

northeast association for institutional research



2001 conference program

**northeast association for institutional research
annual conference**

**boston, massachusetts,
november 17-20, 2001**

**institutional research:
leadership through excellence**

speakers

allan cohen, babson college, e.a. madden distinguished professor of global leadership
jamie merisotis, president, institute for higher education policy

special panel on careers in ir

poster session (new!)

**entertainment provided by berklee college of music
and the mit chorallaries**

2000-2001 steering committee

anne marie delaney, *president* fred volkwein, *past president* jim trainer, *president elect*
mary ann coughlin, *treasurer* eleanor swanson, *secretary* marianthi zikopoulos, *publications chair*
jim ferguson steve thorpe rob toutkoushian martha gray heather kelly isaacs john pryor

conference chairs

kelli armstrong, program
bea frain, local arrangements

membership secretary

beth simpson

saturday11/17/01saturday11/17/01saturday11/17/01

2:00 – 5:00 p.m.
William Dawes A

Karen Bauer
Assistant Director of Institutional
Research and Planning
University of Delaware
NEAIR Past- President

Newcomers to Institutional Research, Part 1

This workshop is designed for new practitioners who engage in IR activities. This workshop addresses key components of IR including defining critical issues for institutional research, identifying sources of data, developing fact books and other reports, and conducting effective survey research for assessment and evaluation. The main focus is a presentation of general concepts and practical strategies for the implementation of continued development of effective IR at many schools, regardless of size or type.

Pre-Conference Workshop

2:00 – 5:00 p.m.
William Dawes B

Mary Ann Coughlin
Professor of Research & Statistics
Springfield College
NEAIR Treasurer

Overview of Statistics for Institutional Research Using SPSS

Basic ideas in statistics will be covered in a way that is useful as an introduction or as a refresher to statistics. Descriptive statistics, sampling and probability theory as well as the inferential methods of chi-square, t-test and Pearson's r will be covered. May be taken with or without the follow-up advanced workshop.

Pre-Conference Workshop

2:00 - 5:00 p.m.
Haym Saloman

Lu Phillips
Research Assistant
Lorain County Community College

IPEDS Data Collection

Representatives from the National Center for Education Statistics and AIR will discuss the status of the Spring 2002 IPEDS Surveys and train participants on data submissions.

Pre-Conference Workshop

2:00 - 5:00 p.m.
Molly Pitcher

Anne Marie Delaney
Director of Institutional Research
Babson College
NEAIR President

Research Design Ideas for Institutional Researchers

The primary goal of this workshop is to enhance institutional researchers' capacity to produce policy relevant studies for planning and decision-making. Specific objectives include enabling participants to translate data into information; to transform reporting into research; and to prepare methodologically sound, practically useful research reports for their institutions. The workshop will demonstrate how the institutional researcher can use principles of research design and selected research techniques to transform data collection activities into decision-oriented research projects.

Pre-Conference Workshop

<p>9:00 am – noon Molly Pitcher</p> <p>Carol Trosset Director of Institutional Research Grinnell College</p>	<p>Qualitative Analysis Techniques, or What to do with Survey Comments</p> <p>Content analysis is the main formal technique for analyzing qualitative data such as survey comments. After the presenter demonstrates the technique, participants will work in groups analyzing a data set. The presenter will then lead a discussion of the methodological issues raised by comparing the results.</p> <p><i>Pre-Conference Workshop</i></p>
<p>9:00 a.m. – noon MIT Learning Center</p> <p>Mary Ann Coughlin Professor of Research & Statistics Springfield College NEAIR Treasurer</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. <i>*Open to those who have completed the introductory workshop Saturday afternoon or who have an equivalent background.</i></p> <p><i>Pre-Conference Workshop</i></p>
<p>9:00 – noon MIT Learning Center</p> <p>Edward J. Torpy Senior Sales Engineer SPSS Inc.</p>	<p>SPSS Clementine Data Mining, Part I</p> <p>Introduction to Clementine reviews the basic operations and environment of the SPSS Clementine data mining software. Through hands-on training you will learn how to read, explore and manipulate data within Clementine. Within the context of data mining, you will be introduced to machine learning techniques such as rule induction, neural networks, Kohonen networks and association rules.</p> <p><i>Pre-Conference Workshop</i></p>
<p>12:00 to 1:30 pm</p> <p>Lunch on Your Own</p> <p><i>Lunch Boxes purchased in advance will be available at the MIT Learning Center.</i></p>	
<p>1:30 -4:30 p.m. William Dawes A</p> <p>Craig Clagett Vice President Planning, Marketing, and Assessment NEAIR Past President Carroll Community College</p> <p>Michelle Appel Director of Institutional Research Carroll Community College</p>	<p>Office Management and Information Dissemination Strategies for New Directors of Institutional Research</p> <p>Designed for institutional researchers who have recently become directors, this workshop focuses on office management strategies and techniques for effective information dissemination. Topics covered include environmental scanning, office staffing, staff incentive and recognition programs, office project management systems, principles of tabular and graphical data presentation, print and electronic reporting.</p> <p><i>Pre-Conference Workshop</i></p>

