41st NEAIR Conference Program

November 8 – 11, 2014

Hyatt Regency Philadelphia at Penn's Landing
Philadelphia, Pennsylvania

CONFERENCE TEAM

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CAROL VAN ZILE-TAMSEN

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

The ***third place*** is a term used in the concept of community building to refer to social surroundings separate from the two usual social environments of home and the workplace. In his influential book *The Great Good Place*, Ray Oldenburg (1989, 1991) argues that third places are important for civil society, democracy, civic engagement, and establishing feelings of a sense of place. Third places "host the regular, voluntary, informal, and happily anticipated gatherings of individuals beyond the realms of home and work." (Project for Public Spaces)

*In addition to your **Third Place** in the Grand Ballroom and Columbus Ballroom Foyers on the 2nd Floor, this year we have an additional "third place," the Commuter Lounge, Suite 501, located on the 5th floor of the hotel. It is a place for daily commuters (and others) to relax and reconnect with colleagues off the beaten path.*

While at the conference, follow your NEAIR colleagues via Twitter or tweet your insights!
#NEAIR14

Guidebook.com – NEAIR's Smartphone Scheduling App

Scheduling, maps, session descriptions, & more…

- Download **Guidebook** (*free*) on the Apple App Store or Android Marketplace, or visit guidebook.com/getit
- Scan in the QR code at left

The App is available on a limited basis only (to the first 200 members)

Pre-Conference Workshop Evaluation

When your Pre-Conference Workshop session concludes, scan in the QR code at left to complete the evaluation with your smartphone.

Conference Evaluation

Help us improve your conference experience!
Beginning *Tuesday, November 11th*, 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 online and by mobile app.

On behalf of the Conference Planning Team and the NEAIR Steering Committee, I welcome you to the Hyatt at Penn's Landing and the 41st Annual NEAIR Conference!

What better setting than Old City Philadelphia, encompassing Independence Hall and the Liberty Bell Center, where we stroll along the same cobblestones as did the founding fathers, to reflect on our conference theme of ***Life, Liberty, and the Pursuit of IR***. The Locke and Jefferson origins of this phrase underscore our moral obligation to serve, to help foster informed judgments on policy and decisions that affect our personal and collective liberties, and to buttress the higher educational enterprise with the information and analyses that both campus leaders and national policy makers need. Our Sunday evening keynote and Monday morning plenary speakers underscore the essence of ***Life, Liberty, and the Pursuit of IR*** as they tackle issues of access and success in today's world of higher education, and how we as a profession contribute to these critical conversations.

Throughout our conference program, with thanks to Program Chair **Annemarie Bartlett** and Associate Program Chair **Melissa Thorpe**, you will be hard pressed to decide which sessions, work shares and tech shares to attend as you pursue improving your IR skills. You can count on high quality presentations, with thanks to **Alexander Yin**, Proposal Review Coordinator, and our numerous volunteer proposal reviewers who conducted blind reviews and provided feedback to presenters. As in past years, a plethora of pre-conference workshops, this time coordinated by **Paula Maas**, are available to inform both the new and the experienced, and our ever growing poster displays, coordinated by **Carol Van Zile-Tamsen**, provide an informal venue to talk shop in a low-key and inviting environment. Throughout your few days in Philadelphia, our Local Arrangements Team, led by **Leon Hill**, has all the bases covered (and the *third place*) to enhance your networking, professional development, and social activities. Our Mentor/ Newcomer Coordinators, **Maren Hess** and **Elizabeth Clune-Kneuer** have done a wonderful job lining up mentors and the newcomer reception to ease our new members into the ever friendly and helpful north east IR community. Please do reach out yourself and welcome those who are new to NEAIR as well.

Please also join me in welcoming our exhibitor sponsors, who have helped make this conference possible, along with our Exhibitor Coordinators, **Sally Frazee** and **Beth Simpson**. As you pursue your little slice of the IR world, be sure to stop by the exhibitor tables or attend a member/exhibitor session to see how others are partnering with our exhibitors to solve their day-to-day challenges.

Most of all, enjoy your life, your liberty, and your pursuit of IR.

Bruce Szelest
2013-2014 NEAIR President

NEAIR Presidents List with Conference Locations and Themes from 1981 – 2014
(Please see NEAIR website for complete listing)

Year	*President*	*Location*	*Conference Theme*
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
1981	Patrick Terenzini	Princeton, NJ	

2014 Program Schedule – Pre-Conference Activities

Saturday, November 8, 2014

Pre-conference Workshops

IPEDS Workshop for Keyholders The Association for Institutional Research (AIR) and the North East Association for Institutional Research (NEAIR) are co-hosting this one-day IPEDS Workshop for IPEDS Keyholders in conjunction with the 41st NEAIR Annual Conference. Financial support for this workshop is provided by the National Center for Education Statistics (NCES).	8:30 am - 4:30 pm *Riverview B* AIR/NCES Pre-Conference Workshop
Conference Registration - 1st Floor Lobby	Noon - 5:30 pm
Your Third Place - Internet Café and Charging Station	Noon – 4:00 pm *Grand Ballroom & Columbus Ballroom Foyers*
Newcomers Workshop, Part I This workshop is designed for new practitioners and addresses key components of IR including: defining critical issues; identifying data sources; developing standard institutional information/reports; and conducting effective assessment/evaluation activities. At the end of the workshop, participants will: understand the basic concepts of IR practice, including: key responsibilities, key constituencies served by IR, and current issues in higher education impacting IR offices; become familiar with common IR phrases, terminology, and definitions; be able to articulate one or more approaches to common IR tasks; have gained insights about the practice of IR both from the presenters and other attendees; have had conversations across sectors about common areas of interest and practice; and possess the resources to explore sector-specific issues and functions. Pre-Conference Workshop	1:00 pm - 4:00 pm *Columbus A* **Terra Schehr** Loyola University Maryland **Jessica Shedd** The University of Texas System
Introduction to Business Intelligence & Analytics in Institutional Research In spite of the increasing popularity of business intelligence (BI), the term means different things to different people. This workshop will provide an introduction to the basic foundations of business intelligence, decision support, and predictive analytics in IR from a non-technical, end-user perspective. Topics covered include BI tools (Ex: COGNOS, OBIEE, SAS BI), dashboards, scorecards, predictive and visual analytics (Ex: SPSS, SAS Enterprise Miner and Visual Analytics). Pre-Conference Workshop	1:00 pm - 4:00 pm *Columbus B* **Thulasi Kumar** University of Connecticut

Saturday, November 8, 2014

Pre-conference Workshops

Environmental Scanning to Improve Strategic Planning Workshop outcomes are: 1) differentiate strategic planning from other types of planning; (2) describe and discuss external environmental scanning and its essential role in developing a strategic plan; (3) define trends and provide examples of important trends in eight external environmental (taxonomy) change areas; (4) understand the application of trends to successful strategic plans through case studies presented; (5) experience a simulated small group scanning team exercise; and (6) provide knowledge and skills to successfully organize and operate a scanning and strategic planning activity. Pre-Conference Workshop	1:00 pm - 4:00 pm *Washington A* **Joel Lapin** The Community College of Baltimore County
Career Management and Leadership in Institutional Research This workshop is designed to assist those mid-career professionals in IR consider career management and leadership issues in a highly interactive format. Various types of critical skills and experiences will be discussed. Participants will consider a series of issues associated with managing their careers in institutional research including the KSA's needed to move ahead. Topics covered will include sources for ongoing professional development, IR knowledge skills and abilities necessary for success, managing people and budgets, public speaking, and balanced work/family life. The intended outcomes include a more thoughtful and planned approach to career management. Pre-Conference Workshop	1:00 pm - 4:00 pm *Washington B* **Mitchell Nesler** SUNY Empire State College
Excel Dashboards from Unit Record Data using Power Pivot In this workshop you will learn how to create dashboards in Excel using PowerPivot and unit record data. Using example student, applicant and HR datasets, you'll learn how to connect to different data sources, create calculated columns, calculated fields and hierarchies as well as how to create customizable key performance indicators. Using slicers and filters, you'll learn how to create custom and interactive views of your data with graphs and tables. Layout and design, important considerations in any dashboard, will also be covered. Whether you're looking to create operational, tactical or strategic dashboards, you'll learn the skills you need to get started in this workshop. ***Required: Laptop*** Pre-Conference Workshop	1:00 pm - 4:00 pm *Riverview A* **Craig Abbey** University of Buffalo

