY)

Stacey Angelo Nuventive
Nuventive

John Byerley
Civitas Learning

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Using Predictive & Prescriptive Analytics to Enhance Retention Efforts with IBM SPSS Solutions

What if we could not only derive insights about students and determine contributors to key outcomes, but predict who is at risk and determine the most appropriate action that should be taken? In this session, attendees will learn about the possibilities for transforming rich, analytical insight into targeted, effective actions.

Exhibitor Presentation

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8:00am-8:45am
Charles

Dr. Erica Reuter
IBM

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Vermont Higher Education Consortium IR Group (VHEC)

Plan upcoming data collaboration activities and future meetings.

Special Interest Group

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8:00am-8:45am
Harborview

Daniel Sisco

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Monday, November 14, 2016

Plenary Address

PLENARY ADDRESS:
The Ravin': Tales of Legislative Advoccacy on Scorecards, Rankings, and Ratings

Dr. Klein will tell many tales of advocating for Higher Education in today's environment at the state and federal levels. He will also offer suggestions for how data from institutional researchers can help higher education advocates improve the conversation with elected officials, other policymakers, and the public.

In New Jersey, Dr. Klein has testified on dozens of bills before legislative committees in just the past two years aimed at college affordability, transparency, and time to degree. The often-misperceived data behind statistics such as graduation rates, graduates' salaries, and student debt are key issues during deliberations on these bills.

At the federal level, Dr. Klein contributed to the wider mobilization among the higher education community against the proposed Postsecondary Institutions Rating System. The resulting College Scorecard still presents problematic data that fuel ongoing efforts in the media and other organizations to rank and rate institutions of Higher Education.

Voluntary efforts among colleges and universities to provide meaningful, comprehensive data help inform the public dialogue and can result on more effective legislation. Examples of useful data through proactive initiatives include the Voluntary System of Accountability and the Student Achievement Measure.

This presentation will not only be informative but perhaps cathartic for many professionals in Institutional Research.

Diamond Sponsor Lightning Talk immediately following plenary speaker
Plenary

9:00am-10:00am
Constellation AB Ballroom

Michael W. Klein, JD, Ph.D.
Executive Director, New Jersey Association of State Colleges and Universities

GRAB AND GO COFFEE BREAK

Grab some tea or coffee and connect with Exhibitors at their booths to get a raffle ticket for Tuesday's Exhibitor Raffle of a $300 Visa Card.

10:00am-10:30am
Atrium & Constellation Foyer

Concurrent Sessions

Bridging the Gap: Reporting Data at the Program Level Bergen Community College has always tracked data at the institutional and course levels. To provide a more comprehensive look at student learning, the Institutional Research Team embarked on addressing the gap that existed between these two levels of analyses. As a result, program level data were introduced in the form of the Program Dashboards. These Dashboards pull from multiple data sources including IPEDS, National Student Clearinghouse, and Economic Modeling Specialists Intl. (EMSI) to provide enrollment, outcomes, and occupational data for each program at the college. These annually generated Dashboards allow IR to standardize program level data, assist in college-wide reporting, and track how well our programs are serving our students. *Workshare*	10:30am-11:15am *Columbia* **Jesse Jacondin** Bergen Community College **Tonia McKoy** Bergen Community College **Dr. Amanda Moynihan** Bergen Community College **Sarah Keenan** Bergen Community College
Effective Strategies for Maximizing Survey Response Rates This paper contributes to research on response rates in higher education settings. This paper is part of a larger project that aims to maximize response rates for online student surveys at UMUC, and examines the results of two survey experiments carried out using large samples of students. Results presented here show that increasing the number of reminders as well as personalizing the greeting in a request to participate in a survey significantly increased response rates. Results from a separate experiment show that varying the sender of the invitation had no significant effect on response rates. The intended outcome is to help the audience to identify new strategies to improve response rates on web surveys. *Contributed Paper*	10:30am-11:15am *Frederick* **Denise Nadasen** Nadasen Consulting **Shannon Acton** University of Maryland University College **Darragh McNally** University of Maryland University College
Pathways to Proactive Professional Development Many search committees look beyond technical skills when reviewing candidates for positions in IR or related fields. This session focuses on professional development as a way to demonstrate and expand "soft skills." Attendees will leave with practical examples, including: crafting an elevator speech, getting involved in professional organizations, learning about IR affiliates and other organizations relevant to IR, participating in internal professional development, and deciding whether further education is right for you. The presenters have a wide range of experience across sectors and institutions, and the session is intended to create a venue that sparks conversation and reflection, rather than provide "one size fits all" answers. *Workshare*	10:30am-11:15am *Annapolis* **Melanie Larson** New England Educational Assessment Network **Rebecca Brodigan** Colby College **Elizabeth Clune-Kneuer** Prince George's Community College **Gayle Fink** Bowie State University

Monday, November 14, 2016

Concurrent Sessions

Dancing with Dates in Tableau

Tableau offers beautiful and powerful ways to visualize large amounts of data, as well as allowing end users to focus on the information most relevant to their needs. At Ithaca College, the Departments of Enrollment Planning and Institutional Research have greatly increased the use of data across campus, by using Tableau to provide official historical information as well as information updated daily during the Admission cycle. This techshare will provide a brief overview of Tableau's capabilities, and then a detailed exploration of challenges and solutions in using date-specific information to highlight daily trends across multiple years.

Techshare

10:30am-11:15am
Baltimore

Cole Gruberth
Ithaca College

Yuko Mulugetta
Ithaca College

A Decade of Community College Data from the NCCBP

The National Community College Benchmark Project (NCCBP) is an annual data collection effort that was started in 2004 by the National Higher Education Benchmarking Institute (NHEBI). With a decade of data to mine and annual participation of over 250 community colleges, this session will present some of the most interesting trend data from the study, as well as some recent results. Graduation rates, transfer rates, retention and persistence as well as trends in developmental course completions, tuition, operating revenue and completer employment metrics will be provided.

Workshare

10:30am-11:15am
Chesapeake A

Michelle Taylor
National Higher Education Benchmarking Institution

Data to Action: Improving Institutional Equity Outcomes

Using data from the NSSE, Noel Levitz: SSI and HEDS Teaching Practices Survey, researchers in the Office of Institutional Research at Gallaudet University disaggregated the responses of students of color to better understand the specific experiences of these students. We then conducted focus groups and searched for themes using theoretical frameworks from the student success and equity literature. Both quantitative and qualitative data, along with "stories" from students, were shared at campus forums on Equity, with a charge to the participants to consider ways that the student stories inform the work we need to do. This paper will document the process of transforming data to action to improve equity in student success outcomes.

Workshare

10:30am-11:15am
Chesapeake B

Lindsay Buchko
Gallaudet University

Jerri Lyn Dorminy
Gallaudet University

Patricia Hulsebosch
Gallaudet University

Sound Data: Increasing the Role of Institutional Assessment

Institutional Research offices have expanded their roles beyond compliance reporting and accreditation to functioning as consultants who conduct assessment for all areas of the institution. But how do we present these data in way that is relevant to a broad audience that may not be comfortable with numbers, reports, and tables? This presentation will show some novel approaches introduced by the Institutional Assessment office at Berklee College of Music over the past year to present and synthesize data in visually accessible ways, such as summary infographics. These approaches have encouraged decision making at the College to move toward a culture based on "sound" data.

Workshare

10:30am-11:15am
Douglass

Sharon Kramer
Berklee College of Music

Becky Prior
Berklee College of Music

Mike Maieli
Berklee College of Music

Monday, November 14, 2016

Concurrent Sessions

Faculty Workload Reporting: The Basics and Beyond Faculty workload reporting (FWR) for both full-time (FT) and part-time faculty is a critical task, as these reports assist the University in making data driven decisions related to the leading expense at nearly all institutions' labor. In addition to the basics of FWR, topics such as exceptions and exclusions, waivers, expectations and constraints will be discussed. It will focus on an automated enhancement that improved our full-time FWR. Working with the schools and with our info tech colleagues, we led the effort to customize our student information system in a way that allowed representatives from our schools to enter workload data on non-traditional courses so that the workload from these courses could now be included in our FWR. *Workshare*	10:30am-11:15am *Camden/Lombard* **Matt North** Duquesne University
High Impact or Not? An Analysis of HIP Outcomes High-impact practices (HIPs) have become a hot topic in higher education. This presentation examines the role of HIPs at one institution. How do we define and measure HIPs? What kind of students are taking them? Are HIPs associated with better student outcomes? While HIPs are considered an important part of the college experience, they have proven to be somewhat challenging to assess. This presentation will offer a broad view of how we have approached the HIP question. Intended learning outcomes: To develop will have a better understanding of how to define and measure HIPs; to learn some possible ways to assess the impact of HIPs; and to increase awareness of some possible challenges involved in determining the efficacy of HIPs. *Workshare*	10:30am-11:15am *Calvert/Pratt* **Lee Allard** Siena College **Ashley Provencher** Siena College **Ruth Kassel** Siena College
Peer Benchmarking Using U.S. News Academic Insights, Syracuse University Case Study U.S. News Academic Insights is a peer benchmarking platform available to schools based on 25+ years of data. U.S. News will provide a brief overview of the tool and the Syracuse University Office of IR will present some of the ways they present, analyze and interpret U.S. News ranking related data internally. *NEAIR Member & Exhibitor Presentation*	10:30am-11:15am *Charles* **Evan Jones** U.S. News Academic Insights **Libby Barlow** Syracuse University