5:00 - 6:00 pm
John F. Kennedy Ballroom

Dr. Allan Cohen
Edward A. Madden Distinguished
Professor of Global Leadership
Babson College

Opening Plenary Session:

Increasing Institutional Researchers' Influence

Prior to his current appointment, Dr. Cohen completed seven years as vice president of academic affairs and dean of the faculty. Previously, he was J.R. Carter Professor of Management at the University of New Hampshire. He is coauthor of *Managing for Excellence*, the award-winning *Alternative Work Arrangements: Integrating Individual and Organizational Needs and Influence without Authority*. His latest book is *Power Up: Transforming Organizations Through Shared Leadership*.

6:30 - 8:30 p.m.
Adams Ballroom

Banquet and Entertainment
Sponsored by Peterson's

A delicious autumn meal with NEAIR friends. Entertainment provided by a talented group from the Berklee College of Music.

Cash Bar

monday11/19/01monday11/19/01monday11/19/01

7:15- 8:30 am
Cambridge Room

COFHE Breakfast
By Invitation

7:30 - 8:30 am
Adams Ballroom

Choices for NEAIR attendees include joining a table topic discussion, attending a special interest group gathering or simply meeting with colleagues at an unassigned table.

Thomas Paine

Molly Pitcher

Continental Breakfast with Table Topics and SIGS sponsored by the Center for Higher Education

Table Topics and Smaller SIGS


System-Level IR Offices, Alan Sturtz and Rob Toutkoushian
Is IR Ready for Online Learning?, Diane Goldsmith
Effective Tables and Charts: Graphic Presentations for IR, Rena Cheskis-Gold
Datatel SIG, Michelle Appel

Larger SIGS in Breakout Rooms:

CIRP SIG

Catholic Colleges SIG

<p>8:30 to 9:10 am William Dawes A</p> <p>Kevin B. Murphy Research Analyst University of Massachusetts Boston</p>	<p>The Impact of a Series of Writing Intensive Courses on Success on the Writing Proficiency Requirement</p> <p>This paper will present preliminary results of an analysis of outcomes on an urban university Writing Proficiency Requirement (WPR) for rising juniors. It will focus on the impact that specially designed writing-intensive courses offered across various disciplines have on initial success on the WPR.</p> <p><i>Research Paper</i></p>
<p>9:20 to 10:00 am Thomas Paine</p> <p>Robert K. Toutkoushian Executive Director, Office of Policy Analysis University System of New Hampshire</p>	<p>What can Labor Economics Tell Us about the Academic Labor Market?</p> <p>This paper will explore some of the ways in which labor economics can be used to explain trends and forces affecting the labor market for faculty. This first part of the presentation will center on the effects of supply and demand on the salaries and employment of faculty in general. The second part will consider the human capital model and the implications for individual differences across faculty.</p> <p><i>Research Paper</i></p>
<p>9:20 to 10:00 am Molly Pitcher</p> <p>Mitchell S. Nesler Director of Research, Academic Programs Excelsior College</p>	<p>Assessment of Outcomes at a Borderless Institution: Results of an Alumni Survey in a College of Liberal Arts</p> <p>The movement in higher education toward assessing student outcomes has gained momentum in recent years. This paper reports the preliminary results of an outcomes assessment effort for graduates of a borderless college of liberal arts. Educational aspirations, satisfaction with services and achievement of various outcomes were measured.</p> <p><i>Research Paper</i></p>
<p> 9:20 to 10:00 am Crispus Attucks</p> <p>Heather S. Roscoe Research Analyst</p> <p>Dawn Geronimo Terkla Executive Director of Institutional Research</p> <p>Gordon J. Hewitt Assistant Director of Institutional Research</p> <p>Jennifer Dyer Research Analyst</p> <p>Tufts University</p>	<p>Administering Surveys on the Web: Methodological and Ethical Issues</p> <p>A longitudinal research design was used to determine if there were any differences between previously administered paper surveys and similar Web surveys administered recently. Preliminary results suggest Web surveys elicited lower response rates than paper surveys, and that method of survey administration did not seem to significantly affect response patterns.</p> <p><i>Research Paper</i></p>

<p>10:20 to 11:00 am Molly Pitcher</p> <p>Anne Marie Delaney Director of Institutional Research Babson College</p>	<p>Promoting a Global Perspective Through Institutional Research</p> <p>Based on analyses of trend data from the Cooperative Institutional Research Program (CIRP) survey, this paper demonstrates how institutional research can promote an enlightened global perspective by enhancing understanding of international students' characteristics, values and goals. Results revealed that male domestic citizens reported significantly higher confidence in their own ability, sense of competitiveness, aptitude test scores, and interest in making money. International students reported significantly higher self-ratings on intellectual self-confidence, creativity, self-understanding and spirituality and they had significantly higher SAT math scores.</p> <p><i>Research Paper</i></p>
<p> 10:20 to 11:50 am Crispus Attucks</p> <p>Karen Bauer Assistant Director of Institutional Research and Planning University of Delaware</p> <p>Heather Kelly Isaacs Research Analyst University of Delaware</p> <p>Stephen Porter Director, Office of Institutional Research Wesleyan University</p>	<p>Survey Response Rates: Tips From Experienced Practitioners</p> <p>A major task of institutional researchers is the completion of paper, web-based and/or telephone surveys. One fundamental challenge that plagues all IR researchers is survey response rates. In this panel presentation, speakers will discuss some successful and less-than-successful experiences they have had with survey response rates. Panel speakers will discuss various survey projects, lessons learned and offer helpful hints to increase response rates.</p> <p><i>Panel</i></p>
<p>10:20 to 11:00 am William Dawes A</p> <p>Lillian Zhu Associate for Institutional Research SUNY College at Buffalo</p>	<p>How the First Year of College Contributed to Degree Persistence</p> <p>This study profiles the college entering characteristics, first year performance and institutional impact of a 1995 freshman cohort that graduated within six years from a public four year college located in a medium size metropolitan city. This paper will discuss factors found that distinguish graduates from non-graduates and consequently impact the college's degree persistency.</p> <p><i>Research Paper</i></p>
<p>10:20 to 11:00 am Haym Saloman</p> <p>Lydia S. Snover Assistant to the Provost for Institutional Research</p> <p>Ellen Williams Executive Director for The Gender Equity Project</p> <p>Massachusetts Institute of Technology</p>	<p>Women and Faculty at MIT</p> <p>MIT's study of gender equity within its School of Science unleashed a firestorm of activity, both at MIT and at many other institutions. Using that report as a starting point, we will discuss the adequacy of data that is readily available for gender equity studies, as well as the needs that remain to be filled. We will focus particularly on recent approaches to studying the academic pipeline, new models of salary distribution, and the difficulty of assessing "marginalization." This workshare will provide an overview of the history of the Gender Equity Project and the organization of the efforts at MIT.</p> <p><i>Workshare</i></p>

