



North East

Association for

Institutional Research

23rd Annual Conference

Princeton, 1996

**Thoughts of One's Own:
Innovative Leadership in
Institutional Research**

November 16-19, 1996

Final Program

1995-96 NEAIR Officers

President: Ellen Armstrong Kanarek
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Brenda Bretz (Ex-officio)

1996 Conference

Program: Barbara H. Palmer
Local Arrangements: Eleanor Swanson
Publications: Corby A. Coperthwaite

1997 Conference

Program: Denise Krallman
Local Arrangements: Robert Yanckello

NEAIR 23rd Annual Conference Program

Sunday, November 17 continued

<p>9:00 a.m. - noon Library</p> <p>Mary Ann Coughlin Professor of Research & Statistics</p> <p>Springfield College</p>	<p>Statistics for Institutional Research, Part 1</p> <p>In Part 1 the very basic ideas in statistics will be covered in a way useful as an introduction or as a refresher to statistics. Descriptive statistics, sampling and probability theory as well as the inferential methods of chi square, t-test, and Pearson's r will be covered. May be taken with or without the follow-up advanced workshop.</p> <p>Workshop</p>
<p>Noon - 1:00 p.m.</p>	<p>Buffet lunch in Ship's Room for Sunday workshop participants. Tickets required.</p>
<p>1:00 - 3:00 p.m. Colonial/University</p> <p>Linda Winkler Director of Institutional Research</p> <p>Mount Saint Mary's College</p> <p>John Biter Director of Institutional Research</p> <p>St. Bonaventure University</p>	<p>Catholic Colleges and Universities</p> <p>Representatives of Catholic colleges and universities are invited to share experiences and common concerns and to plan activities of mutual benefit.</p> <p>Special Interest Group</p>
<p>1:00 - 4:00 p.m. Nassau A/B</p> <p>Linda Suskie Assistant to the President for Special Projects</p> <p>Millersville University</p> <p>CANCELLED</p>	<p>Questionnaire Survey Research: What Works</p> <p>This workshop serves as an introduction to planning and designing an effective paper-and-pencil survey. Topics to be discussed include planning the survey, the pros and cons of various question formats, and ensuring adequate validity and reliability and a high response rate. Visual presentations will be supplemented by group exercises and discussion.</p> <p>Workshop</p>
<p>1:00 - 4:00 p.m. Library</p> <p>Mary Ann Coughlin</p> <p>Springfield College</p>	<p>Advanced Statistics for Institutional Research</p> <p>This workshop will deal with advanced issues in inferential statistics. Topics such as Analysis of Variance, Factor Analysis, Multivariate Regression, and Logit/Probit models will be covered and contrasted with other statistical tools and techniques. A case study approach will be used illustrating applications of these statistical techniques in institutional research. SPSS running on a PC will be used for this workshop. Open to those who have completed the introductory workshop on Sunday morning, or who have an equivalent background.</p> <p>Workshop</p>

NEAIR 23rd Annual Conference Program

Monday, November 18

8:00 - Noon	Conference Registration continues in the Nassau Foyer
7:45 - 8:45 a.m.	Breakfast in the Ballroom; Concurrent At-Your-Service Sessions and Special Interest Groups
7:30 - 8:45 a.m. Princeton University Faculty Club Kathleen Kern Bowman Research Associate COFHE *****	COFHE Breakfast A chance for COFHE schools to share ideas and concerns. Special Interest Group Two-Year Colleges Problems, concerns and issues for the IR function in two-year colleges will be shared in an informal setting. Concerns about the impending IPEDS GRS-2 survey will be a key discussion topic. Special Interest Group
8:00 - 8:45 a.m. Table 2 Alan J. Sturtz Director of Institutional Research, Planning and Assessment Gateway Community-Technical College *****	SUNY AIRPO Agenda includes marketing strategies that don't hurt one another; SUNY Central assistance and the Federal Graduate Rate Survey. Special Interest Group
8:00 - 8:45 a.m. Table 3 Marlene Arno Director of Institutional Research Erie County Community College *****	NJAIR Topics to be covered include discussion of the steering committee's proposal for formalizing the organization of NJAIR and planning for the third annual spring meeting of NJAIR.
8:00 - 8:45 a.m. Table 4 Eleanor Swanson Director of Institutional Research Monmouth University	