Monday, November 14, 2016

Concurrent Sessions

Managing Participation Rates on a Student Population Survey Bryant & Stratton College has administered the Noel-Levitz Student Satisfaction Inventory (SSI) to all its students every Fall since 2010. While the national average for the SSI administrations is around 20%, Bryant & Stratton College has achieved response rates over 32% every year and over 40% in four out of six years. This session will cover some of the strategies the College has employed to exceed the national average rate, including how to get administration, faculty, and staff involved in the survey. *Power Panel Talk*	11:25am-12:10pm *Columbia* **Marc LoGrasso** Bryant & Stratton College
The Academic Advising Survey: The Good, the Bad & the Ugly This workshare focuses on an Academic Advising Survey of first-year students and sophomores developed and conducted online at UMass Amherst in Spring 2016. The survey aimed to gather data that could inform advising practices at the College level, but also be used to assess and benchmark students' university advising experiences overall. One challenge was developing questions that would meet the needs of all stakeholders, and be workable across varied academic advising contexts. Attendees will learn about 1) our challenging survey design process, 2) our efforts to assess the representativeness of our data, given the low response rate (15%, n=1527), and 3) efforts we made to maximize the usefulness of our data given existing limitations. *Power Panel Talk*	11:25am-12:10pm *Columbia* **Elizabeth Williams** University of Massachusetts Amherst **Alicia Remaly** OAPA, UMass Amherst **Joshua Bittinger** OAPA, UMass Amherst
Student Ratings of Instruction: What Gives? Students' ratings of instruction (also referred to as Student Evaluation of Teaching, or "SETs") are lightning rods for controversy (just look at the frequent articles in the higher education popular press) and a source of much faculty criticism on many campuses. A long history of systematic research on SETs documents the appropriate uses of student ratings and asserts the validity of appropriately constructed and implemented systems. Yet substantive concerns about the validity of this source of evidence remain. We explore the validity of our campus's rating instrument by comparing student ratings of instruction with results from a student survey focused on course fidelity to the learning goals of our upper-division Gen Ed capstone course. *Power Panel Talk*	11:25am-12:10pm *Columbia* **Martha Stassen** University of Massachusetts Amherst

Monday, November 14, 2016

Concurrent Sessions

Mining Data to Create a System to Identify At-risk Freshmen Data mining is used to develop a series of three models, deployed during orientation through week six, to identify low GPA freshmen in order to improve their outcomes. Customized dashboards are developed to enable users to segment, filter, and list students to assign them to the appropriate advising plans and interventions. Previous modeling has been successful in the early identification of low GPA students and has demonstrated a strong association between learning management system (LMS) logins and GPA outcomes. Factors entered into the predictive models include advising visits, freshmen course-taking activity, LMS logins, college activity participation, SAT scores, high school GPA, demographics, and financial aid. *Contributed Paper*	11:25am-12:10pm *Frederick* **Nora Galambos** Stony Brook University
Lead by Example: Assess the Effectiveness of the IR Office Assessment of institutional effectiveness is now commonplace in higher education. However, IR offices often struggle with measuring the effectiveness of their work. Prince George's Community College has an established institutional effectiveness process that allows for continuous improvement. Being charged with facilitating this process on campus, our IR office wanted to lead by example and serve as a model for other units at our institution. This presentation will address our approach to self-evaluation and highlight some of the challenges we faced when determining what it meant for us to be effective. The session will also provide useful guidelines for other IR offices to develop a method for assessing the effectiveness of their work. *Workshare*	11:25am-12:10pm *Annapolis* **Sade Walker** Prince George's Community College **Zornitsa Georgieva** Prince George's Community College **Laura Ariovich** Prince George's Community College
Intro to Institutional Research Uses for R This session will give an introductory overview of the freely available R statistical package that may complement or replace alternative statistical software packages. Participants will learn "data wrangling" techniques and how to generate statistics that are valuable to the institutional researcher. An emphasis on translating common tasks to R will be made for those who might normally be use to "point and click" graphical user interfaces. Finally, an illustration of some of the static and interactive data visualizations that R is capable of generating will also be presented. *Techshare*	11:25am-12:10pm *Baltimore* **Jordan Prendez** University System of Maryland **Chad Muntz** University System of Maryland

Monday, November 14, 2016

Concurrent Sessions

A Triangulated Methodology for Projecting Enrollment Like most IR offices, UMaine's regularly faces the task of projecting enrollment and credit hours. We have developed a triangulated methodology, using both continuation rate and grade-progression ratio models to cross-validate our results. We will begin by describing this methodology, presenting error rates, and outlining the iterative process that led to its development. We then will present the Excel templates we use for our work, templates that easily can be modified for use at other institutions. We will conclude the workshare by outlining the lessons we have learned from our experience and welcoming the insights and suggestions from our NEAIR colleagues. *Workshare*	11:25am-12:10pm *Chesapeake A* **Debra Allen** University of Maine **Ted Coladarci** University of Maine
Social Media Communication & The Virtual IR Watercooler How to post on Twitter aside, have you ever wondered what you could share with Social Media? Could your office use some visibility? Do you want to join in higher education discussions? Learn to share your story, as yourself or your office. Examples include survey promotion, Qualtrics assistance, setting up an office account, engaging others on social networks, and more. This session focuses on the content. While prior experience with the tools might help, it is not necessary. Learn about the virtual IR water cooler. LinkedIn, Twitter, Facebook, and Blogging. #IRwatercooler *Workshare*	11:25am-12:10pm *Chesapeake B* **Claire Goverts** The College at Brockport **Angela Carlson-Bancroft** Emerson College **Michelle Appel** University of Maryland
IR & IT: Unlikely Partners in Learning Outcomes Assessment Assessment of student learning is a critical component of any successful academic curriculum. However, facilitating that assessment can be a difficult and disjointed process. Through an unexpected partnership, leaders from Villanova University's Office of Planning and Institutional Research (OPIR) and Center for Instructional Technologies (CIT), managed to create a systematized process in 24 months that enables Blackboard's web-based evaluation of student learning across all core disciplines. This session will explain challenges, solutions, and unexpected lessons learned along the way. *Workshare*	11:25am-12:10pm *Douglass* **Stephen Sheridan** Villanova University **Eric Hamberger** Villanova University

Monday, November 14, 2016

Concurrent Sessions

IR's Dash to Develop Dashboards and Data Visualizations Institutional Research offices have a unique perspective on key university information and should therefore become a more involved strategic partner in identifying key reporting metrics. IR should not only become more involved in identifying these core metrics but should also steer efforts to define why these key metrics are critical, their directional significance, and how to put these metrics in front of university decision makers in a timely, succinct, and meaningful manner. In this session, we will share our experience in developing IR's role as a strategic partner as well as our efforts in developing data visualizations and dashboards used to display and distill core information provided in data rich reports. *Workshare*	11:25am-12:10pm *Camden/Lombard* **Merima Babic** Temple University **Richard Hetherington** Temple Univeristy
Aligning Assessment, Planning, and Budget Allocations One of the key compliance indicators for Regional Accreditation is to demonstrate that an institution's planning processes, recourses, and structures are aligned with each other for continuous improvement of its programs and services. Binghamton University has done so by using a system that links assessment results, strategic planning, and budget allocation. Binghamton's Strategic Planning process was designed to be open, transparent, and inclusive and set the stage for an entirely new budget process that ensures allocation of resources to strategic priorities aligned with institutional mission and vision whereas the outcomes assessment process is interconnected by the institution's mission, vision, strategic plan, and budget allocations. *Workshare*	11:25am-12:10pm *Calvert/Pratt* **Nasrin Fatima** Binghamton University
Zooming through the Analytics Maturity Index: Development of an Analytics Solution Developing and implementing an institution-wide analytics solution to support student and institutional success can be a daunting task. The greatest challenges are both technical (building a proper data warehouse to support effective data access) and cultural (how IR and IT interact). Frostburg State University facilitated this process by enlisting HelioCampus to build, model and deploy our data warehouse and business analytics visualizations, and provide guided analysis to accelerate our ability to address pressing questions at our university. The implementation was notably rapid, with the warehouse built and first dashboards activated in less than 6 months. We discuss the implementation process, lessons learned, as well as plans for the future. *NEAIR Member & Exhibitor Presentation*	11:25am-12:10pm *Charles* **Sara-Beth James** Frostburg State University **Doug Nutter** HelioCampus
ANNUAL BUSINESS MEETING LUNCHEON	12:20pm-1:50pm *Constellation AB Ballroom*

Monday, November 14, 2016

Concurrent Sessions

NEAIR Mentoring Program - An Open Discussion	2:00pm-2:45pm *Columbia*
	Daniel Sisco Bennington College
Make a difference in the future of NEAIR mentoring by joining this open discussion facilitated by the NEAIR Membership Committee. It is intended for both mentors and mentees to examine the process, share experiences, and identify areas where NEAIR as an organization can support or improve the mentoring program. The group will discuss and share best practices and how to be a good mentor or mentee. All members, regardless of experience in the mentor program, are encouraged to attend and share their thoughts on what makes a good mentor experience. The results of this discussion will be compiled into a written report to be submitted to NEAIR Steering Committee.	**Allison Reilly** MGH Institute of Health Professions **Elizabeth Clune-Kneuer** Prince George's Community College **Melaine Larson** New England Educational
Workshare	Assessment Network
Analyzing Course Evaluation Data to Inform Faculty Training	2:00pm-2:45pm *Frederick*
At a small liberal arts college, the analysis of more than 130,000 course evaluations was a key part of a data-driven approach to enhancing the training of new faculty. Multivariate analyses identified the characteristics of faculty and courses at risk of receiving weaker evaluations. In this presentation, we discuss the results of our research and how it had an impact on academic decision-making on our campus. Attendees of this session will gain a greater understanding of the factors that contribute to variation in evaluations of junior faculty and will explore possibilities for conducting analyses of course evaluation data on their own campuses.	**Thomas McGuinness** Bates College **Ann Marie Russell** Bates College
Contributed Paper	
Taking Enrollment Projections Out of the "Black Box"	2:00pm-2:45pm *Annapolis*
Enrollment forecasting is a central component of effective budget, personnel, facilities and program planning in higher education. Mandated enrollment projections produced in support of state appropriations requirements do not lend themselves well to setting targets at the school/college and department levels. Therefore, the IR office at Temple University developed a process and a tool in order to provide transparent projection calculation mechanics while being robust enough to provide meaningful projections. It was designed using rates that are attributable to policy and policy changes, using easy to attenuate rates of change that can be used to test various enrollment scenarios.	**Richard Hetherington** Temple University **Mermia Babic** Temple University
Workshare	