Saturday, November 8, 2014

Pre-conference Workshops

Course Evaluation Automation with Microsoft Excel This workshop will demonstrate the use of formulas, cell references, and Visual Basic for Applications (VBA) to automate the creation and distribution of course evaluation summaries with Microsoft Excel. With raw data from Qualtrics and other survey software, participants will create references and formulas to populate question averages and individualized graphs, as well as write VBA to save evaluations as PDFs and distribute them as attachments via Microsoft Outlook to instructors. Limited enrollment will allow ample time for discussion and experimentation. Intended outcomes include: Understanding the use of VBA for automating tasks; troubleshooting broken code and formula errors; and adapting automation to other IR-related projects. ***Required: Laptop*** Pre-Conference Workshop	1:00 pm - 4:00 pm *Riverview C* **Nathan Rush** Becker College **Paul Prewitt-Freilino** Wheaton College
Welcome Reception Join the 2014 Philadelphia Conference Team and your colleagues prior to heading out on the town.	5:45 pm - 6:30 pm *Riverview – 3rd Floor*
Saturday Night Dinner Groups Sign up in lobby by Conference Registration; Meet in lobby.	6:30 pm

Sunday, November 9, 2014

Pre-conference Workshops

Conference Registration	8:00 am - 5:00 pm *Grand Ballroom Foyer*
Newcomers Workshop, Part II Continuation of Saturday afternoon Pre-Conference Workshop	9:00 am - Noon *Columbus A*
Predictive Modeling Using SAS Enterprise Miner This workshop covers the skills required to assemble analysis flow diagrams using the rich tool set of SAS Enterprise Miner for predictive modeling (decision tree, regression, and neural network models). The workshop will cover the following: define a SAS Enterprise Miner project and explore data graphically; build and understand predictive models such as decision trees and regression models modify data for better analysis results; compare and explain complex models; and generate and use score code. Pre-Conference Workshop	9:00 am - Noon *Columbus B* **Thulasi Kumar** University of Connecticut **Tom Bohannon** SAS Enterprises

Sunday, November 9, 2014

Pre-conference Workshops

Assessing General Education Outcomes This workshop examines general education and how to assess it. Participants will review institutional Gen Ed issues and challenges, learn strategies that assesses Gen Ed at both the course and program levels, identify the Gen Ed Outcomes recommended by the AAC&U, discuss Gen Ed assessment methods, measures, and instruments. Pre-Conference Workshop	9:00 am - Noon *Columbus C* **Fred Volkwein** The Pennsylvania State University **Betty Harper** The Pennsylvania State University
IR Support of Program Review Efforts 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. Pre-Conference Workshop	9:00 am - Noon *Washington B* **David Hemenway** Mitchell College
Focus Group Design and Implementation in IR and Assessment The purpose of this workshop is to provide training on how to conduct effective focus groups in the IR and assessment fields. Workshop participants will reflect on conceptual and methodological issues related to research design, including which IR and assessment questions would be best answered through focus group research, how many focus groups are needed, and how to select and recruit focus groups participants. In addition, workshop participants will practice how to formulate appropriate focus group interview questions and how to moderate an effective focus group in a higher education setting. Workshop participants will apply the conceptual and methodological tools introduced by the instructor in hands-on, small group activities. Pre-Conference Workshop	9:00 am - Noon *Riverview A* **Laura Ariovich** Prince George's Community College
Delaware Study: Best Practices for Data and Visualization, Full Day The National Study of Instructional Costs and Productivity (Delaware Cost Study) is the "tool of choice" for comparative analysis of faculty teaching loads, direct instructional costs, and separately budgeted scholarly activity, all within academic disciplines. Currently, the Delaware Cost Study is at an all-time high with institutional participation and continues to grow each year. Utilizing data from the Delaware Cost Study, this workshop explores strategies and tactics for (1) integrating data systems, (2) facilitating unit and institutional improvement through benchmarking activities and (3) implementing an integrated approach to planning, which offers several key advantages over traditional systems planning. Pre-Conference Workshop	9:00 am – Noon 1:00 - 4:00 pm *Riverview B* **John Barnshaw** University of Delaware

Sunday, November 9, 2014

Pre-conference Workshops

Predictive Analytics: Building Workflows for IR Offices, Full Day Few institutional research professionals have extensive experience with predictive analytics or other data mining techniques. This session presents a general framework for conceptualizing a predictive analytic project that participants can apply to their own institutional environments. Utilizing KNIME (open source predictive modeling software), participants will construct their own workflows to extract data, prepare data, and build predictive models within a graphical interface (no code is required). Hands-on applications will focus on key opportunities for institutional research to construct predictive models to support student recruitment and student success using a mock data set. ***Required: Laptop*** Pre-Conference Workshop	9:00 am – Noon 1:00 - 4:00 pm *Riverview C* **Paul Prewitt-Freilino** Wheaton-Freilino **Nathan Rush** Becker College
Your Third Place Internet Café and Charging Station	Noon - 5:00 pm *Grand Ballroom & Columbus Ballroom Foyers*
Dueling Pivot Tables: Compare Survey Data from 2 Populations Create a tool in MS Excel to graphically present side-by-side quantitative comparison of survey data from two distinct groups of interest. This tool helps to focus on statistically significant differences in the mean response (or proportions) as well as effect size. Other features include "sliders" and "dynamic labels" that provide warnings if sample size is small and the ability for users to select confidence levels. Bring your own survey data or use the sample data set provided. ***Required: Laptop*** Pre-Conference Workshop	1:00 - 4:00 pm *Columbus B* **Michael Johnson** Dickinson College
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, 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. The workshop will also demonstrate how to implement techniques using an online survey platform. Upon completion, participants will be able to approach survey projects equipped with strategies to gather meaningful data for their institution using surveys. ***Laptop recommended, but not required.*** Pre-Conference Workshop	1:00 - 4:00 pm Columbus C **Lauren Conoscenti** Tufts University **Katia Miller** Tufts University

Sunday, November 9, 2014

Pre-conference Workshops

Qualitative Analysis: What to Do with Comments This workshop is intended for IR practitioners who want to improve their skills in collecting, analyzing, and reporting on qualitative data from surveys, interviews, and focus groups. Participants will learn about issues involved in qualitative analysis and will observe and practice some basic techniques. The instructor will lecture on the nature of qualitative data and the goals and challenges of qualitative analysis, will demonstrate basic methods and the resulting analyses and reports, and will direct participants in analytical exercises to practice the techniques and discuss related issues. No special prior skills are needed. Handouts will include the data to be used in the exercises. Pre-Conference Workshop	1:00 - 4:00 pm *Washington A* **Carol Trosset** Bennington College
#Assessitall: Student Learning & Institutional Effectiveness The commitment to continuous improvement requires campuses to assess it all! But assessment of student learning is often seen as separate from assessment of institutional effectiveness. In this workshop participants will discuss benefits and strategies for connecting assessment of student learning with assessment of institutional effectiveness. There will be examples and hands-on activities throughout the workshop with a particular focus on using assessment results for continuous improvement, planning and decision making. Throughout the session participants will discuss the role institutional research can play in integrating or coordinating campus-wide assessment efforts. Pre-Conference Workshop	1:00 - 4:00 pm *Washington B* **Jodi Levine Laufgraben** Temple University
Introduction to Statistics using SPSS 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. ***Required: Laptop*** Pre-Conference Workshop	1:00 - 4:00 pm *Riverview A* **Jessica Sharkness** Tufts University