NEAIR 23rd Annual Conference Program	
Monday, November 18 continued	
<p>9:00 - 9:45 a.m. Colonial/University</p> <p>Barbara Sadowski Director of Planning and Institutional Research</p> <p>Marie Huester Charlotte Woodward</p> <p>Marywood College</p>	<p>Fueling an Executive Information System</p> <p>We will provide an overview and details of how institutional research at Marywood College creates and maintains documents and reports for an EIS. Information on how mixed clients access these reports, the types of information shared, security concerns and legal issues concerning information storage will be shared.</p> <p>Workshare</p>
<p>9:00 - 9:45 a.m. Ships Room</p> <p>Susan G. Broyles IPEDS Project Director</p> <p>Roslyn A. Korb Program Director</p> <p>National Center for Education Statistics</p> <p>NEW SESSION</p>	<p>New to IPEDS: Graduation Rate Survey</p> <p>This presentation will address the anticipated changes in the IPEDS data collection for 1996 and 1997 for the Graduation Rate Survey (GRS). NCES expects to pilot test the new survey this fall and implementation is planned for 1997. NCES will report on the development of the survey instruments, the current status of the pilot study, and review all versions of the forms.</p> <p>Audience participation is encouraged to discuss the institutional perspective, especially how the new forms will be dealt with at the institutions.</p>
<p>9:45 - 10:00 a.m.</p>	<p>Break in the Nassau Foyer</p> <p>NEAIR is grateful for the support of its vendors. Be sure to visit their exhibits to learn about the latest products to enhance your office productivity and effectiveness.</p>

NEAIR 23rd Annual Conference Program

Monday, November 18 continued

10:00 a.m. - noon
Nassau A/B

J. Fredericks Volkwein,
Director of Institutional Research

Shaukat M. Malik
Lu Chen

SUNY-Albany

Studies in Autonomy and Effectiveness

The Dynamics of State Regulation and Administrative Flexibility

This is a four-part study, supported by NEAIR, that investigates the dynamics of state regulation and administrative flexibility. The study first measures the academic, personnel and financial dimensions of state regulation, as well as the changes that have occurred since 1983. Second, the study examines the relationship between regulation and various state characteristics, and tests the hypothesis that state characteristics have an effect on the level of flexibility granted to university campuses. Third, the research analyzes the relationship between regulation and campus characteristics, and tests the hypothesis that administrative and academic controls are stimulated by campus characteristics or behavior. Fourth, the research analyzes the relationship between state regulation and the levels of satisfaction among those campus managers who theoretically might be impacted by regulation.

Research Paper

Correlates of Autonomy and Institutional Effectiveness in NYS Community Colleges

A two-part study of the change in autonomy of the community colleges of the State University of New York as a result of recent legislation, and the perceived relationship between autonomy and selected measures of institutional effectiveness.

Research Paper

Moderator: Kent W. Smith, Institutional Researcher, Trinity College

This work is supported in part by the NEAIR Research Grant Program.

Anita Voogt

Dutchess Community College

J. Fredericks Volkwein

SUNY-Albany

NEAIR 23rd Annual Conference Program

Monday, November 18 continued

10:00 a.m. - noon
Colonial/University

10:00 - 10:30
Alan J. Sturtz
Director of Institutional Research,
Planning & Assessment

Gateway Community-Technical
College

10:40 - 11:10 a.m.
Keith J. Guerin
Director of Institutional Research
& Planning

County College of Morris

11:20 - 11:50 a.m.
Stephen W. Thorpe
Director of Institutional Research

La Salle University

Institutional Research to Anchor Institutional Policy

Placement Test Scores and Student Persistence: Institutional Considerations for Ability to Benefit

This study tracks all new students who entered Gateway Community-Technical College since fall 1987 who were recommended for and enrolled in developmental English as the result of a standardized placement test. The focal hypothesis is that, with due consideration to "Ability to Benefit," students who test below a given level may not receive satisfactory grades in the course and may leave the college. This analysis can provide vital decision support for academic advising and course development, and scheduling and institutional policy formulation.

Research Paper

Measuring the Effects of Basic Skills Policy Changes: A Multivariate Comparison of Apples and Oranges

In 1994 the New Jersey Department of Higher Education was abolished. The new governor granted colleges greater autonomy in establishing policies for remedial course requirements. This paper examines the effects of eliminating objective tests for placement, and the replacement of four remedial courses with one. Retention rates, GPAs, and performance in specific college credit courses are examined for three first-time cohorts to assess the outcome of these changes.