Monday, November 14, 2016

Concurrent Sessions

Interactive Dashboards: Are They Right For Our Institution, Part 2 Last year, we discussed our first steps in creating interactive dashboards as part of our Bucknell University Intelligence (BUI) initiative. The presenters will provide a brief introduction of what BUI meant at their institution. We will cover the following items: Discuss the lessons we learned from the first round of dashboards development and the improvements we have made. Introduce some of the new dynamic dashboards linked to specific strategic goals or initiatives. Demonstrate dashboards we have designed to effectively distribute data to campus leaders, allowing them to make data informed decisions. Provide an overview of the main benefits of using dashboards. *Techshare*	2:00pm-2:45pm *Baltimore* **Kevork Horissian** Bucknell University **Rita Liu** Bucknell University **Laura Winger** Bucknell University
Using Data Visualization to Drive Institutional Success A growing challenge for IR professionals is the need to take complex data and transform it into a story that others will understand and take action upon. Effective data visualizations and presentations engage your audience and maximize comprehension of the data being presented -- a crucial component of data-driven decision making and institutional success. This workshare will provide best practices and examples of presentation designs and data visualizations that spark interest and action from an audience. Drawing upon the work of data design experts, attendees will learn practical tips for crafting a data story and effectively visualizing, designing, and presenting data in a number of styles using programs within Microsoft Office. *Workshare*	2:00pm-2:45pm *Chesapeake A* **Kate McLaren** Bridgewater State University **Rebecca Mushet** Bridgewater State University **Morgan Hawes** Bridgewater State University
Addressing the Value of a Liberal Arts Education Saint Michael's College, like many small residential liberal arts colleges, strongly believes that its students' experiences are much more meaningful and long-lasting than merely providing a path to initial post-graduation employment. Over a period of thirty years the college has participated in NSSE, CIRP and other national surveys, and conducted its own five year out survey of graduates. While these research efforts have given the college some validation of the assertions that a liberal arts education provides deep value and enhances students' lives, we have not previously had comparative alumni data to fully frame the impact of a Saint Michael's education on the lives of our students and alumni. The Gallup-Purdue Index fills that gap. *Workshare*	2:00pm-2:45pm *Chesapeake B* **Mary Jane Russell** Saint Michael's College **William Anderson** Saint Michael's College

Monday, November 14, 2016

Concurrent Sessions

The Impact of Active Learning on Student Course Experiences

UMass Amherst's strategic plan highlights active learning as the "centerpiece" of University efforts to improve undergraduate education and a host of active learning initiatives, including a new classroom building with Team-Based Learning (TBL) classrooms, have been launched on campus. We are studying the impact of these initiatives on the student learning experience and their perceptions of the value of active learning through a pre/post course-based survey of students in a set of TBL courses and in other traditional lecture-based courses.   Results of the study are being shared with participating instructors and will be used to inform and enhance active learning initiatives on campus.

Workshare

2:00pm-2:45pm
Douglass

Stacey Sexton
University of Massachusetts Amherst

Martha Stassen
University of Massachusetts Amherst

StudentTracker 5 Ways: Making the Most Out of NSC Data

This workshare will review various uses of the National Student Clearinghouse (NSC) data in Institutional Research. In particular, how StudentTracker data gleaned from the NSC can be used in institutional reports, surveys, and data exploration will be highlighted. Finally, we will look at how this information can be delivered to different offices around campus and how it can be used to inform their decision making. Attendees will learn the utility of StudentTracker for Institutional Research. The types of data that can be sent, what to expect upon its return, uses for the data, and caveats. Finally, attendees will have the opportunity to share their own experiences and uses of NSC data.

Workshare

2:00pm-2:45pm
Camden/Lombard

Jacob Ferry
Springfield College

Raldy Laguilles
Springfield College

Tell a Story: Visualizing Student Success Regression Models

Rutgers-Camden Institutional Research (RCIR) took part in a campus-wide "Raptor Impact" retreat organized to help devise strategies for student learning and success. The RCIR team presented a session featuring infographics about our undergraduate population, as well as results from several student outcome regression models. During "Tell a Story", attendees will hear about our narrative approach and data visualization techniques used to effectively communicate the research findings to a large group of campus constituents. Finally, the session will reflect on the difficulties, successes, and lessons learned that were collected from feedback through a post-retreat evaluation.

Workshare

2:00pm-2:45pm
Calvert/Pratt

Jason Schweitzer
Rutgers University-Camden

Thomas Dahan
Rutgers University-Camden

Unlock the Power of Your Data with Campus Labs

When you create connections with your data, you can make more informed decisions for your institution. Learn how an enterprise approach to data management can facilitate results and innovation. From planning and accreditation to outcomes assessment, the Campus Labs® platform brings everything together for a holistic solution.

Exhibitor Presentation

2:00pm-2:45pm
Charles

Shannon LaCount
Campus Labs

Monday, November 14, 2016

DATA AND DESSERT **Enjoy an authentic Baltimore Treat. Connect with Exhibitors at their booths. Formal Poster Viewing. Don't forget to vote for the popular choice for best poster/visual display.**	2:45pm-3:45pm *Atrium and Constellation Foyer*

Poster Sessions

A Picture is Worth 1,000 Words: Infographics Promoting IR Too much data is both a blessing and a curse for institutional researchers. The issue is not only the quantity of data, but how to best communicate the story the data is telling while reaching the maximum number of individuals. Infographics are a great answer to address this dilemma. Infographics are being used to keep a newly designed website dynamic and vibrant by highlighting data campus stakeholders are seeking and creating a sense of anticipation for the next infographic to be released. Stop by to see how we are branding infographics on our campus, see examples, and learn about free tools to get you started! *Poster Session*	2:45pm-3:45pm *Atrium & Constellation Foyer* **Heather Kelly** University of Delaware **Qi Ding** University of Delaware
Social Media Tools for IR: An Introduction Have you ever wanted to connect with others beyond email and conferences? Heard about social media but not sure where to begin? In this session, NEAIR Membership committee representatives will provide an introduction to different interconnected social media networks such as; NEAIR website, LinkedIn, Twitter, Facebook and blogging. Both technical and social etiquette applications will be introduced. In addition to a basic introduction and learning how to use the tools, participants will learn what resources are available to connect beyond conferences to bring further collaboration and support. Additionally, attendees will learn potential uses for each platform to showcase practical applications within IR and higher education. *Poster Session*	2:45pm-3:45pm *Atrium & Constellation Foyer* **Claire Goverts** The College at Brockport - SUNY **Shawn LaRoche** Mount Wachusett Community College **Diana Danelian** Northeastern University **Elizabeth Clune-Kneuer** Prince George's Community College **Melanie Larson** New England Educational Assessment Network (NEEAN)
External Environmental Scan at a Community College It is of vital importance for a higher education institution to understand the impact of a continually changing external environment. Community colleges in particular are impacted by these changes as they serve the local community in which they exist. The purpose of this environmental scan is to inform institutional decision making in areas such as enrollment management, program development, and marketing. This poster will show the framework used to identify the most recent available information on major national, regional, state, and local trends that might impact college enrollment. Attendees are invited to share some of their own experiences and challenges in creating the environmental scan at their own institutions. *Poster Session*	2:45pm-3:45pm *Atrium & Constellation Foyer* **Veena Dhankher** Holyoke Community College **Michelle Riberdy** Holyoke Community College

Monday, November 14, 2016

Poster Sessions

What is a workflow, and why should we follow one?	2:45pm-3:45pm
The aim of my poster is to present the concept of workflow to conference attendees. Workflow pertains to the processes followed by an individual or office in regard to how tasks are completed, files are named and saved, and folders are structured. Too often in multi-person offices is no common workflow established leading to confusion when staff need to quickly find a file/folder that someone else has created. Workflow is also helpful to ease turnover as new hires become acquainted to the office's workflow. My poster will present sample folder structures that offices can use for inspiration when designing their workflow as well as links to templates and zip files allowing attendees to scan codes to quickly access useful files.	*Atrium & Constellation Foyer*
	Joshua Bittinger
	University of Massachusetts
Poster Session	
Development & Implementation of Policy Statements	2:45pm-3:45pm
	Atrium & Constellation Foyer
IR-specific policy statements can play an important role in managing workflow efficiency within offices of IR. Policy statements have potential to improve workflow efficiency and help IR researchers balance the trade-off between prompt response to incoming data requests from various parties within the university and conducting valuable internal projects that support data-informed decision-making. The poster shows the Office of Institutional Research and Assessment policy statements at MCPHS University.	**Rajiv Malhotra**
	MCPHS University
	Elizabeth Beaulieu
	MCPHS University
Poster Session	
Information/Data Needed for Program Review	2:45pm-3:45pm
	Atrium & Constellation Foyer
This work share will include the discussion of the information that is used to support program review in the academic, student services and the administrative areas. This information will be compared to the accreditation standards (NEASC & Middle States) and to other program review standards including the Dickeson Prioritizing Academic Programs and Services model and the new Leiden Manifesto for research metrics. Examples of department and or program specific information will be shared. I would like to get the input of NEAIR members and possibly develop a best practices paper on providing data/information support for our institution's program review efforts.	**David Hemenway**
	Mitchell College
Poster Session	
IPEDS Update: Research & Development Activities and New Tool	2:45pm-3:45pm
	Atrium & Constellation Foyer
	Richard Reeves
The National Center for Education Statistics will present an update on research & development activities, specifically the activities of the National Postsecondary Education Cooperative (NPEC) and Technical Review Panels (TRP). In addition, NCES will present on new tools available for understanding and using IPEDS data.	**Bao Le**
	Imani Stutely
	National Center for Education
Poster Session	Statistics