<p>11:10 to 11:50 am Molly Pitcher</p> <p>Jennifer Goodspeed Program Improvement Analyst Office of Academic Planning and Assessment</p> <p>Marilyn Blaustein Director of Office of Institutional Research</p> <p>Martha Stassen Director of Assessment</p> <p>University of Massachusetts Amherst</p>	<p>Racial/Ethnic Differences in Entering Characteristics of First Year Students: Selected Results from the Fall 2000 Diverse Democracy Survey</p> <p>As part of the Diverse Democracy Project, a national study of diversity and learning on college campuses, UMass Amherst surveyed 90% of Fall 2000 first year students. We will discuss the dissemination of selected survey results and how the information might be used to enhance the university experience of diverse student populations.</p> <p style="text-align: right;"><i>Workshare</i></p>
<p>11:10 to 11:50 a.m. Haym Saloman</p> <p>Jeffrey J. Papa Senior Educational Consultant Carnegie Communications</p>	<p>Using Internet Research to Increase Enrollment Effectiveness</p> <p>Every college and university needs solid research findings that will guide and inform strategic decisions. This interactive session will explore state-of-the-art research techniques that will enhance your current research efforts. Participants will review several of the latest Internet-based research strategies, as well as numerous tried and true research methods.</p> <p style="text-align: right;"><i>Vendor Showcase</i></p>
<p>12:00 to 1:30 pm Adams Ballroom</p> <p>Luncheon and Business Meeting All NEAIR conference participants are invited.</p>	
<p>1:30 to 2:10 pm Molly Pitcher</p> <p>Heather Kelly Isaacs Institutional Research Analyst University of Delaware</p>	<p>Assessing the Economic Impact of a University on the State and Community</p> <p>Economic impact studies are utilized to demonstrate the beneficial effects that colleges and universities have on the local economy. In fall 1999, the University of Delaware conducted such a study to determine the economic impact that student, faculty and staff, and University expenditures have on the local community and state. The methodology and results of this study will be discussed in detail.</p> <p style="text-align: right;"><i>Research Paper</i></p>
<p>1:30 to 2:10 p.m. William Dawes A</p> <p>Martha L. A. Stassen Director of Assessment University of Massachusetts Amherst</p>	<p>Student Outcomes: The Impact of Varying Living-Learning Community Models</p> <p>This paper describes a comparative evaluation of student outcomes in three living-learning community models with the outcomes for non-learning community students at a large public Research One university. Generally, students in learning communities show more positive outcomes (first semester GPA, retention, first-year experience) than non-learning community students although there are variations by learning community model.</p> <p style="text-align: right;"><i>Research Paper</i></p>

<p>1:30 to 2:10 pm William Dawes B</p> <p>Kriesta L. Watson LaMont Rouse Institutional Research and Assessment Passaic County Community College</p>	<p>Institutional Research as the Primary Change Agent in Community Colleges</p> <p>The increased demands of efficiency, productivity and accountability on the administration of urban community college bureaucrats by federal, state and county officials has caused a shift away from historicism to a more malleable, reflexive adjustment applied best practices approach. In this seminar, the Department of Institutional Research and Assessment at Passaic County Community College in Paterson, New Jersey will describe how it has become central to the operational dialogue in an urban community college. We will describe the myriad of studies conducted within the institution and how we cultivated relationships and receptivity to our studies through a constructivist framework.</p> <p><i>Research Paper</i></p>
<p>1:30 to 2:10 pm Crispus Attucks</p> <p>Gordon J. Hewitt Assistant Director of Institutional Research</p> <p>Dawn Geronimo Terkla Executive Director of Institutional Research</p> <p>Heather S. Roscoe Research Analyst</p> <p>Jennifer Dyer Research Analyst</p> <p>Tufts University</p>	<p>Implementing Web-Based Surveys: A Case Study</p> <p>This study addressed the decision-making process followed by one university in regards to the technical and organizational aspects of implementing web-based surveys. Findings show that technical support, technical infrastructures, and software design need to be carefully considered in order to maximize the methodological soundness of the surveys.</p> <p><i>Research Paper</i></p>
<p>2:20 to 3:00 p.m. William Dawes A</p> <p>Christine Brooks Cote Director of Institutional Research Bowdoin College</p>	<p>Another Angle on Curriculum Review: What Students Tell Us About Their Courses</p> <p>Curriculum evaluation routinely involves an analysis of transcripts to look at the course-taking patterns of students. An important complement to that is finding out what students actually do in and related to a course -- how many papers they write, how much discussion takes place, how often they talk about the content of the course with students outside of class, and even the extent to which students feel they are being challenged to understand new ideas. Participants will learn about this "second-generation" curriculum review methodology and also about Bowdoin's next steps in evaluating its curriculum and assessing learning.</p> <p><i>Research Paper</i></p>