Research Paper

IR Influence on Marketing and Pricing Policies: First-time Graduate Student Inquiries -- Why Don't They Apply?

Institutions of higher education are expanding recruitment efforts to increase the numbers of part-time adult students. This paper presents the findings of a market research study to investigate why potential, part-time graduate students were not applying for admission. This project demonstrates the role institutional researchers can play as internal consultants.

Research Paper

Moderator: Kathleen Keenan, Director of Institutional Research,
Massachusetts College of Art

Noon - 1:15 p.m.

Business Luncheon in the Prince William Ballroom

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Monday, November 18 continued

<p>1:30 - 2:15 p.m. Colonial/University</p> <p>Bob Adebayo Director of Institutional Research and Planning</p> <p>Ohio State University at Newark</p>	<p>Academic Survival Needs of Disadvantaged College Students</p> <p>Understanding the learning assistance needs of disadvantaged college students at the point-of-entry is one of the initial steps in developing successful intervention strategies that can eventually improve their retention rates. This study shows that the academic survival needs of disadvantaged college students differ by age, gender, marital status, educational background and number of years since leaving school.</p> <p>Research Paper</p> <p>Moderator: Jane Zeff, Assoc. Director Planning, Research & Evaluation, William Paterson College</p>
<p>2:30 - 3:15 p.m. Princeton</p> <p>Hershel Alexander Research & Planning Analyst</p> <p>Prince George's Community College</p>	<p>Using Cohort Analysis to Evaluate the Impact of a Support Program for Minority Students</p> <p>This paper presents spring 1995 findings about retention rates, earned credits, and grade point averages for four cohorts of first-time college students who participated in ALANA, a voluntary program that targets minority students in need of developmental work in two or three areas (English, reading, or mathematics).</p> <p>Research Paper</p>
<p>2:30 - 3:15 p.m. Nassau A/B</p> <p>Jishen Zhao Statistician/Analyst</p> <p>The College of Saint Rose</p>	<p>Increasing the Utility of the College Board Standard Validity Study: A QBasic Program for Predicting an Applicant's College Performance</p> <p>To increase the utility of the College Board Standard Validity Study, an MS-DOS QBasic program was developed to estimate an applicant's freshman GPA, his/her chances of earning a certain GPA or higher, and the expected utility of a select decision and a reject decision.</p> <p>Workshare</p>
<p>2:30 - 3:15 p.m.</p> <p>Stuart Rich Director of Institutional Research</p> <p>Georgetown University</p> <p>RESCHEDULED ON TUESDAY MORNING</p>	<p>Faculty Educational Goals for Students and the Instruction and Evaluation Methods They Employ</p> <p>Response to the 1995 HERI Faculty Survey from more than 30 selective private institutions will be examined to determine whether there are any meaningful relationships between faculty members' educational goals for undergraduate students and the types of instructional and evaluation methods they employ in their undergraduate courses.</p> <p>Research Paper</p>

NEAIR 23rd Annual Conference Program

Monday, November 18 continued

3:45 - 5:15 p.m.
Princeton

Admissions Testing

3:45 - 4:20 p.m.
Bradley Quin
Director, Admissions & Enrollment
Services
The College Board

The SAT and Recentering

This year's college bound cohort (those students who enrolled in college this fall) were the first to have their SAT I: Reasoning Test scores reported on the "new" recentered scale since the test was placed on scale in 1941. The College Board elected to undertake the necessary renorming on the heels of having successfully introduced the New SAT in the spring of 1994 and in light of the fact that the reference group taking the test today is substantially different from the testing population of 1941.

This session will review the policy, technical, and communications issues associated with this change. Various reactions to recentering by College Board member institutions, the press and media, as well as public policy makers will be discussed.

Research Paper

4:30 - 5:05 p.m.
Nancy Burton
Director Development & Research
Educational Testing Service

Admissions Testing: Does it Have a Future?

In the final years of the twentieth century, admissions tests created in the 1920s or even the 1950s seem curiously dated. A cafeteria full of students, stacks of test books, number 2 pencils -- is there a future for this kind of testing? Is there a future for multiple-choice tests of general skills, rather than measures of very specific performances in realistic settings? Will national tests still be used, rather than assessments of specific state and district educational standards? These issues will be discussed from one test publisher's perspective.

NEW SESSION

Research Paper

NEAIR 23rd Annual Conference Program

Monday, November 18 continued

3:45 - 5:15 p.m.