Poster Sessions

Survey Says... Using Tableau at Tufts University Universities can be places of paradox, where new ways of doing things are simultaneously embraced and rejected. At an institution where survey data plays a key role in decision-making, Tableau seems like a natural fit for quickly and easily accessing results of large, complex, longitudinal surveys. Yet old habits die hard, and the best viz is useless if nobody ever sees it. Tufts University has been using Tableau over the past five years to engage university constituents with survey data. In this workshare, we will share the story of our evolution from a status quo of distributing walls of numbers via PDFs, crosstabs, and static spreadsheets to a more dynamic delivery system for survey data. *Poster Session*	2:45pm-3:45pm *Atrium & Constellation Foyer* **Lauren Conoscenti** Tufts University **Jessica Sharkness** Tufts University **Emma Morgan** Tufts University
Creating a 10 Year Enrollment Study to Identify Trends Wilmington University's IR department has recently produced its third 10-year analysis study to measure enrollment health using a number of variables and enrollment trends collected to cover a ten year period. The report was created using historical University data, and set up in such a way that relationships between these different student populations could be presented in a meaningful, and forward thinking manner. This presentation will discuss the benefit of looking at enrollment data comprehensively. Participants will learn how to use the data already available in their systems, as well as how to organize a large, data driven report. *Poster Session*	2:45pm-3:45pm *Atrium & Constellation Foyer* **Maryann Griffin** Wilmington University
Predicting Student Enrollment: It's All About New Students Office of Institutional Research and Assessment (OIRA) at Binghamton University has been using multiple projection models to predict enrollment numbers for continuing students. OIRA is provided with the projected new numbers by the Admissions Office and overall enrollment numbers are calculated based on the new numbers projected by the Admissions Office and OIRA projected continuing numbers. Recently, we have been exploring different models to predict new student enrollment numbers. The purpose of this presentation is to explore and further discuss the accuracy of enrollment projection models. We seek to understand the variables that influence the new students to enroll after being admitted to Binghamton University in each fall semester. *Poster Session*	2:45pm-3:45pm *Atrium & Constellation Foyer* **Nasrin Fatima** Binghamton University **Tania Das** Binghamton University
Enrollment Projection Models and Tuition Revenue Forecasts One of the responsibilities of the Office of Institutional Research and Assessment (OIRA) at Binghamton University includes assisting senior administrators with the preliminary budget setting process. One of the key elements of this process is to predict tuition revenues for the current and future academic years. As this responsibility has manifested itself, it is important that the OIRA has an accurate, independent tuition revenues forecasting model. Hence, the objective of this session to provide an overview of the appropriate tuition revenue projection modeling process based on the enrollment projection models developed by OIRA. Findings indicate that the OIRA's current model accurately predicts tuition revenue for the University. *Poster Session*	2:45pm-3:45pm *Atrium & Constellation Foyer* **Nasrin Fatima** Binghamton University **Tania Das** Binghamton University

Monday, November 14, 2016

Poster Sessions

Flavors of Retention: Evolving our Retention Database Data requests continue to become more complex and we are finding the need to move away from the traditional cohort reporting toward looking at a broader population of students with the ability to produce more fine-grained analyses. Our office inherited a longitudinal retention database that was narrowly focused. Through many revisions, forward thinking, and collaboration we have been able to develop a more broadly usable database that allows us to explore the needs of our campus. The database remains a work in progress and continues to evolve along with the requirements of the University and federal reporting. This session will provide an overview of our evolutionary process, where we have been and where we envision ourselves going. *Poster Session*	2:45pm-3:45pm *Atrium & Constellation Foyer* **Christine Lewis-Horton** University of Massachusetts Lowell
Undergraduate Student Internal Transfer Matrix The poster will present a visual interpretation of the pattern in which students (Fall Full-time First-time Cohort will be used as an example) tend to change majors comparing their major in their entering term to their major in the following Spring / next Fall. *Poster Session*	2:45pm-3:45pm *Atrium & Constellation Foyer* **Aashish Jain** University of Massachusetts at Lowell
Undergraduate Course DWF Rate Analysis The poster presents a visual interpretation of the DWF (Grades of D+, D, Withdrawal and F) rates of students in graded undergraduate courses over the past five years (the last five Fall and Spring terms in chronological order). *Poster Session*	2:45pm-3:45pm *Atrium & Constellation Foyer* **Aashish Jain** University of Massachusetts at Lowell
Defining and Analyzing Graduate Student Success Today, most institutions of higher education systematically and expertly analyze retention and graduation data for undergraduate students, using this data to inform and drive student success initiatives. But what about graduate students? Currently, IPEDS does not require student success outcomes data for graduate students and regional accreditors, such as NEASC, require very little in terms of reporting graduate student success. In this workshare, IR staff at a public master's university will share the process, analysis, and results of the first comprehensive study of graduate student success at the institution, including an analysis of retention and graduation rates and time to degree data by various demographic groups. *Poster Session*	2:45pm-3:45pm *Atrium & Constellation Foyer* **Kate McLaren** Bridgewater State University **Rebecca Mushet** Bridgewater State University **Morgan Hawes** Bridgewater State University

Poster Sessions

The Effect of Athletic Participation on Student Success Athletic programs contribute to school spirit and help build community, and provide valuable learning opportunities to learn life lessons. Disturbing trends toward greater differences between college athletes and other students in their academic achievement, choice of majors, and involvement in other aspects of collegiate life were identified by previous research. It has been increasingly recognized as a critical issue in our campus to examine the effect of varsity athletic participation on student success. The purpose of this research focused visual display is to examine the relationship, if any, that exists between varsity athletic participation and student success in undergraduate education. *Poster Session*	2:45pm-3:45pm *Atrium & Constellation Foyer* **Rita Xiaoyan Liu** Bucknell University **Kevork Horissian** Bucknell University
Consistent Success in American Baccalaureate Education This study of ~1900 primarily baccalaureate colleges and universities in the United States investigating two foundational issues. The first is the "Front Door" problem in American education (i.e., retention). The second is the "Back Door" problem (i.e., graduation rates). Five years of IPEDS data (2009 to 2013) were merged with Institutional Cohort Default rate data for 2012 from the Department of Education's Student Loan site so that an examination of the relatedness of retention and graduation rate categories have with Institutional Default rates. Institutional size was reformulated to also examine the question "Is a smaller institution really better at meeting the needs of students in terms of Retention and Graduation. *Poster Session*	2:45pm-3:45pm *Atrium & Constellation Foyer* **Douglas Flor** Rhode Island Community College
How do you define student success? A case study from Emerson This poster will show the results of surveying three groups (students, faculty, and staff) the same two questions – 1. How is student success defined at Emerson College? and 2. How do you define student success? We will use word clouds and charts to summarize the responses to these questions for each group. We also expect to use Venn diagrams to show areas of overlap. **We Did It! How We Increased Participation Rates** Our institution developed and implemented a plan to increase participation rates in the NSSE. Our rates increased from 25% to more than 40%. We also implemented a new course evaluation process which had a fall semester participation rate of about 94%, compared with 78% for the prior system. This poster will outline the methods used to achieve these improvements and will discuss what did/did not work. *Poster Session*	2:45pm-3:45pm *Atrium & Constellation Foyer* **Michael Duggan** Emerson College **Angela Carlson-Bancroft** Emerson College

Monday, November 14, 2016

Poster Sessions

A Study of Factors That Influence Nursing Student Completion Combining students' socio demographic information and their status of the online course evaluation completion might sound like a big project. However, this can be done as the completion status of the student course evaluation is generally available through the online course evaluation platform or system. This study followed Hatfield and Coyle's study (2013) and extended to a broader timeframe and student programs with a big dataset that combined the student socio-demographics and their course evaluation completion status in a complete academic year. Results will be shared with the factors affect the relationship between student course evaluation completion and their GPA, age, hours of credits taken, and program enrolled. *Poster Session*	2:45pm-3:45pm *Atrium & Constellation Foyer* **Lynn Chen** University of Maryland Baltimore
Moving Course Evaluations to a Business Intelligence System The University at Albany - SUNY is in the process of moving course evaluation reports to an OBIEE Business Intelligence system. This workshare will examine moving a fairly simple relational data base used to store results from historical paper-administered course evaluations to a data structure amenable to one or a few ETL steps. While tenure and promotion policies determine some aspects of presenting course evaluation data in a BI environment, there are new opportunities as we move beyond canned reports. The grunt work in moving the data set to Business Intelligence opens up new challenges, including data visualization for categorical and non-quantitative data, as well as initial prompt selection. *Poster Session*	2:45pm-3:45pm *Atrium & Constellation Foyer* **Laura Benson Marotta** University at Albany - SUNY
SAS Codes in the Quadrant Analysis of Satisfaction Survey Quadrant analysis is one of the popular methodologies used in analyzing the student satisfaction survey. A quadrant chart is designed to help the audience understand relationships between two factors - satisfaction and importance - affecting an issue. Technically speaking, there are 4 steps in quadrant analysis. They are a) obtain mean scores of importance and satisfaction for each question or issue, b) obtain median scores of importance means and satisfaction means, c) generate a quadrant chart, and d) perform quadrant analysis based on the quadrant chart. This poster will demonstrate SAS codes used in the first three steps, as well as the final quadrant analysis. *Poster Session*	2:45pm-3:45pm *Atrium & Constellation Foyer* **Robert Zhang** Chatham University