3:00 to 3:45 pm
Adams Ballroom

**Sponsored by National Student
Loan Clearinghouse**

Refreshments will be served

Poster Sessions and Vendor Visits

Take some time to visit our NEW poster session and talk with vendors.

Price Increases, Discounts, and the Way Students See Colleges
Another Angle on Curriculum Review: What Students Tell Us About Courses
Market Factors, Fiscal Strength, and Institutional Competitiveness
Making Progress: Results of a Biennial Computer Behavior Survey
IPEDS Web Processing Changes
A 25 Year Review: Trends in NH College-Bound Students
Extracting Physical Classroom Information from a Course Scheduling System
Designing a Multi-national Survey of Foreign Students
Factors that Influence First Year Persistence
Creating a Search Engine for your IR Website
Technology in the Classroom—Setting the Baseline
Employing a Systematic Survey to Inform Campus Decision-Making
A Mission-Mandate Driven Model for Community College Accountability
Use of the CRI: Graduate Experiences as a Basis for Consumer Information

3:45 to 4:45 pm
John F. Kennedy Ballroom

Jamie Merisotis
President
The Institute for Higher Education
Policy *Began in 1993*

15 employees

Plenary Session **Turning Higher Education Research into Results: A Policy Perspective**

Jamie Merisotis is the founding president of The Institute for Higher Education Policy. The Institute is a non-profit, non-partisan research and policy organization in DC, addressing topics such as higher education financing, student demographics and outcomes, minority-serving colleges and universities, technology-based learning, and government policy development.

Plenary Session

5:00 to 6:00 pm
Empress (14th Floor)

President's Reception **Sponsored by Principia Products, Inc.**

Please join us for delicious appetizers and a spectacular view of the Boston skyline.

Cash Bar

<p>8:30 to 9:10 am William Dawes A</p> <p>Jennifer Brown Director of Institutional Research</p> <p>Peter Langer Special Assistant to the Provost and UUPP Director</p> <p>Kevin Murphy Research Analyst</p> <p>University of Massachusetts Boston</p>	<p>The University Portfolio: A Challenge to Traditional IR <i>BRIO instead</i></p> <p>We will report on our participation in the Urban University Portfolio Project. The project's goal was to create a web-based portfolio useful for informing stakeholders, including accreditation agencies, about the university's assessment practices and improvement efforts. The focus of the project is on student learning outcomes and it presented some interesting challenges to the University and the IR office including use of data from the National Survey of Student Engagement.</p> <p><i>cancelled</i></p> <p>Research Paper</p>
<p>8:30 to 9:10 am William Dawes B</p> <p>Denise A. Krallman Assistant Director, Institutional Research Miami University</p> <p>Rocco Russo Vice President for Institutional Research Peterson's</p> <p>Susan Shaman Director of Special Projects Institute for Research on Higher Education University of Pennsylvania</p>	<p>Use of the Collegiate Results Instrument: Experiences of Graduates as a Basis for Consumer Information</p> <p>In today's environment of consumerism and the proliferation of rankings in higher education, there needs to be an alternative to these rankings. The CRI uses and alumni survey to describe an institution. We will discuss how the CRI was developed and how the instrument will be used to offer prospective students an opportunity to compare institutions.</p> <p>Research Paper</p>
<p>8:30 to 9:10 Haym Saloman</p> <p>Nora Galambos Associate for Institutional Research</p> <p>Emily Thomas. Director of Planning and Institutional Research</p> <p>SUNY at Stony Brook</p>	<p>Data Mining in Action: Using Tree-Based Analysis</p> <p>This session will give participants the opportunity to view decision tree analysis in action. Decision tree analysis is a data mining technique not extensively applied in institutional research. Participants will observe the actual steps as the SPSS software AnswerTree is used to create tree-type models based on actual institutional data.</p> <p>Workshare</p>