Sunday, November 9, 2014

NEAIR 2014 Conference Program

Welcome to Philly! Coffee Break Sponsored by ExamSoft, Diamond Sponsor Enjoy a cup of coffee or tea while perusing and chatting with our eighteen exhibitor sponsors in the Exhibitor Showcase Hall/Third Place. Take advantage of our Internet café and charging station, view the many posters presentations, our network with your colleagues.	4:15 - 5:00 pm *Grand Ballroom & Columbus Ballroom Foyers*
Mentor Program and Newcomers Reception New to NEAIR? New to IR? Or, looking for your mentor? The Membership Committee has arranged this reception just for you. Come and get connected with NEAIR colleagues and members of the NEAIR Leadership Team.	4:15 - 5:00 pm *Columbus A*
Opening Plenary Address ***Access and Success in Higher Education: Can We Do More?*** Education Trust President Kati Haycock will share national data on access and success in higher education, especially for low-income students and students of color. She will share what the Trust has learned from leading institutions, and discuss ways in which institutional researchers can help in improvement efforts. Diamond and Platinum Sponsor Lightening Talks immediately following.	5:00 - 6:15 pm *Grand Ballroom* **Ms. Kati Haycock, President** The Education Trust
Pursuit of IR Reception and Banquet Reception begins at 6:15pm in the Columbus Ballroom followed by our Sunday Opening Dinner Buffet at 7pm in the Grand Ballroom.	6:15 - 7:00 pm *Grand Ballroom & Columbus Ballroom and Foyers*

Monday, November 10, 2014	
Continental Breakfast NEAIR Conference Team Leaders encourage SIG and Table Topic attendees to eat breakfast first before attending session of choice.	7:30 am - 8:45 am *Columbus Ballroom*
Conference Registration and Your Third Place Exhibitor Showcase, Posters, Internet Café and Charging Station	8:00 am - 5:00 pm *Grand Ballroom & Columbus Ballroom Foyers*
Special Interest Groups and Table Topics	
IR Offices in Special Focus Institutions 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 in small institutions. Get to know your colleagues in the NEAIR region working at institutions like yours. Special Interest Group	8:00 am - 8:45am *Riverview A* **Christopher Vinger** New York School of Interior Design
Higher Education Consortia/Delaware Cost Study The Delaware Cost Study is an international benchmarking project that seeks to address, "Who is teaching what to whom, and at what cost?" Each year, more than 200 institutions participate and utilize these data for benchmarking, academic program reviews, accreditation, addressing faculty disparity, faculty hiring, deciding which programs to expand or contract, research and public service expenditure, and general unit and institutional improvement. This Special Interest Group provides the unique opportunity to learn more about the Delaware Cost Study and new initiatives to engage with participants and administrative staff. Special Interest Group	8:00 am - 8:45am *Riverview B* **John Barnshaw** University of Delaware **Tom Eleuterio** University of Delaware
COFHE Update For COFHE members and guests only. Research update and an opportunity to discuss current and future research projects coordinated through the Consortium. Special Interest Group	8:00 am - 8:45am *Riverview C* **Stephen Minicucci** Consortium on Financing Higher Education

Monday, November 10, 2014

Special Interest Groups and Table Topics

Maryland Association for Institutional Research Join your Maryland institutional research and assessment colleagues to discuss state and regional issues. Come prepared to suggest topics of interest for upcoming association events. Special Interest Group	8:00 am - 8:45am *Washington A* **Gregory C. Spengler** University of Maryland, Baltimore **Doug Nutter** Bowie State University
Greater Philadelphia Association of Institutional Research (GPHLAIR) Join IR colleagues from the Greater Philadelphia as we discuss topics of interest to those in the Philadelphia area. Our SIG provides opportunities to meet new faces and catch up with old ones. Special Interest Group	8:00 am - 8:45am *Washington B* **Mark Palladino** Philadelphia University **Stephen Thorpe** Widener University **Chad May** Holy Family University

Concurrent Sessions

Look at Yourself From Your Student's Point of View - a Life-Cycle Approach to Analysis and Evaluation Are you still looking at trends from an institutional researcher's point of view? In these days of falling enrollment, that can be a critical mistake. Learn how a student-centric lifecycle view can expose hidden problems that—individually—might go unnoticed, but combined could be catalysts behind student decisions to leave. NEAIR Member & Sponsor Presentation	8:00 am - 8:45am *USS New Jersey* **Bob Scott** Bilander
Assessing Faculty Productivity and Research Performance Your institution must demonstrate return on investment in all areas, including sponsored research. This workshop will use InCites™ to present and highlight the importance of research assessment and will cover various bibliometric indicators used to measure research performance, including article output, citation count, h-index, citation impact, and normalized relative indicators. NEAIR Member & Sponsor Presentation	8:00 am - 8:45am *USS Olympia* **Jeffrey Clovis** Thomson Reuters

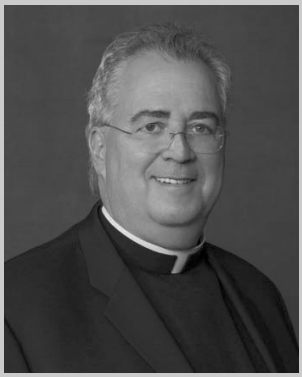
Monday, November 10, 2014

Plenary Session

Conversation with the Presidents

9:00 am - 10:15 am
Grand Ballroom

College Presidents' Panel on Student Access and Success, and the Institutional Research Perspective



Rev. Peter M. Donohue, OSA, PhD
Villanova University

Dr. Richard Englert, Chancellor
Temple University

Dr. Karen A. Stout
Montgomery County Community College

Grab and Go Coffee Break

10:15 - 10:30 am
Grand Ballroom & Columbus Ballroom Foyers

Concurrent Sessions

NCES Updates Part I

10:30 am - 11:15 am
Columbus A

This session will focus on the National Center for Education Statistics' changes and updates to the IPEDS Data Collection 2014-15 and 2015-16 as well as the Sample Surveys including NPSAS, which are standardizing the collections to reduce burden. Time for questions will be provided at the end of the session.

Workshare

Sean Simone
Gigi Jones
National Center for Education Statistics, U.S. Department of Education

Constructing a Longitudinal Survey for Student Success

10:30 am - 11:15 am
Columbus B

Utilizing a validated survey to better understand the characteristics of new students has become vital to many colleges. However, many commonly used instruments are designed only for new students and have not been recommended for continued use on returning students. This session provides an overview of the construction and validation of a Student Self-Assessment Survey (SSAS) to identify both new and returning students who might be at risk and evaluate each student longitudinally. The SSAS measures academic, social, and psychological fitness before and after the transition to college. Results of a factor analysis and an automated process in MS Excel that emails individualized student reports to advisers as PDFs will be shared.

Workshare

Paul Prewitt-Freilino
Wheaton College

Nathan Rush
Becker College

Monday, November 10, 2014

Concurrent Sessions

The Accreditation Survival Guide Attendees will learn strategies that were used by Institutional Research, Planning, & Assessment in order to meet the data requirements for NEASC Accreditation. Processes and tools will be presented for institutions to utilize during their own accreditation process. They will learn about the self-study process and successful practices to ensure the self-study is evidence-based. Attendees will receive guidance and discuss ideas to assist in evaluating accreditation standards. Data collection and outcomes assessment strategies will be discussed in the context of accreditation. Workshare	10:30 am - 11:15 am *Columbus C* **Angelina O'Brien** Bristol Community College
NEAIR Membership Committee - Open Discussion for Mid-Career Professionals This session is an open discussion facilitated by the NEAIR Membership Committee. It is intended for mid-career professionals to ruminate on their experiences and identify areas where NEAIR can improve support, communication and career planning for those with entry to mid-level experience in Institutional Research. All members, regardless of experience, are encouraged to attend and share their thoughts. The results of this discussion will be compiled into a written report to be submitted to the NEAIR Steering Committee. Open Discussion	10:30 am - 11:15 am *Suite 501 - 5th Floor* **Alison Weingarten** Guttman Community College **Elizabeth Clune-Kneuer** St. Mary's College of Maryland **Melanie Larson** Lasell College **Maren Hess** Campbell University
A Course-Based Plan to Review Struggling Academic Programs Academic programs with declining enrollment and poor financial profiles are often difficult to terminate due to the complexity of the issue; these decisions are often difficult to make, especially lacking sound quantitative data to support such a decision, and compiling those data is an often lengthy and challenging process. Attendees should leave this workshare presentation with a deeper understanding of one approach to the delicate task of ending academic programs. We hope the detailed steps provided will offer the audience a guide to the workload, costs, and revenue aspects of this process , and that they may be able to apply to their own unique situations. Workshare	10:30 am - 11:15 am *Riverview A* **Matt North** Duquesne University **Angela Chirumbolo** Duquesne University