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Poster Sessions

Using Student Learning Objectives for Program Evaluation The poster will present an overview of how Student Learning Objectives can be used to help academic programs assess and improve their offerings. A case study of how one program developed, assessed and modified the goals and outcomes for their students will be presented. Using data collected over time, the faculty in the program assessed whether the graduates perceived that the program was meeting its intended goals. When deficiencies were noted, program modifications were made. The poster will present data that were used to help the faculty evaluate their program. *Poster Session*	2:45pm-3:45pm *Atrium & Constellation Foyer* **Joseph Ducette** Temple University **Bradley Litchfield** Temple University
Student Perception of Curriculum Changes in a Hybrid LIC Based on feedback from a variety of sources, TCMC re-designed the third year clinical experience, from a year-long Longitudinal Integrated Clerkship (LIC) to a hybrid LIC model comprised of half outpatient and half inpatient clinical training. This qualitative study uses focus groups to monitor the students' experiences in the new clinical curriculum. Two focus group interviews will be used to assess student experiences in the curriculum at the mid-point and again at the conclusion of the third year. Preliminary results from the mid-point group interview identified strengths as well as areas for continuous quality improvement. *Poster Session*	2:45pm-3:45pm *Atrium & Constellation Foyer* **Carien Williams** The Commonwealth Medical College **Erin Dunleavy** The Commonwealth Medical College
Faculty Workload Analysis using SAS Visual Analytics In this poster, we are going to introduce the SAS© VA application in the area of faculty workload. The measurement of number of hours in the classroom and number of students taught is considered as faculty workload. We will demonstrate the relationships among faculty rank, student credit hours, and faculty salary etc. using SAS Visual Analytics. We will also present the comparison between the traditional IR methods and Analytics methods for faculty workload project. From the comparison, it is easy to see the benefits of SAS VA - time-efficient, user-friendly, and powerful visualization. *Poster Session*	2:45pm-3:45pm *Atrium & Constellation Foyer* **Youyou Zheng** University of Connecticut **Sivakumar Jaganathan** University of Connecticut **Shika Kanwar** University of Connecticut

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Concurrent Sessions

Re-imagining Academic Program Review with Tableau Dashboards In this session we will tell the story of how our IR office improved institutional efficiency through the integration of a Tableau dashboard into a re-imagined academic program review process. Our partnership with academic leadership involved identifying a standard set of program performance metrics; designing a Tableau dashboard that easily identifies programs that do not meet the agreed-upon benchmarks; and rolling out the dashboards to academic leadership in nine colleges. In this session, we will provide an overview of the program review process. We will also demonstrate the Tableau dashboard and share the procedural and technical lessons learned from IR's involvement in the rollout of the new program review dashboard. *Workshare*	3:50pm-4:35pm *Columbia* **Nilay Sapio** Rochester Institute of Technology **Beth Prince-Bradbury** Rochester Institute of Technology **Joan Graham** Rochester Institute of Technology **Christine Licata** Rochester Institute of Technology
Observation of Team-Based Learning: Engagement and Group Dynamics In this session, I present results of a semester-long observational study focused on a team-based learning (TBL) course. Previous studies have relied on the use of survey and database data to assess the effectiveness of TBL. My study departed from this tradition and provides insights into how students engage (or not) in TBL courses. Attendees will gain insight into some of the unique data that institutional researchers can obtain through the use of observational methods *Contributed Paper*	3:50pm-4:35pm *Frederick* **Joshua Bittinger** University of Massachusetts Amherst
Staff Views of Student Barriers, Burdens and Help-Seeking This session presents on a conceptualization of student help-seeking and evidence investigating the barriers students face to successful college completion. This draws from research in multiple areas of college student help-seeking as well as research in public administration on "administrative burdens." Evidence will be drawn from qualitative interviews with university support staff, in order to facilitate student help-seeking behavior but to make it less necessary. Intended Outcomes: 1) Understand, apply and convey the conceptualization of help-seeking and burdens on their own campuses. 2) Understand the results of staff qualitative staff interviews presented. 3) Develop research questions and designs that address these issues. *Workshare*	3:50pm-4:35pm *Annapolis* **David Kaib** American University

Concurrent Sessions

Avoid IR Tunnel Vision: Discover Data Visualization Insights What if you could spend more of your day in institutional research conducting actual research? Or you could provide insights about your students you never thought to investigate? Faculty, staff and administrators hungry for information about their students can bombard an IR office with data requests, leaving little time for research. This session will discuss how Western Kentucky University uses a robust analytics and visualization solution to provide campus decision makers with the self-service reports they need to visually identify student trends -- even some they never expected to see -- while freeing up IR staff to conduct in-depth policy analysis and research. Learn how data visualization can significantly augment IR data. *Techshare*	3:50pm-4:35pm *Baltimore* **Tuesdi Helbig** Western Kentucky University **Gina Huff** Western Kentucky University
Transformative Experiences: More Than Meets the Eye One goal of a Tufts education is to provide students with "transformational experiences": experiences in or out of the classroom that fundamentally shifts how a student understands themselves or the world. Fostering such experiences is central to the mission of many colleges, be they through academics, service, ministry, or campus life. Yet how do we know if that goal has been met? If students endorse having been transformed, is it attributable to specific institutional action or to other forces? How does an institution respond to such information? We will explore how noble goals can be difficult to quantify and evaluate, and how IR staff and strategic planning staff can work together to measure such outcomes. *Workshare*	3:50pm-4:35pm *Chesapeake A* **Lauren Conoscenti** Tufts University **Emma Morgan** Tufts University
Improving Student Retention by Using Program-Specific Data Oftentimes, university-wide retention models are built using demographic and/or preexisting academic data (e.g., high school GPA or SAT scores) to predict whether or not a student is going to persist through his/her first few semesters. Most of the time these findings are generalized across the entire undergraduate population. Seldom has it seemed that department chairs are able to drill down their own students' hurdles to improve retention rates in their respective academic programs. This workshare will address the evolving practices of a retention committee, and special attention will be devoted to the committee's use of inferential statistics to predict program-specific student achievement. *Workshare*	3:50pm-4:35pm *Chesapeake B* **Bradley Litchfield** Temple University **Joseph Ducette** Temple University
Propensity Score Matching for Non-Experimental Settings The purpose of this practical session is to present how propensity score matching (PSM) may be used as an option to examine the effects of intervention/treatment in a non-experimental setting where the random assignment of subjects is not feasible. PSM is a technique often used to compensate for the lack of a control group and to allow the researcher to test the effects of a treatment. Using the SPSS-R plugin, this session will first introduce how to set up the PMS function in SPSS, and then demonstrate how to run the analysis using some of the commonly used statistical tests such as paired-sample t-test and chi-square test. Familiar research questions such as impacts of placement in particular courses on retention will be used as examples. *Workshare*	3:50pm-4:35pm *Douglass* **Chiaki Kotori** Lycoming College

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Concurrent Sessions

Improving Survey Data Quality Through Experimentation With help from a large and diverse group of colleges and universities over the past decade, the National Survey of Student Engagement has conducted various randomized experiments aimed at improving survey response rates and minimizing missing data. This session provides an overview of this effort and a summary of major findings. Attendees will gain a better understanding of various issues that could help with developing their own surveys, including smartphone optimization, email subject lines, progress indicators, survey page length, and using learning management systems for recruitment. *Workshare*	3:50pm-4:35pm *Camden/Lombard* **Shimon Sarraf** National Survey of Student Engagement / IU Center for Postsecondary Research **James Cole** National Survey of Student Engagement / IU Center for Postsecondary Research
(IR + IT) * AGILE = BI Success Miami University initiated a BI program 6 years ago. The program has evolved into a more agile, value driven, iterative, and collaborative partnership. The Director of IR and the Director of BI Center will share our experiences and sometimes conflicting perspectives by discussing lessons learned, what we wished we had known at the beginning and how we addressed our hardest issues. The result of the collaboration has been to successfully deliver projects related to Retention, Enrollment, Resource Management, and Program Review. Topics will span from staffing issues to strong client representation to going agile. Please join us to travel the sometimes humorous but always honest agile path to BI success. *Workshare*	3:50pm-4:35pm *Calvert/Pratt* **Denise Krallman** Miami University **Phyllis Wykoff** Miami University
Beyond End-of-Term Course Evaluations - How Live Formative Feedback Drives Student Success Relying on end-of-term course evaluations is critical for teaching and learning improvement and accreditation. However, many institutions notice that student engagement in the evaluation process decreases over time. This session will cover how live formative feedback can be used to complement summative assessment and help drive student success. *Exhibitor Presentation*	3:50pm-4:35pm *Charles* **Francois Beneteau** eXplorance