<p>9:20 to 10:00 am William Dawes A</p> <p>Kathleen Morley Institutional Research Analyst University of Massachusetts Amherst</p>	<p>The Influence of Racial/Ethnic Dynamics on the Process of Social and Academic Integration</p> <p>This study examines the influence of racial/ethnic dynamics on the process of social and academic integration. Students of diverse racial/ethnic and academic backgrounds were interviewed throughout their first year. Racial/ethnic accountability, the pervasiveness of White culture and the pursuit of a color-blind society led to differences in integration by race/ethnicity. (also presented at AIR Long Beach)</p> <p><i>Research Paper</i></p>
<p>9:20 to 10:00 am Molly Pitcher</p> <p>Keith Guerin Director, Institutional Research CUNY/College of Staten Island</p>	<p>Data Mining a University System Warehouse: An Exploratory Analysis of Inflow/Outflow Coefficients and Other Transfer Issues</p> <p>This study discusses methods for examining a data warehouse of almost 375,000 records. The file contains multiple person-period records for more than 67,000 students enrolled in the period fall 99 to fall 2000 for any of 31 possible terms. Records include enrollment at any one of the university's 19 campuses. Inflow/outflow coefficients, pre-transfer duration measures, and length of enrollment period are calculated to compare relative drawing power of the primary institution.</p> <p><i>Workshare</i></p>
<p>10:00 to 10:15 Escalator Area</p>	<p>Conference Break</p>
<p>10:15 to 10:55 am Thomas Paine</p> <p>James Stiles Doctoral Student Harvard University</p>	<p>The Hazard of Success: A Longitudinal Study of Time-to-Degree Among Doctoral Students Using Discrete-Time Survival Analysis</p> <p>This paper presents the results of a case study utilizing analysis to measure the "hazard" of completing the Doctor of Education Degree at Harvard University. The study considers tie to degree for 18 cohorts of incoming doctoral students from 1982 to 2000. The presentation will focus on the utility of survival analysis for answering institutional questions of whether and when events occur. Also addressed will be the issues faced by researchers using data from transactional data for research purposes.</p> <p><i>Research Paper</i></p>

10:15 to 10:55am

Haym Saloman

Christopher Hourigan

Assistant Director of Institutional
Research

William Paterson University

Designing Freshman Surveys to Inform Campus Policy

This workshare will discuss how the IR office at William Paterson University has typically designed its annual Freshman Survey to provide decision-makers with feedback on major campus initiatives and help the campus community work through critical issues. In particular, the results of our current Freshman Survey, in which we have asked incoming students about their use of technology and familiarity with academic dishonesty will be shared.

Workshare

11:00 to 12:15 pm

John F. Kennedy Ballroom

Convener:

John H. Pryor

Director of Undergraduate Evaluation
and Research

Dartmouth College

Panelists:

Gary D. Malaney

Director, Student Affairs Research,
Information and Systems

Associate Professor, Higher
Education

University of Massachusetts Amherst

Linda Langford, Sc.D.

Director of Evaluation and
Assessment

Higher Education Center for Alcohol
and Other Drug Prevention

Closing Session

Beyond Traditional IR: Allies in Higher Education Research

One of the ways in which we can exhibit "leadership through excellence" is in building bridges with those whose work is similar to ours but who toil in different domains. This panel will bring together researchers from different areas of higher education than the traditional IR role, with an emphasis on how the various groups can work together for mutual benefit.