Monday, November 10, 2014

Concurrent Sessions

Projecting Course Enrollments: A Work In Progress The University of Maine Office of Institutional Research recently developed a method to provide course-level projections for informing the scheduling process at UMaine each semester. We will focus the first part of this Workshare on describing our methodology and outlining the implementation process. In the more technical portion, we also will share some SPSS syntax that may be useful to other institutional researchers who similarly face this task. In the second part, we will disclose the lessons we have learned so far from our experience with this process and, further, welcome the thoughts, insights, and suggestions from our NEAIR colleagues. Workshare	10:30 am - 11:15 am *Riverview B* **Debra Allen** University of Maine **Ted Coladarci** University of Maine
Predictive Modeling: Benefits of a Beginning Student Survey Predicting student retention is particularly challenging for nontraditional institutions and particularly those with open enrollment. This paper will briefly cover how and why the Beginning Student Survey (BSS) was developed and will discuss how the predictive models of student retention used at Excelsior College were improved by including items from the BSS. This talk is appropriate for anyone interested in predictive modeling, beginning student surveys, or issues faced by nontraditional institutions. Contributed Paper	10:30 am - 11:15 am *Riverview C* **Kim Speerschneider** Excelsior College
Wage Data: Post-Graduate Outcomes and More The use of state Unemployment Insurance (UI) wage data to better understand student outcomes post-graduation has become increasingly common. However, the UI data can be informative far beyond this narrow purpose. One state university system's experience using the UI data for post-graduate outcomes will be discussed as well as two additional analyses being conducted in partnership with two system institutions: 1) using UI data to better understand the employment patterns of students while enrolled at one specific institution, and 2) comparing alumni self-reported income data to the UI wage data to determine the validity of one institution's long-standing alumni survey. Workshare	10:30 am - 11:15 am *Washington A* **Jessica Shedd** The University of Texas System
Defining Promise: Optional Testing in Admissions About 850 institutions have made standardized testing optional for admissions. This session will discuss a three-year national study of 123,000 students at 33 public and private institutions. It is the first published research that evaluates optional testing policies across institutional types. Our fundamental question: Are college admissions decisions reliable for students who are admitted without SAT or ACT scores? Does standardized testing produce valuable predictive results, or does it artificially truncate the pools of applicants who would succeed if they could be encouraged to apply? Based on this study, at least, it is far more the latter. Contributed Paper	10:30 am - 11:15 am *Washington B* **William Hiss** Bates College **Valerie Franks** Valerie Franks Consulting

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Leveraging Assessment Technology for Continuous Improvement and Student Success In this presentation, participants will hear case studies about ExamSoft users regarding their experience with the suite and how it has helped impact student learning outcomes, assisted in curriculum mapping and course development, and more. Participants will also be shown ExamSoft's end-to-end assessment suite, which includes cloud-based item banking and tagging tools; exam blueprinting and creation; secure delivery methods; rubrics creation and delivery; automatic scoring; and robust reporting features including longitudinal reporting, among others. NEAIR Member & Sponsor Presentation	10:30 am - 11:15 am *USS New Jersey* **Emma Schartner** ExamSoft Worldwide, Inc.
Does a Flexible Pace Course Format Work Better than Traditional? Title III grant funding allowed MCC to implement a flexible pace course format pilot for two developmental math courses. Our IR office was tasked to see if it made a difference in grade and retention outcomes. Could this work at your college too? Workshare	10:30 am - 11:15 am *USS Olympia* **Andrew Welsh** Monroe Community College
Annual Business Meeting Luncheon	11:30 am - 1:00 pm *Grand Ballroom*
NCES Update and Tools Part II This session will discuss the remaining changes to IPEDS and NPSAS from the morning session. Time left over will be reserved to present IPEDS tools. Time for questions will be provided at the end of the session. Workshare	1:15 pm - 2:00 pm *Columbus A* **Sean Simone** **Gigi Jones** National Center for Education Statistics, U.S. Department of Education
Strategies for Collecting Post-Graduation Outcomes Data Post-graduate outcomes data are being highlighted by external agencies as key metrics to be shared with students and families. Job placement rates and/or graduate school enrollment are important institutional measures of effectiveness, as well as marketing and recruitment tools. Most institutions rely on alumni surveys to collect this data; however, an underlying challenge is obtaining an adequate amount of responses in order to report useful outcomes data. This workshare will highlight the strategies of institutional research offices at a small private college, a mid-size private college, and a medium-sized public research university in obtaining increased response rates for post-graduation outcomes data. Workshare	1:15 pm - 2:00 pm *Columbus B* **Raldy Laguilles** Springfield College **Mary Ann Coughlin** Springfield College **Heather Kelly** University of Delaware **Martha Gray** Ithaca College

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Concurrent Sessions

Tools and Tactics for Combating Survey Fatigue With the increasing demand for accountability, institutional research offices often juggle many requests to administer student surveys for assessment purposes. This session will detail how the Office of Institutional Research and Assessment at one large, research institution works to prevent student survey fatigue to maintain high response rates through a centralized survey administration process. This centrally coordinated process includes efforts such as the development of a survey calendar, a university survey committee, marketing and communication, and distribution of survey data and information. These techniques will be discussed and participants will have the opportunity to brainstorm ideas for implementation at their institution. Workshare	1:15 pm - 2:00 pm *Columbus C* **MacKenzie Lovell** Temple University **Gina Calzaferri** Temple University
Do I Get a Do-Over? Assessing Course Repeat Policy Recently, the University at Buffalo began to review its policies on course resignations in the hopes of reducing undergraduate time to degree. A key component of this review is the assessment of a recent policy initiative that limited repeats for popular introductory and general education courses. We expect that patterns of enrollment and student success following the prior policy change will help to support or refute the anticipated benefits of disincentivizing course resignation. This presentation will review bivariate and multivariate analyses that highlight the impact of course resignation under old and new course repeat policies. Workshare	1:15 pm - 2:00 pm *Riverview A* **Lauren Young** University at Buffalo
To Be or Not to Be a Full-Time Student: That's the Question Course completion rates at Empire State College are significantly lower for full-time students when compared to part-time students. This research will integrate multiple data sources and focus on answering two main questions within the realm of adult/nontraditional education: 1) Are certain populations or groups of students better equipped to handle the workload associated with being a full-time student? And 2) What is the impact on course completion rates when a student transitions from part- to full-time, or vice versa, across terms? This presentation will help the audience gain knowledge about the adult/nontraditional student population, and learn about integrating data from multiple sources. Contributed Paper	1:15 pm - 2:00 pm *Riverview B* **Katherine Ostroot** SUNY Empire State College **Joseph King** SUNY Empire State College