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Concurrent Sessions

Know Where They Go: Reporting Post-Graduation Outcomes This workshare panel examines how three institutions have approached collecting and reporting post-graduation outcomes and the impact of new standards from the National Association of Colleges and Employers (NACE) for the "First Destination Survey" on data collection and reporting protocols. Topics covered will include integration of data beyond alumni surveys, how the NACE construct of the "knowledge rate" may influence reported data, recommendations for promising practices and how institutional researchers accommodate these reporting needs while maintaining disciplinary expectations for data integrity. *Workshare*	4:45pm-5:30pm *Columbia* **Braden Hosch** Stony Brook University **Claire Goverts** The College at Brockport – SUNY **Jared Todisco** Marist College **Wendy Weiler** John Jay College of Criminal Justice
Predicting Fall to Fall Retention for Incoming Students Understanding student enrollment patterns is an important component of institutional research. Institutional research professionals can utilize statistical modeling techniques to identify student variables that have the largest impact on student outcomes. Low cost tools such as R or Python make it easy for IR professionals to build statistical models. In this session, we will discuss building a model in R, which variables were most important, and how to get the information to frontline staff in a low cost way. I will show how we merged data from our SIS to make a retention prediction, utilized exploratory data methodology to reduce variables down from 58 to 19, and create a classification model to make a student retention prediction. *Contributed Paper*	4:45pm-5:30pm *Frederick* **Dan Larson** Delaware Technical Community College
A Comprehensive Assessment of the Student Experience This session shares how one university addressed the need to better serve today's students. Participants will learn about a comprehensive institution-wide project called "Reinventing the Student Experience" (RiSE). Assessments included focus groups of students, faculty and staff; student journaling; senior management interviews and survey data. Participates will learn how we organized results using human-centered design and worked with units across campus to interpret results. Results are being used to change models of student support. Included will be information on a new philosophy of service, changes to advising and financial aid counseling, and the ways that units communicate with one another and with students. *Workshare*	4:45pm-5:30pm *Annapolis* **Karen Froslid-Jones** American University

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Concurrent Sessions

How to Transform Your Data into Dynamic Dashboards This session will focus on creating dashboards using both Excel and SAP Business Objects or the Colleague Solution, CROA. Dashboards have been used to display data including but not limited to strategic performance measures, survey results, course level data used for academic prioritization process, interactive fact book and benchmark IPEDS data. Excel topics of pivot tables, indexing and slicing will be demonstrated. The live dashboards in CROA will be shown to the audience as well. In addition to the technical aspects of the creation of the various dashboards, distributing the dashboards across campus involving access and training will be discussed. Interactive dashboards create time-saving alternatives to visually displaying data. *Techshare*	4:45pm-5:30pm *Baltimore* **Laura Sturgill** Eastern University
Leading For Change: Identifying Best Practices for Diversity This session will offer strategies for collecting and utilizing data to identify best practices that foster diversity in higher education. It will provide an overview of the process conducted by Bristol Community College through its participation in the Leading for Change Higher Education Diversity Consortium. The materials and tools that were utilized through this Consortium will be discussed along with the process to examine diverse practices for students and employees through the transparent use of data, benchmarks, and reflective practice. *Workshare*	4:45pm-5:30pm *Chesapeake A* **Angelina O'Brien** Bristol Community College
Saving Time with Business Intelligence With the rise of evidence based decision making and increased external reporting requirements, IR offices are frequently inundated with data requests. The time spent processing, cleaning, and validating these requests can prevent IR offices from getting to the projects they really want to work on. This presentation will show how Prince Georges Community College is addressing this challenge by moving to a business intelligence based reporting system. Real examples will be shown of newly created state and IPEDS reports, as well as the interactive college fact book. *Workshare*	4:45pm-5:30pm *Chesapeake B* **James Dick** Prince George's Community College
Models for Attrition After the First Two Years of College This workshare presents predictive models for student attrition after the first two years of college, built using Rapid Insight Analytics software. It includes discussion of the project's background and goals, selection of variables, data preparation, and model building. Differences emerged for the impact of academic, financial, and demographic factors on attrition after each of the two years. Pre-college academic measures had limited value for predicting attrition after the first year; demographic and financial factors and performance in first-year courses contributed more to the model. First year academic performance and financial variables, including changes in need and grants between the two years, made the largest contributions to the second year attrition model. *Workshare*	4:45pm-5:30pm *Douglass* **Kathleen Keenan** Massachusetts College of Art and Design

Monday, November 14, 2016

Concurrent Sessions

Better Informed Academic Planning Using Student Flow Models	4:45pm-5:30pm *Camden/Lombard*
The analytics team in the UB College of Arts and Sciences developed an information system that tracks the path that each individual student takes during their career, then delivers visualizations to help understand key changes that occur. The system includes a custom dataset with tools for analytics and visualization. Twenty years of data are combined from disparate sources to build the dataset. Analytics tools combine this extensive dataset in countless ways to gain detailed understanding of relationships among various metrics. Most critically, the visualization tools then allow for dynamic viewing of patterns in the raw flow or analytics data to "see" what has happened and help plan for pre-emptive actions to reverse problematic patterns.	**Brian O'Connor** University at Buffalo
Workshare	
Using Clearinghouse Data to Answer Institutional Questions	4:45pm-5:30pm *Calvert/Pratt*
National Student Clearinghouse (NSC) info can be used in a variety of ways to support policy and decisions. I will broadly review 3 reports that can be modified to answer your school-specific questions. These reports focus on prospective students (admitted/didn't enroll); current students (progression & completion, including concurrent enrollment); and graduates (further education, type of degree earned). Data can be cut in numerous ways (Major/Division, Aid etc.) and can be used to show trends. This data has been used by Swarthmore VP, Deans, Directors, and Faculty in decision making, grant reporting, & peer reviewed research. I will use example data to discuss various types of projects and decision points.	**Pam Borkowski-Valentin** Swarthmore College
Workshare	
Institutional Effectiveness in Three Steps: Plan it. Improve It. Prove it.	4:45pm-5:30pm *Charles*
It's easy to get lost in today's climate of accountability overload, but there is a simple path to institutional effectiveness: plan it, improve it, and prove it. Leaders of higher education institutions across the country are working to meet requirements given by the federal government, state entities, and accrediting agencies. Common requirements of these entities are to provide evidence of student learning or success, while demonstrating that a continuous improvement culture of strategic planning and assessment is supporting these outcomes. Administrators strive to develop processes to ensure that all these requirements are met, but getting everyone aligned and working together can be challenging. Learn how to integrate strategic planning, budgeting, assessment, and accreditation efforts while bringing the stakeholders at your institution together to collaborate about institutional effectiveness in this short but informative session.	**Crystal Braden** Strategic Planning Online **Dr. Steve Thorpe** Widener University
NEAIR Member & Exhibitor Presentation	
Monday Evening Dinner Groups *Sign-ups at the Registration Table.* *Enjoy networking with your colleagues.*	6:30pm Hyatt Regency Hotel Lobby

Tuesday, November 15, 2016

CONFERENCE INFORMATION DESK	7:30:00am-11:00pm *Atrium*
CONSTELLATION CONTINENTAL BREAKFAST We encourage attendees to have breakfast prior to participating in Special Interest Groups.	7:00am-8:45am *Constellation Ballroom A & B*

Special Interest Groups

NEAIR Grant Opportunities NEAIR has numerous grant opportunities available to members to help support their professional development, like attending the AIR Forum, attending a conference outside of IR to expand one's knowledge and skill sets, or to fund a research project. Join members of the Grants Committee to learn about these opportunities and how to apply for them! *Special Interest Group*	7:45am-8:30am *Columbia* **Shannon Lichtinger** Howard Community College **Tiffany Parker** Mt. Wachusett Community College
R for IR R - a free software environment for data analytics - is a powerful tool for the IR community. Whether you are a new user or an R master, join us to discuss some of the many uses of R in our work. From data cleaning to automating reports to creating dynamic data visualizations, come share your own projects and gain ideas from others. This SIG is also an opportunity to connect with other R users to share code and plan collaborative projects. *Special Interest Group*	7:45am-8:30am *Frederick* **Emma Morgan** Tufts University **Kathryn Aloisio** Smith College
Higher Education Effectiveness Open discussion about the the evolving role of Institutional Research and its impact on and in Institutional Effectiveness. *Special Interest Group*	7:45am-8:30am *Annapolis* **Alan Sturtz** Connecticut State University, Emeritus **William Knight** Ball State University
IR Offices in Special Focus Institutiuons A SIG for IR practitioners from special focus institutions such as schools of art/design/music, law, health/medicine, engineering, etc. Come together for an opportunity to discuss shared experiences and challenges related to specialized accreditation, assessment, reporting/analysis, and IR operations in small institutions. Get to know your colleagues in the NEAIR region working at institutions like yours. *Special Interest Group*	7:45am-8:30am *Baltimore* **Christopher Vinger** New York School of Interior Design **Sharon Kramer** Berklee College of Music

Tuesday, November 15, 2016

Special Interest Groups

US NEWS Best Colleges Update Discussing the latest and upcoming developments regarding U.S. News & World Report's education rankings, following September's 2016 Best Colleges release. *Invited Speaker*	7:45am-8:30am *Chesapeake A* **Robert Morse** U.S. News & World Report
Faculty Compensation Survey: New Directions and Results The AAUP Faculty Compensation Survey is the premier tool for exploring full-time faculty salary and benefits at two- and four-year colleges and universities, with more than 1,000 institutions from all fifty states participating annually. This session will offer a brief overview of the Survey, its value to institutions, proposed new initiatives, and an opportunity for prospective and current participants to explore future directions with Survey personnel. The session will conclude with a demonstration of the new results portal, which offers substantial advantages to institutional researchers over prior years, where results were static. Specifically, through the results portal, users may query data and export visualizations. *Special Interest Group*	7:45am-8:30am *Chesapeake B* **John Barnshaw** American Association of University Professors **Samuel Dunietz** American Association of University Professors
Women of Color in IR A gathering to exchange contact information and ideas to support women of color new to the profession and those who have established careers. A conference call line will be available for those who cannot attend NEAIR but want to listen in *Special Interest Group*	7:45am-8:30am *Douglass* **Nancy Becerra Cordoba** Trinity College **Ann Marie Russell** Bates College
Catholic Higher Education Research Cooperative (CHERC) CHERC, the Catholic Higher Education Research Cooperative, is an organization for IR professionals and others involved in research issues common to Catholic higher education. We will discuss upcoming events like the annual CHERC forum in April 2017, the ACCU Student Survey initiative, as well as trying to get more folks involved in the leadership of CHERC. All current members and those interested in learning more about the organization are invited to attend. Please plan on attending and seeing your CHERC friends. *Special Interest Group*	7:45am-8:30am *Camden/Lombard* **Peter Feigenbaum** Fordham University
Social Media - SIG Join colleagues to discuss social media (SM) in higher education. Attendees should come prepared to talk about how they use SM, how their institutions use (or do not use) SM, and how SM is used in higher education. This SIG is open to anyone with an interest in SM from newcomers to experts. *Special Interest Group*	7:45am-8:30am *Calvert/Pratt* **Shawn LaRoche** Mount Wachusett Community College **Claire Goverts** The College at Brockport - SUNY