Senior

Finding Peers

3:45 - 4:20 p.m.

Bruce Szelest

Associate for Institutional
Research

SUNY-Albany

In Search of Peer Institutions: Two Methods of Exploring and Determining Peer Institutions

This paper details the use of Factor and Cluster Analysis, as well as a Composite Variable Rank method, to develop peer institution groupings for a university. A broad array of variables representing institutional dimensions of finance, size, complexity, quality, and graduate education emphasis are used. The advantages and limitations of each method are discussed, as are issues of data availability and integrity.

Research Paper

4:30 - 5:05 p.m.

Timothy A. Walsh

Director of Student Information
Systems

Temple University

Identifying Peer Institutions for Graduation Rate Comparisons

This presentation will use publicly available student measures to identify similar institutions for graduation rate comparisons. The presenter used factor analysis to identify relevant factors associated with graduation and then used cluster analysis of 1200 four-year colleges to identify 31 groups.

Research Paper

Moderator: Keith J. Guerin, Director of Institutional Research and Planning, County College of Morris

NEAIR 23rd Annual Conference Program

Tuesday, November 19

7:30 - 9:00 a.m.

Breakfast in the Prince William Ballroom; Concurrent At-Your-Service Sessions and Special Interest Groups

8:00 - 8:50 a.m.

Table 1

ASQ and ASQ+ Users Group

Ellen Armstrong Kanarek
Vice President

An opportunity for those interested in the Admitted Student Questionnaire, or Admitted Student Questionnaire Plus, to discuss their experiences, have their questions answered, get help on specific analyses of your ASQ/ASQ+ data, and learn what changes may be planned.

Applied Educational Research,
Inc.

Special Interest Group

8:00 - 8:50 a.m.

Table 2

Questionnaire Development: Maximizing Information Within the Institution, Over Time and Across Disciplines.

Lynn Rothstein
Executive Associate to the
President
Union Theological Seminary

Sharing questionnaire development and content is the focus of this session. Instruments were developed to maximize information within an institution (students, faculty, deans, alumni), over time (entering, continuing, exiting students, alumni), and across disciplines (i.e., English, mathematics, political science). This material is useful to both graduate and undergraduate institutions.

Mary Jean Whitelaw
Carnegie Foundation for the
Advancement of Teaching
Peter Syverson
Council for Graduate Schools

AYS-Table Topic

8:00 - 8:50 a.m.

Table 3

Expanding the Audience for IR Information.

Jane Zeff
Assoc. Director of Planning,
Research & Evaluation

Examples of several formats will be distributed and serve as a basis for discussion about how and why these reports were produced and some of the reactions the reports have received.

William Paterson College

AYS-Table Topic

Eleanor Fujita

NEAIR 23rd Annual Conference Program

Tuesday, November 19 continued

9:00 - 10:00 a.m.
Nassau A/B

Anne Marie Delaney
Director of Program Research

Boston College

Comparative Perspectives on the Role of Institutional Research: Variation by Institutional Characteristics

Based on a survey of 243 New England colleges and universities, this paper presents results from bivariate and multivariate analyses showing the relationships among the following: institutional characteristics, the nature of the institutional research function and the kind of research performed, the contribution of institutional research to decision making, the vision for the role of institutional research and the estimated resources required to fulfill this vision.

Research Paper

Recipient of the "Best Paper" award at the Burlington Conference, 1995.

Moderator: Bob Adebayo, Director of Institutional Research and Planning, Ohio State University at Newark

9:00 - 10:00 a.m.

Brenda Bailey
Coordinator of Institutional Research

Edinboro University of Pennsylvania

Student-Centered No Show Study

In the 1980s institutional research regularly surveyed "no show" students and produced reports aimed at improved marketing. This current study focusses not on marketing, but on what a university can do to become more student-centered and encourage accepted students to matriculate. Topics suggested by parents for improvement will be further assessed as part of the continuous improvement process.

CANCELLED

Research Paper

9:00 - 10:00 a.m.
Senior

Stuart Rich
Director of Institutional Research

Georgetown University

Faculty Educational Goals for Students and the Instruction and Evaluation Methods They Employ

Response to the 1995 HERI Faculty Survey from more than 30 selective private institutions will be examined to determine whether there are any meaningful relationships between faculty members' educational goals for undergraduate students and the types of instructional and evaluation methods they employ in their undergraduate courses.

Research Paper

*Moved from
Senior to
Ship2*