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Graduate Time to Degree Data for Reporting and Practical Use The time it takes to complete a doctoral program varies on many levels. Defining the metrics that capture these data can be equally challenging and nuanced. Practical approaches and solutions for designating cohorts, managing program changes, and explaining policy and contextual nuances intertwine to underscore the resulting time to degree (TTD) metrics. A large public research institution's IR office and its graduate school have collaborated to manage how we report, utilize, and inform different audiences with these data. This workshare presentation will shed light on the practices that have been developed for these purposes and ignite discussion on best practices and recommendations for thinking about calculating and using TTD data. Workshare	1:15 pm - 2:00 pm *Riverview C* **Wayne Taliaferro** University of Maryland **Shama Akhtar** University of Maryland
Investment in Space Design: Culture of Student Satisfaction Thoughtful investment in student feedback, diverse organizations and unique contexts can yield creative patterns for space design and execution, with lasting impact. With student satisfaction and success linked, campus space design should align with students' satisfaction, best practices, and resource allocations. SUNY Binghamton's integration of student feedback and resources in a decade of significant physical changes has enhanced impacts on student satisfaction as well as social, and economic outcomes. This session will highlight Binghamton's culture of space planning in relation to student feedback in unified movement that progressively emanates from students' spatial experiences in order to enhance student satisfaction/success. Workshare	1:15 pm - 2:00 pm *Washington A* **Nasrin Fatima** Binghamton University **Couper Gardiner** m.Arch, Inc.
The 20/20 on 2015:A Strategic Planning Vision for the Future In 2013 our University purchased Compliance Assist-Planning, a module with the Campus Labs suite of products. Planning is a module that facilitates the collection and storage of data for the purposes of monitoring the goals and objectives set forth in strategic plans at the University, school, and program levels, as well as for integrating assessment activities at the University. The purpose of this techshare is to demonstrate how this system facilitates and streamlines assessment efforts, as well as exhibit how our University is using the Planning platform. We would like to share our experience with those contemplating purchasing such a system or are investigating the various systems available. Techshare	1:15 pm - 2:00 pm *Washington B* **Debbie Shatzkes** Adelphi Univeristy

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Peer Benchmarking Using U.S. News Academic Insights, Temple University Case Study U.S. News Academic Insights is the top peer benchmarking and performance assessment tool in Higher Education. Containing unpublished rankings and data, Academic Insights allows administrators the ability to create custom peer groups and compare their relative performance to others. Data can be visualized using Academic Insights unique visualizations or exported as reports or in raw form. This session will demonstrate the features of Academic Insights and how Temple University is utilizing the platform to improve their internal reporting capabilities. NEAIR Member & Sponsor Presentation	1:15 pm - 2:00 pm *USS New Jersey* **Evan Jones** U.S. News Academic Insights **Dana Kerr** Temple University
Networking and Collaboration: Social Media Tools for IR Have you ever wanted to connect with others beyond email and conferences? Heard about social media but not sure where to begin? This session will provide an introduction to different interconnected social media networks such as: NEAIR Forum, LinkedIn, Twitter, Facebook and blogging. Both technical and social (etiquette) applications will be introduced. 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 as well as how it can contribute to a personal learning network both within IR and Higher Education. Workshare	1:15 pm - 2:00 pm *USS Olympia* **Elizabeth Clune-Kneuer** St. Mary's College of Maryland **Claire Goverts** SUNY Brockport
Data & Dessert Poster Session - Formal Poster Viewing Presenters will be available from 2:15pm -3:00 pm	2:15 pm - 3:00 pm *Grand Ballroom & Columbus Ballroom Foyers*

Poster Sessions

A Case Study in Collaboration Between IR Offices (1) The ProArts Consortium consists of six Visual and Performing Arts institutions in Boston. Cross-registration for select courses is available to students who attend one of these schools. IR professionals from these schools collaboratively designed a survey to measure students' awareness, perceptions, and use of the cross-registration opportunity and to aid in a new strategic planning process. This poster presents survey results and a description of the collaboration process among the six IR offices. Poster	2:15 pm - 3:00 pm *Grand Ballroom & Columbus Ballroom Foyers* **Michael Duggan** Emerson College **Mary Roetzel** School of the Museum of Fine Arts **Kathleen Keenan, Gail Chartoff** Massachusetts College of Art and Design

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Poster Sessions

Application of Random Forests to Predict Retention (2) Random Forests (RF; machine-learning algorithms) are an important tool for identifying variables of most impact to relevant outcomes. RF are extensively used in disciplines such as genomics and engineering, and this poster presents a viable use of RF for tackling age-old problems like retention and graduation. This poster will familiarize the community with the novel methodology, its output, as well as data concerns that have to be bridged before successfully applying the method. Poster	2:15 pm - 3:00 pm *Grand Ballroom & Columbus Ballroom Foyers* **Vaishali Jahagirdar** Excelsior College
Charge! Rallying Behind A Campus Student Success Initiative (3) As one component of the Undergraduate Student Success Initiative, a first- to second-year retention study explored factors related to attrition, such as first generation status, geographic location, tutoring visits, Pell grant awards, EFC bands, student support programs, and attendance confirmation dates. Findings were used to inform the campus community of significant differences in retention and first year GPA among student groups. This poster presents these findings and describes Institutional Research's role in collecting data across several disparate systems. Poster	2:15 pm - 3:00 pm *Grand Ballroom & Columbus Ballroom Foyers* **Jason Schweitzer** Rutgers University, Camden **Sarah Donnelly** Rutgers University Camden
Early Alert Assessment at an Urban Community College (4) In collaboration with Academic Affairs, Student Affairs, and IT, Queensborough Community College implemented a campus-wide Early Alert Student Support Network to address student academic needs early in the semester. The Office of Institutional Research and Assessment developed formative and summative assessment tools to evaluate the usage and effectiveness of the Early Alert Student Support Network. This poster shares the development, implementation, and results and addresses difficulties and challenges of research design, student tracking, and interpretation of the results. Poster	2:15 pm - 3:00 pm *Grand Ballroom & Columbus Ballroom Foyers* **Elizabeth Lackner** Queensborough Community College
Factbook Makeover: Revising our Outdated Facts & Figures (5) For many IR offices, an annual factbook is the most widely shared and referenced report among internal and external constituents. This visual display will present one IR office's process to update its university factbook and improve its utility to the campus community. Examples of data tables both before and after revision are displayed, with a link to the final documents. Presenters will address the challenges of meeting multiple users' needs and of using the Cognos reporting tool. Poster	2:15 pm - 3:00 pm *Grand Ballroom & Columbus Ballroom Foyers* **Allison Walters** University of Delaware **Di Chen** University of Delaware

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Poster Sessions

Faculty Retention and Departure at the University of Texas System (6) Extreme faculty turnover is problematic for an institution as faculty departure is associated with costs related to hiring, short-term replacement costs, and disruptions of course offerings and mentoring students, etc. This study examined retention and attrition rates of tenured and tenure-track faculty at the University of Texas System between Fall 2007 and 2012. Particular emphasis was placed on tracking cohorts of newly hired faculty as well as newly tenured faculty for five years after initial hire or achieving tenured status. Poster	2:15 pm - 3:00 pm *Grand Ballroom & Columbus Ballroom Foyers* **Jessica Shedd** The University of Texas System
Perceived Bias Against Asian American Applicants (7) This study examines bias against Asian American applicants at elite institutions. A series of logistic regressions was used to estimate the effect of being Asian American on the probability of acceptance into the university. The results of the study highlight the issue of omitted variable bias in regression analysis and also identify the lack of demonstrated interest as a possible hindrance to Asian American applicants in college admissions. Poster	2:15 pm - 3:00 pm *Grand Ballroom & Columbus Ballroom Foyers* **Margaret Munley** Lehigh University
Results of A Course Evaluation Survey (8) We conducted a short survey of higher education institutions on course evaluation practices through the HEDS and NEAIR listerves and through various Linkedin institutional research sites. One hundred twenty institutions have responded to the survey. The survey was focused on on-line surveys, so sixty of the respondents progressed through the survey. Poster	2:15 pm - 3:00 pm *Grand Ballroom & Columbus Ballroom Foyers* **Michael Duggan** Emerson College
SAS Tips and Tricks Used in IR Routine Projects (9) Institutional Research Offices collect all variety of data in different formats from different sources, which often must be manipulated before statistical analysis and reporting is possible. SAS has the power to manipulate the raw data more efficiently and effectively. This poster shares helpful SAS tips and tricks and sample code. Poster	2:15 pm - 3:00 pm *Grand Ballroom & Columbus Ballroom Foyers* **Robert Zhang** Chatham University
The Student Achievement Measure (SAM): A More Comprehensive Measure of Student Attainment (10) The Student Achievement Measure (SAM) is a collaborative effort by six higher education associations to enhance transparency and to present a more comprehensive measure of student attainment. SAM tracks student movement across institutions to provide a more inclusive picture of undergraduate student progress and completion and is a voluntary alternative to the federal graduation rate. Through a shared website, institutions across sectors can deliver a more complete picture of student progress and attainment. Poster	2:15 pm - 3:00 pm *Grand Ballroom & Columbus Ballroom Foyers* **Teri Hinds** Association of Public & Land-grant Universities (APLU)