Tuesday, November 15, 2016

Special Interest Groups and Concurrent Sessions

Longitudinal Delaware Cost Study Data & Program Efficiency The Higher education Consortia has developed a structural equation model latent growth curve analysis to identify change that has occurred among academic disciplines using historical data from the 20 years of the Delaware cost study. We will discuss a path diagram that is a first draft of the model. Peer groups will be selected from the individual departmental growth curves using a cluster analysis. Each identified peer group will then be examined using data envelopment analysis (DEA) to produce an efficiency frontier and profile with respect to specific input and output variables. Having our participant's perspective on this project will be very important as we progress to completion and implementation. *Special Interest Group*	7:45am-8:30am *Charles* **Tom Eleuterio** Higher Education Consortia at the University of Delaware **Ti Yan** University of Delaware
Implementing a Predictive First-Year Student Retention Model Student retention efforts are increasingly important at Roger Williams University, as is the case for many institutions. In order to support these efforts, we are currently in the process of implementing a predictive model for first-year student retention developed by Serge Herzog at the University of Nevada, Reno. This workshare will: 1) present the steps involved in applying the logistic regression model in SPSS; and 2) share our lessons learned from the process, including the greatest challenges we faced and how we addressed them. Participants will gain a better understanding of predictive modeling of student retention, as well as practical insight into implementing a model at their own institutions. *Power Panel Talk*	8:40am-9:25am *Columbia* **Veronika Ancukiewicz** Roger Williams University **Megan F. Ryan** Roger Williams University **Jennifer L. Dunseath** Roger Williams University
Multiple-Measures Placement and Student Academic Success The session will focus on the quantitative phase of a mixed-method study that investigates the relationship between student academic success and a multiple-measures placement process implemented at a community college. The presenter will discuss and seek feedback on the qualitative phase of the study, which involves interviews with academic advisors' to explore their perceptions and expectations of the placement process. The attendees will learn why and how the college switched from exclusively using a single high-stake assessment test to a multiple-measures placement process, and discuss the quantitative findings' implication on the effectiveness of the multiple-measures placement process. *Power Panel Talk*	8:40am-9:25am *Columbia* **Laura Qin** Three Rivers Community College
Performance of 1st-Generation College Students Many colleges and universities are interested in the performance of their 1st-generation students. At the U.S. Military Academy at West Point, we harbor the same interest. We examined admissions demographics and the performance of our 1st-generation students to look at potential areas of need, such that our student assistance programs can be used or developed to help them. We are also considering the efficacy of using 1st-generation status for admissions purposes. *Power Panel Talk*	8:40am-9:25am *Columbia* **Vincent Lan** West Point

Tuesday, November 15, 2016

Concurrent Sessions

Developing a Comprehensive Measure of Faculty Activity This session will focus on research conducted during Stage 1 of the Faculty Activity Trifecta (FACT) Study, in which we are working towards developing a comprehensive measure of disciplinary instruction, scholarship, and service. Stage 1 consists of interviews with chairs and directors at public-institutions discussing the usefulness of and apprehension about measuring faculty activity. Attendees will be presented with the major themes that emerged during those interviews along with an analysis of how data can be used responsibly to inform how we measure faculty activity. Additionally, attendees will have the opportunity to engage in a necessary discussion about ethical data collection and data-driven decision making. *Contributed Paper*	8:40am-9:25am *Frederick* **Jennifer Snyder** University of Delaware
Undeclared No More: Effects on Admission, GPA and Retention Beginning in the fall of 2015, the campus no longer allows first-year students to enter without a declared major (historically, about 25% of the entering class). In the past, students enrolled as undeclared majors by choice, or were placed there if they were denied admission into a restricted program. All undeclared students now join the new Exploratory Track (ET) Program and are placed in one of eight academic advising tracks designed to help them find the best major for their interests and aspirations. We will share the effects on admissions, GPA, major declaration and retention after the first year as compared to previous years when students entered as undeclared. *Workshare*	8:40am-9:25am *Annapolis* **Krisztina Filep** University of Massachusetts Amherst **Edmund Melia** University of Massachusetts Amherst **Marilyn Blaustein** University of Massachusetts Amherst
Enrollment Projections, Politics, and Off-site Locations A method used to project the impact of opening and expanding a branch campus on student enrollment will be shared. It will include financial considerations, as well as the political maneuvering necessary when presenting sensitive information to stakeholders with competing agendas. The way in which this information was disseminated and its impact on decision making will also be discussed. The presentation style will be conversational questions and comments from the audience will be encouraged throughout the workshare. *Workshare*	8:40am-9:25am *Baltimore* **Ingrid Skadberg** Quinsigamond Community College
IPEDS Update: Focus on Changes for 2016-17 and 2017-18 The National Center for Education Statistics will present an update on 2016-17 and 2017-18 approved changes to the Integrated Postsecondary Education Data System (IPEDS) *Invited Speaker*	8:40am-9:25am *Chesapeake A* **Richard Reeves** **Bao Le** **Imani Stutely** National Center for Education Statistics

Tuesday, November 15, 2016

Concurrent Sessions

Benchmarking Community College Costs Decreasing state funding, pressure to reduce tuition costs, declining enrollment, performance funding, and the "free" community college movement have all contributed to a climate of increased internal needs and external demands on college finances. You need to know your costs and how they compare to other community colleges' costs before you can improve productivity, decrease spending without impacting student success, and reallocate your $ based on your priorities. This session will present data from several benchmarking projects that focus on community college costs and illustrate how this type of data can assist in decision-making. *Workshare*	8:40am-9:25am *Chesapeake B* **Michelle Taylor** National Higher Education Benchmarking Institution
Approaches for Tracking Graduate Student Career Paths At Tufts University, graduate students represent a key group in the university population. As such, the assessment of graduate student career outcomes plays an important role in recruiting prospective students, developing and supporting strategic plan initiatives, and making curricular changes. This workshare will discuss the particular challenges associated with the collection and analysis of graduate student career outcomes data and will explain some of the approaches that are currently being adopted at Tufts to address these challenges. In this session, I hope to initiate a conversation with other institutional researchers about strategies for collecting, categorizing, and analyzing graduate student outcomes data. *Workshare*	8:40am-9:25am *Douglass* **Rebecca Hatch** Tufts University
Making Thematic Maps and Census Data Work for IR Incorporating mapping software and Census data as tools in institutional research can be a daunting proposition. However, there are some relatively simple and straightforward techniques to diminish the learning curve. Starting with a list of location coordinates (derived from street addresses), this presentation provides a step-by-step guide on using Arc GIS software and data from the Census Bureau to map the distribution of addresses across the country and to produce a demographic profile of the neighborhoods represented by those addresses. The results are a choropleth map (color gradations) and an underlying dataset containing neighborhood summary data on age, income, gender, level of education, etc. *Techshare*	8:40am-9:25am *Camden/Lombard* **Jason Martin** Swarthmore College

Tuesday, November 15, 2016

Concurrent Sessions

### Using Comparative Data for Institutional Improvement Comparative data from benchmarking sources can be integrated to guide decision-making, strategy, and continuous process improvement at community colleges. Using a case study approach, attendees will learn how to leverage benchmarking sources, as well as demographic, economic, and regional indicators, to identify high-performing institutions in order to understand the practices that have made those institutions successful within a similar context as one's own college. The Aspen Institute's conceptual framework for creating peer groups, community college benchmarking sources, and mixed-method approaches to developing a set of peer/aspirant institutions will be discussed. *Workshare*	8:40am-9:25am *Calvert/Pratt* **Shannon Tinney Lichtinger** Howard Community College
### How The Culinary Institute of America Uses SurveyGizmo to Perform Surveys Collecting feedback is an essential part of increasing engagement and improving the learning experience. But how do you make sure that students share their feedback? By using simple-to-use online survey software. SurveyGizmo offers highly sophisticated features that can simplify the respondent's task and automate tasks performed by the survey admin. *NEAIR Member & Exhibitor Presentation*	8:40am-9:25am *Charles* **Melissa Langworthy, Ph.D.** SurveyGizmo **Betsy Carroll** The Culinary Institute of America
### A Collaborative Approach to Post-college Outcomes Assessment This workshare provides a description of how the College of Staten Island's IR office in collaboration with offices and academic departments improved post-collegiate outcomes data collection and reporting by integrating separate graduating student and placement surveys with UI and National Clearinghouse resources. Ongoing efforts to improve response and knowledge rates and streamline the process of data merging by collecting an ID field and pre-slugging mailed paper surveys will be covered. Participants will be provided a survey and data workflow schema and examples of surveys and report templates for internal and external stakeholders guided by NACE guidelines and recommendations from the Post-Collegiate Outcomes Initiative. *Workshare*	9:35am-10:20am *Columbia* **Sam Michalowski** The College of Staten Island **Tara Mastrorilli** The College of Staten Island **Barbara Cohen** The College of Staten Island