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Time Series Modeling of Immediate Transition to College (11) The percentage of high-school graduates immediately transitioning to college for the period 1973-2012 is analyzed, using figures from the NCES. This study compares time series models for 2-year and 4-year institutions, in order to shed light on the dynamics impacting new student enrollment forecasting and its implications for institutional planning. The results indicate that the transition to 2-year and 4-year institutions do not fit equivalent time series models. Poster	2:15 pm - 3:00 pm *Grand Ballroom & Columbus Ballroom Foyers* **J. R. Robles** SUNY Empire State College
Tracking Graduate Student Quality, Yield and Degree Progress (12) This poster presents techniques to track graduate student admissions yield and quality as well as progress to degree completion. It demonstrates different reports that can be produced at a university, college, and program level for various groups of graduate students. Also featured are challenges faced when tracking these populations and future directions for these reporting initiatives. Poster	2:15 pm - 3:00 pm *Grand Ballroom & Columbus Ballroom Foyers* **Jennifer Buckley** University of Massachusetts Lowell **Julie Alig** University of Massachusetts Lowell
Unraveling Graduation & Retention Stories Using CSRDE Data (13) As a membership organization of 400+ higher education institutions, The Consortium for Student Retention Data Exchange (CSRDE) is an excellent source for retention and graduation information. CSRDE collects and shares data for freshmen, transfers & STEM student cohorts and hosts an annual conference focused on sharing current research and evidence-based strategies to support student success. Of note to NEAIR is the recognition of IR - an Institutional Research Leadership in Student Retention Award ($1,000) is awarded annually. Poster	2:15 pm - 3:00 pm *Grand Ballroom & Columbus Ballroom Foyers* **Jane Zeff** William Paterson University **Sandra Whalen** Consortium for Student Retention Data Exchange
Who Are We Counting? Who Are We Missing? A Further Analysis (14) At Massasoit Community College, complete success data existed only for the two fifths of students comprising the IPEDS GRS cohort—until recently. This poster summarizes the college's findings on student success when using an expanded definition and disaggregating success metrics to focus on student populations underrepresented in the traditional cohort. This approach provides a more thorough understanding of student success than aggregate rates alone. Sharing these new data with the campus community has impacted programming, planning, and decision-making. Poster	2:15 pm - 3:00 pm *Grand Ballroom & Columbus Ballroom Foyers* **Mary Goodhue Lynch** Massasoit Community College **Jennifer May** Tufts University (formerly with Massasoit Community College)

Canceled

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Poster Sessions

Womens Graduate STEM Degree Attainment by Land-Grant Status (15) In recent years STEM fields have been promoted as an area of national need. Women have traditionally been underrepresented in STEM fields. Since graduate enrollment increases during recessions and Land-grant institutions have access and equity at their roots, reviewing women's graduate STEM degree attainment in the US by land-grant status is a means to consider an institutional level of review in the context of a recession. Poster	2:15 pm - 3:00 pm *Grand Ballroom & Columbus Ballroom Foyers* **Austin Ryland** Association of Public & Land-grant Universities (APLU)
2013 Best Paper: Understanding the Leaky STEM Pipeline by Taking a Close Look at Factors Influencing Retention and Graduation Rates (16) Despite the fact that STEM has become one of the progressively hot topics for higher education in recent years, there are not many studies comparing the retention and graduation performance of the overall entering cohort with the performance of entering students majoring in a STEM discipline. In this study, data from the main CSRDE survey and the CSRDE STEM survey are used to compare the overall, the institution-wide, and the STEM discipline-specific Year1 to Year2 retention rates and four-year graduation rates. The results of this study visually underscore the leak in the STEM education pipeline for higher education. Poster	2:15 pm - 3:00 pm *Grand Ballroom & Columbus Ballroom Foyers* **Di Chen** The University of Delaware **Heather Kelly** University of Delaware
2013 Best Poster: Examining the First Term Experiences of New Freshmen: An IR Approach (17) Our research sought to investigate the first semester experiences of first-time, full-time freshmen at our institution. At present, publicly available data on freshmen are often limited to admissions and enrollment. Recognizing the importance of freshmen's first-term experiences to our university's strategic goals and student success, we sought to provide additional data to campus constituents to describe how freshmen navigate their first semester. The outcome was a comprehensive report describing freshmen's pre-enrollment characteristics, majors, course-taking behavior, academic outcomes, and perceptions of their first-semester experience. The report was widely distributed and well received. We hope our poster viewers will be able to: 1) create a narrative about the experiences of new freshmen using IR data, 2) conceptualize the integration of survey assessment data with complementary data in an IR report, 3) consider critical topics on their campus that can be explored from both an IR and assessment lens, and 4) map the process of designing an analysis that utilizes both IR and assessment data. Poster	2:15 pm - 3:00 pm *Grand Ballroom & Columbus Ballroom Foyers* **Tiffane Cochran** University of Maryland, College Park **Amanda Bowsher** University of Maryland, College Park

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Concurrent Sessions

Mixed Feelings/Methods: IR Bias and Qualitative Methods Institutional researchers mainly rely on quantitative methods for their work. Is the cause due to the nature of institutional research or some bias? This study explored this question, with a focus on IR perceptions toward qualitative methods. Using mixed methods, AIR assisted with a survey of 573 AIR members followed by 14 telephone interviews to help explain the results. Findings suggested that institutional researchers generally have a positive perception of qualitative methods and that bias does not explain the variation in qualitative use for IR functions. This paper presentation outlines the factors that appear to influence the perceptions and use of qualitative methods, such as educational background and institutional culture. Contributed Paper	3:15 pm - 4:00 pm *Columbus A* **Douglas Ducharme** U.S. Naval War College
Building a Predictive Model of Student Retention This workshare will describe the on-going efforts at Fordham to create a predictive model for first to second year students. Drawing a variety of institutional data, including student demographics, financial aid indicators, and course registrations, I create and test different models to identify students at-risk of leaving the university. Workshare	3:15 pm - 4:00 pm *Columbus B* **Kimberly Johnson** Fordham University
Using the Dickeson Model for Academic Program Reviews A working group of Loyola University members, recently converged to assess the financial viability of current graduate programs. An evaluation process was developed based on the ten criteria that Robert Dickeson recommends in his book, Prioritizing Academic Programs and Services. By using the Dickeson criteria, our group was able to produce comprehensive graduate program reviews rooted in qualitative and quantitative data. The Dickeson model provided a standard to which the graduate programs could be reviewed and measured, following a prioritization process method. Individual perspective on the advantages and limitations encountered throughout this process can be beneficial to other institutions preparing to use similar models. Workshare	3:15 pm - 4:00 pm *Columbus C* **Nicole Simone** Loyola University Maryland
Electronic Course Evaluations: Evaluate, Analyze, Share! With the ongoing need to increase efficiency and the expectation to distribute data and information to constituents faster, institutions continue to transition from paper based course and teaching evaluations to an online format. This session will detail how one large research institution navigated the transition within a diverse academic environment. Learnings from the process will be shared, with a focus on marketing and communication strategies to maintain high response rates and the development of a system for sharing evaluation results with students. Participants will have the opportunity to share their own experiences and brainstorm ideas for adapting these systems for use at their own institutions. Workshare	3:15 pm - 4:00 pm *Riverview A* **Kelly Butts** Temple University **Gina Calzaferri** Temple University

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Visualizing Undergraduate Retention/Graduation Rates: Tableau This workshare will demonstrate Tableau's capacity to improve benchmarking by creating a framework that allows quick modification and agility in responding to requests. The primary focus will showcase Cornell University's involvement with a multi-institutional research project that seeks to modify outcomes of students who come from disadvantaged backgrounds. Details will be shared on how we looked at and visualized retention and graduation (and possible GPA) by various demographics within the populations of interest. By using Cornell's approach in identifying key factors related to student success, we will demonstrate how to improve efficiency, effectiveness, and flexibility in providing data for reporting and research objectives. Workshare	3:15 pm - 4:00 pm *Riverview B* **Catherine Alvord** Cornell University **Deb Fyler** Cornell University
Advanced Modeling Techniques for Benchmarking Data Utlizing data from the Delaware Cost Study, this session explores the differences between internal and external benchmarking, how to present these data simultaneously, and advanced modeling techniques. Some of these advanced modeling techniques include cluster analysis, an ideal technique for exploring similarities and differences between peers, ordinary least squares (OLS) regression utilizing benchmarked data, and Monte Carlo methods. Monte Carlo methods are a unique statistical technique that allow for the simulation of a dependent variable. Monte Carlo simulations allow for modeling benchmarked data in a variety of institutional research capacities including enrollment management, retention, cost analyses and planning. Contributed Paper	3:15 pm - 4:00 pm *Riverview C* **John Barnshaw** University of Delaware
Creating a Framework for Post-collegiate Outcomes The Post-Collegiate Outcomes (PCO) initiative designed to include broad perspectives on post-collegiate outcomes, and explore the rationale for different measures for different audiences. Charged with developing a framework and proposed policy agenda, the initiative has been working to create answers for institutions, by institutions including: Who will be included in the measure and for whom is this an appropriate measure?; What data is collected, analyzed and displayed; Where are the data coming from?; When is the appropriate time to measure this outcome?; and Why is this data important? The preliminary results of initiative will be discussed with participants, who will learn what the next steps for the work are and how they can assist. Workshare	3:15 pm - 4:00 pm *Washington A* **Kent Phillippe** American Association of Community Colleges **Teri Hinds** Association of Public & Land-grant Universities (APLU)

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Career Tracks & Professional Development for IR This session, designed to help attendees define and achieve their career development goals, will have three parts. Part one will be a discussion of some universal skills everyone needs to be an effective professional in Institutional Research. In part two, participants will receive a list of questions for self-examination to help them hone their own career priorities. This is designed to be an individual activity that could also be used in partnership with a mentor or trusted colleague. Part three will be an examination of four potential career paths for people with IR experience. These tracks will include opportunities outside of IR and within IR at the Specialist, Director and AVP/VP levels. Workshare	3:15 pm - 4:00 pm *Washington B* **Melanie Larson** Lasell College **Rebecca Brodigan** Bowdoin College **Elizabeth Clune-Kneuer** St. Mary's College of Maryland **Gayle Fink** Bowie State University
The Future of Institutional Research - Performance Management This session will discuss how IR departments can lead institutional efforts at performance management by creating a data driven cultural. With external and internal pressures continuing to build in both the academic and administrative areas for accountability, for transparency and for effectiveness, come learn how you can be instrumental in driving your institution's performance. NEAIR Member & Sponsor Presentation	3:15 pm - 4:00 pm *USS New Jersey* **John Miller** Nuventive **Peter Feigenbaum** Fordham University
Enrollment Projection: Use of Multiple Predictive Models Office of Institutional Research and Assessment at Binghamton University has been using different methods to estimate enrollment for continuing students. More specifically, we have been using two particular methods- Average Return Ratio Model and Logistic Regression Model consistently for the last ten years in order to obtain more accurate enrollment projection. The objective of this presentation is to demonstrate and further discuss the accuracy of enrollment projection by each of these methods. Additionally, we seek to understand the variables that influence students to continue from prior semester to the next semester. Workshare	3:15 pm - 4:00 pm *USS Olympia* **Nasrin Fatima** Binghamton University **Tania Das** Binghamton University
Institutional Policymaking: An Emerging Role for IR The presenters will discuss their work as managers of the institutional policymaking process at their respective institutions. Participants will learn what is involved in policy work and why institutional research/planning/effectiveness (IRPE) is well suited for it from three main perspectives: (1) the skill sets that IRPE & policy professionals possess, (2) the type of institutional roles IRPE & policy professionals serve, and (3) level/location of organizational structure IRPE & policy professionals are typically situated in an institution. The workshare will also offer insights on how new career paths may be forged for IRPE professionals through the policy role. Workshare	4:15 pm - 5:00 pm *Columbus A* **Christopher Hourigan** Rhode Island College **Kathryn Yerkes** The University of Scranton

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Mating Course Schedules to Predicted Enrollment Institutions are under pressure to offer new courses and programs to attract additional students. Simultaneously, they face demands to reduce the overall cost of education incurred by registrants. As added curricula may require additional faculty, this appears to be a daunting task. However, accurate enrollment predictions empower programs to schedule seats based on predicted need, highlighting potential course section savings and possibilities for cyclical course scheduling. As staffing aligns with instructional demand, additional expenses over revenue generated are minimized. Thus, programs are empowered to create additional curricula while meeting fiscal demands. Workshare	4:15 pm - 5:00 pm *Columbus B* **Michelle Kiec** Kutztown University
Maximize Your Efforts by Streamlining External Reporting Three colleges will share a common process by which data collection and reporting to external bodies was streamlined. A non-profit organization will describe its use of the web and crowdsourcing to facilitate data collection, reporting, and analysis. The session will conclude with an open discussion regarding possible process improvements and the pros and cons of each method. Participants will: a) learn about key aspects to consider when developing and implementing a streamlining method; b) learn about a new initiative being developed by a third-party that may override the need for institutions to create their own method; and c) evaluate both methods, their pros and cons, and determine which solution best fits their institution's needs. Workshare	4:15 pm - 5:00 pm *Columbus C* **Heather Roscoe** Northeastern University **Sam Michalowski** **Barbara Cohen** College of Staten Island/CUNY **Erin Bailey** Holy Family University **John Katzman** The Noodle Companies, LLC **Heather Kelly** University of Delaware
Predicting 4-Year Student Success From 2-Year Student Data This presentation will overview 3 years of work tracking student data across institutions, from two community colleges to a four-year online university, to predict and promote community college transfer student success. Funded by a Kresge Foundation grant, the project required working collaboratively to develop a multi-institutional database, formulate research goals, analyze data, and implement and evaluate interventions. We will present key research findings, introduce the Success Calculator, an advising tool predicting students' probability of success prior to transfer, and describe interventions targeting the unique needs of transfer students. Lessons learned in working across institutions to impact student success will be discussed. Contributed Paper	4:15 pm - 5:00 pm *Riverview A* **Denise Nadasen** University of Maryland University College **Alexandra List** University of Maryland University College **Beth Mulherrin** University of Maryland University College

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Using Multiple Survey Media to Increase Survey Participation Surveys play an important role in institutional research and are used to collect primary data. A respectable response rate is critical to providing data that can be used for measuring institutional effectiveness, assessing course outcomes, and evaluating programs, etc. The presenter will discuss the use of both web-based and paper surveys to maintain a high response rate (>60%) on a biennial student satisfaction survey without any incentives. Techshare	4:15 pm - 5:00 pm *Riverview B* **Christine Frederick** Community College of Baltimore County
Assessment of College Strategic Plans using Employee Surveys At the U.S. Military Academy (USMA) at West Point, there is currently an effort to use employee culture surveys to evaluate the effectiveness of strategic plans at USMA. Since 1999, USMA employees have been given a culture survey, either annually or bi-annually, depending upon the organization. This past year, however, survey questions have for the first time been formally linked to strategic plans and objectives at both the organizational and academy level. Our example of survey use may compel other schools' administrators to also use employee surveys to evaluate how well they meet their own strategic plans and objectives. Workshare	4:15 pm - 5:00 pm *Riverview C* **Vincent Lan** USMA Office of Institutional Research (OIR)
Evidence Based-Storytelling: College Portraits At A Glance The Voluntary System of Accountability Program® (www.voluntarysystem.org) was created in 2007 as a tool for institutions to demonstrate transparency and accountability in providing consumers and policy makers with unbiased information on the undergraduate learning experience. The core objectives of the VSA remain the same, but as our public conversations have evolved, so has the College Portrait (www.collegeportrait.org). This session will demonstrate the new College Portrait At A Glance tool, which will allow users to create custom snapshots of their College Portrait organized around a central theme or issue. Workshare	4:15 pm - 5:00 pm *Washington A* **Teri Hinds** Voluntary System of Accountability
Data Mining Methods: Applications for Institutional Research The techshare will explore various data mining techniques and discuss their utility in developing predictive models for admissions decisions and student outcomes. The use of transactions, such as advising visits and interactions with the Blackboard course management system are presented. Some of the data mining methods considered are CART classification and regression trees, along with bagging/boosting, net lift modeling, and the development of regression models when there are correlated predictors. The partitioning of the data into training, validation, and test samples for developing effective models is explained, along with the various diagnostic tests for determining model accuracy. (2014 NEAIR Ambassador Grant Recipient) Techshare	4:15 pm - 5:00 pm *Washington B* **Nora Galambos** Stony Brook University