Tuesday, November 15, 2016

Concurrent Sessions

Optimizing IR's Business Processes Using a Tableau Datamart Since 2015, UMass Lowell's IR team has collaborated with our colleagues in Information Technology to build an Analytical Datamart. Housed on Tableau Server, we're now able to provide an enterprise solution for our campus that allows our academic leadership to interrogate the data for themselves; it also allows us to answer the questions sent our way more quickly, and with more in-depth analysis. What we didn't expect to come out of this project was the significant overhaul of our day-to-day and standard reporting that our Tableau Datamart has given us. This Workshare will explain how we've been able to optimize many of our internal processes and reports, along with building a new, blended model of data responsibilities with our IT group. *Workshare*	9:35am-10:20am *Frederick* **Julie Alig** University of Massachusetts Lowell
Counting Community Engagement: A Process for Data Collection Part of most public universities' missions is to be a beacon of public service and community engagement through partnerships with community organizations, providing in-kind services as well as student, staff and faculty resources. Data regarding community engagement efforts are often requested for legislators and other government entities, required for external reporting and surveys, and desired by university stakeholders such as donors, alumni and the general public. This session demonstrates how one large research institution tackled the tasks of defining what counts as community engagement and developing a systematic means of collecting community engagement data, to better document the university's contributions to the community. *Workshare*	9:35am-10:20am *Annapolis* **Gina Calzaferri** Temple University
Using Machine Learning Techniques to Do Prediction in IR This Techshare will demonstrate the use of selected machine-learning techniques that can be applied to common prediction and classification problems with which institutional research offices sometimes grapple. Methods such as decision trees, random forests, and support vector machines will be contrasted with commonly used statistical techniques such as linear and logistic regression. All example data and code will be made available to attendees for adaptation and application to projects on their own campuses. *Techshare*	9:35am-10:20am *Baltimore* **Jason Casey** University of Notre Dame

Tuesday, November 15, 2016

Concurrent Sessions & Invited Speakers

Assessing Organizational Competitiveness Using IPEDS Data Using 2014 IPEDS data, this study analyzes the competitive positions of private non-profit research universities in the United States. The competitiveness evaluation model is based on the bond rating methodology used by Moody's Investor Services which includes the following dimensions: 1) Market Position, 2) Operating Performance, and 3) Wealth and Investment. The intended outcomes of this presentation are: 1) introduces the concept of competitiveness benchmarking; 2) uses publicly available data from IPEDS and provides an economically viable approach to comparative analysis; and 3) develops a tool for IR offices to inform campus leaders of their organization's relative competitive positions. *Workshare*	9:35am-10:20am *Chesapeake A* **Henry Zheng** Lehigh University
Does Grit Predict Retention? Launching a Longitudinal Study St. Mary's College of Maryland offers a program to support the retention, graduation, and success of students typically underrepresented in higher education. The IR office is studying the role that grit plays in retention of participants based on extensive research showing that increased levels of grit can predict retention in a variety of settings. This session will provide background on literature about grit and retention, and an overview of our longitudinal study that seeks to determine if grit can predict retention at St. Mary's. Attendees will learn about the program, understand literature about the relationship between grit and retention, and explore how this can be used to improve retention. *Workshare*	9:35am-10:20am *Chesapeake B* **Michelle DiMenna** St. Mary's College of Maryland
The Redesigned SAT: Pilot Predictive Validity Study The College Board conducted a pilot predictive validity study to provide colleges and universities with information about the relationship between the redesigned SATÂ® and college grades. Fifteen four-year institutions were recruited to administer a pilot for of the redesigned SATÂ® to first-time students before sitting in their first college class. Attendees of this session will take a dive into the results of the pilot validity study and come away with ideas on what research can be done with their own institution. *Invited Speaker*	9:35am-10:20am *Douglass* **Peter-Greg Sison** The College Board **Rene Rosa** The College Board
Benchmarking and Beyond: Delaware Cost Study & New Direction The Higher Education Consortia as stewards of the Delaware Cost Study data has collaborated in three research projects to extend bench-marking. The first focuses on establishing workload expectations and projecting the number of faculty needed for programs in public research universities. The second uses longitudinal data from two decades of the cost study to examine cost drivers and productivity across disciplines. The third developed in light of public concern about the work done by faculty is a renewed effort to understand how faculty spend their time both inside and outside of the classroom. The Faculty Activity Trifecta (FACT) study will allow analysis of faculty activity at the discipline-level. *Workshare*	9:35am-10:20am *Camden/Lombard* **Tom Eleuterio** University of Delaware

Tuesday, November 15, 2016

Concurrent Sessions

Forging IR Leadership When New BI Tools Come to Campus The adoption of new business intelligence (BI) tools that can put data into the hands of more people on campus may result in faster reporting, more evidence based decisions, and engage other university staff in analysis. However the expertise of Institutional Research (IR) offices with respect to campus data needs is critical to the successful implementation and use of such tools. A limited IR leadership role can lead to challenges with data governance, analysis and interpretation, and reporting roles and responsibilities. This session will provide lessons learned and strategies utilized by the IR office at American University to establish a larger and more respected role in implementing new BI applications. *Workshare*	9:35am-10:20am *Calvert/Pratt* **Robin Beads** American University
Data Visualization and Exploration for Institutional Research See how other educational institutions are using SAS! This demonstration using SAS® Visual Analytics will show you how to explore relevant data quickly and easily. You can look at large amounts of data, uncover hidden opportunities, identify key relationships, and make more precise decisions faster than ever before. You will learn how self-service, ad hoc visual data discovery and exploration put lightning-fast insights within everyone's reach. Whether you're an institutional researcher with limited technical skills, a statistician, or a data scientist, powerful analytics are at your fingertips with absolutely no coding required. Sophisticated analytics, including decision trees, on-the-fly forecasting, and scenario analysis, are seamlessly integrated with ease-of-use features such as auto charting, "what does it mean" pop-ups, and drag-and-drop capabilities. *Exhibitor Presentation*	9:35am-10:20am *Charles* **John Berry** SAS **Courtney Verska** SAS
A TASTE OF BALTIMORE FARE-THEE WELL BREAK AND EXHIBITOR RAFFLE Enjoy some parting treats as well as try to win a "$300 Visa Gift Card" during the exhibitor raffle which will happen around 10:50am.	10:20am-11:00am *Constellation Foyer and Atrium*
CLOSING PLENARY ADDRESS **One Tale of Three: Your Institution's Data, IPEDS, and Research** As mounting pressure of accountability and increasing demands by the US Department of Education, come here these three tales of how the National Center for Education Statistics uses your Institution's data submitted through the IPEDS surveys and how the research division uses and plans to use data submitted by institutions. *Plenary*	11:00am-12:00pm *Constellation AB Ballroom* **Richard Reeves** National Center for Education Statistics

Tuesday, November 15, 2016

Conference Closing Raffle

Closing Conference Raffle **The 2016 NEAIR Conference Team sincerely thanks our members for joining us in Baltimore!** The 2017 NEAIR Conference Team looks forward to seeing you in Jersey City, NJ. Annmarie Senior 2016-17 NEAIR Current President Allison Walters 2017 Conference Program Chair Wendy Weiler 2017 Associate Program Chair Jane Zeff 2017 Local Arrangements Chair	12:00pm-12:30pm *Constellation AB Ballroom*
Steering Committee Meeting & Lunch **By Invitation Only**	1:00pm-3:00pm *Chesapeake A*

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Built specifically for institutions, U.S. News Academic Insights is the best benchmarking tool available in Higher Education. Academic Insights provides schools the ability to quickly analyze their relative position to other institutions based on single data points or ranking criteria. Peer group creation can be generated based on manual school selection or by ranking cohort. Through a variety of visualizations, the platform clearly shows how your institution compares to others over time. The platform also offers access to our Download Center, where users can quickly download datasets for their own analysis.

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The Higher Education Research Institute (HERI) is one of the premier educational research and policy organizations in the country. Housed at UCLA, the nonprofit institute is an interdisciplinary center for research, evaluation, information, policy studies, and research training in postsecondary education. HERI administers the Cooperative Institutional Research Program (CIRP), the nation's largest and oldest empirical study of higher education, with data collected from over 15 million students at more than 1,900 colleges and universities since 1966. CIRP consists of the Freshman Survey, Your First College Year survey, Diverse Learning Environments survey, College Senior Survey, and the triennial HERI Faculty Survey.
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Since its inception in 2005, the Academic Analytics Database has contained more information on professional honors and awards in higher education than any other single source in existence. The 2014 database includes 5,173 honorific awards from 821 governing societies with 3,979 awards from 674 societies. Using this rich resource on faculty research activity, analysts at Academic Analytics have developed tools which analyze and describe the characteristics of individuals who have won disciplinary awards. This SIG will discuss the tools and methods used for identifying faculty on campus for national disciplinary awards.

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THE WORLD UNIVERSITY RANKINGS
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The Times Higher Education™ World University Rankings, founded in 2004, provide the definitive list of the world's best universities, evaluated across teaching, research, international outlook, reputation and more. The inaugural Wall Street Journal/Times Higher Education College Ranking constitutes a comparative assessment of 1,000+ US universities and colleges. THE's rankings are trusted by governments, universities, parents, and students. THE has launched THEDataPoints to provide universities with the data underlying the rankings. In addition to benchmarking, DataPoints speaks to a school's global academic reputation, value of a degree, students' opinion of engagement and learning on their campus, and employer reputation.

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