Monday, November 10, 2014

Concurrent Sessions

Better Insights Through Visual Reporting of IR Data Using SAS® In this presentation, you will learn how to use SAS® Visual Analytics specifically in areas of enrollment and retention -- whether with your data warehouse or just existing data sources – to quickly design reports that are attractive, interactive and meaningful and then distribute those reports via the web, or through mobile BI on an iPad® or tablet. NEAIR Member & Sponsor Presentation	4:15 pm - 5:00 pm *USS New Jersey* **Eileen Shea** SAS **Shiva Jaganathan** University of Connecticut
Is That the Right Number? Data Integrity and Validity in IR Institutional researchers are often expected to produce definitive summary data to be posted in the public domain for use by external policymakers, accreditors, peers, and other outside constituents. It is imperative that these summaries be correct and consistent, but institutional data may be fraught with pitfalls. Given that raw data are rarely perfectly clean and consistently structured, how can you be assured that a summary number is the right one? We will discuss examples of problems that may arise from missing data, incorrect data entry, definitional issues, multiple records or constituencies, and policy changes and offer diagnostic and analytic solutions. Workshare	4:15 pm - 5:00 pm *USS Olympia* **Lauren Young** University at Buffalo **Rachel Link** University at Buffalo
Data with a Twist Reception Poster Session including announcement of Best Visual Display Award at 6:00 pm.	5:30 pm - 6:15 pm *Grand Ballroom & Columbus Ballroom Foyers*
Monday Evening Dinner Groups Sign up at Grand Ballroom Foyer; Meet in Lobby	6:30 pm
Post Dinner Group Entertainment! Come back from dinner and head to the hotel bar and lounge (Keating's River Grill) to hear sounds of Dave Baker, a Contemporary, Jazz and Classical Guitarist. Have a drink of choice, relax, and continue the conversations with your collegues and friends. Entertainment	8:30 pm - 1:30 am *Hotel Bar and Lounge*

Tuesday, November 11, 2014	
Continental Breakfast NEAIR Conference Team Leaders encourage SIG and Table Topic attendees to eat breakfast first before attending session of choice.	7:30 am - 8:45 am *Grand Ballroom*
Conference Registration - Your Third Place Exhibitor Showcases, Posters, and Internet Café	7:30 am - 11:00 am *Grand Ballroom & Columbus Ballroom Foyers*
Special Interest Groups and Table Topics	
U.S. News & World Report Update U.S. News will review the recently released 2015 Best Colleges rankings and provide an update on its new Global initiative plus its other rankings. Special Interest Group	8:00 am - 8:45 am *Columbus A* **Robert Morse** U.S. News & World Report
Updated NSSE: Promoting Survey Participation & Using Results to Enhance Student Success The recently updated NSSE provides participating institutions new opportunities to assess critical dimensions of educational quality including learning strategies, quantitative reasoning, and collaborative learning, and to study important topics such as advising, writing, and experiences with diversity, more in-depth via topical modules. This session provides an opportunity for campuses to share their successes in promoting survey participation, exchange ideas about using updated survey results, redesigned reports, and topical modules, and to provide feedback regarding new tools and resources. Several users will be invited to briefly share their NSSE use stories and a NSSE staff member will moderate. Special Interest Group	8:00 am - 8:45 am *Columbus B* **Jillian Kinzie** Indiana University Center for Postsecondary Research, NSSE Institute **Chris Hourigan** Rhode Island College
Higher Education Data Sharing (HEDS) Consortium The Higher Education Data Sharing (HEDS) Consortium 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 new surveys and data exchanges. The HEDS Consortium serves the needs of private higher education for institutional research, decision support, assessment, and the advancement of liberal learning. Our members include private, nonprofit, and regionally accredited institutions that grant bachelor's degrees and are committed to an undergraduate liberal arts education. Special Interest Group	8:00 am - 8:45 am *Columbus C* **Adrea Hernandez** Higher Education Data Sharing Consortium **Kirsten Skillrud** Higher Education Data Sharing Consortium

Tuesday, November 11, 2014

Special Interest Groups and Table Topics

2013 Best First Paper: An Institutional Model for Degree Completion: A Moneyball Approach At the turn of the 21st century, the Oakland Athletics revolutionized the way baseball players were evaluated by moving away from conventional measures to measures that would increase a team's chances of winning. This Moneyball approach was effective as Oakland competed against New York and Boston, even though their payroll was remarkably small compared to the Yankees and Red Sox. This table topic is a follow-up to the paper presented at NEAIR last year and is an opportunity to discuss how our office has utilized this model in developing more effective reports with regards to retention and degree completion studies. We hope this will lead to a discussion about other types of Moneyball statistics in higher education. Table Topic	8:00 am - 8:45 am *Grand Ballroom* **Alexander Yin** The Pennsylvania State University
Using SelectSurvey SelectSurvey is the survey software program used by the USMA Office of Institutional Research. We use it to survey employees on work satisfaction and other issues; to survey students for course evaluations and for their attitudes regarding honor, toughness, and other issues; and for special requests that come to our office. We would like to learn how we can better and more efficiently (if possible) use this software program, through discussion with others who have also used it. Table Topic	8:00 am - 8:45 am *Grand Ballroom* **Vincent Lan** U.S. Military Academy (USMA) at West Point
Challenges in Assessing Online Programs Students in undergraduate online programs often differ from traditional students. At my university, undergraduate students in online programs are older than our typical undergraduate population, often attend part-time, and usually have prior college credits. Additionally, the online student may have other responsibilities that distract from coursework and/or make the student more likely to stop-out during the course of his or her studies. Therefore, typical methods of assessing success, such as retention or graduation rates, may not be the best measures of success for online students that are not following a traditional educational path. Ideas will be discussed regarding the best way to assess the success of online students. Table Topic	8:00 am - 8:45 am *Grand Ballroom* **Jason Diffenderfer** Pace University
Three-Year Graduates at a Four-Year Institution: Challenges and Opportunities An increasing number of students graduate from high school with a significant number of advanced placement credits or dual-credit courses taken at a community college. Many of these students are therefore able to graduate in three years with a four-year degree. What kinds of challenges and opportunities do these students provide for our colleges and universities? What role can (or should) institutional researchers play in evaluating the effect of these students on enrollment management and institutional performance? How can we most effectively measure the outcomes of these students? Table Topic	8:00 am - 8:45 am *Grand Ballroom* **Lee Allard** Siena College

Tuesday, November 11, 2014

Special Interest Groups and Table Topics

Alumni Outcomes Survey Says Verses Integrating Additional Data Sources Alumni outcomes are important to know. Yet surveys only capture a certain percentage of our graduating classes. What do we know from survey data, and how do we integrate secondary sources into our reporting? The session will introduce our one year out alumni survey process and explorations of different secondary sources; primarily LinkedIn and the Clearinghouse, along with the potential challenges of integrating these data with data collected via survey. Discussion will focus on what can we can do with these sources together in the reporting process, what could be considered best practices from an IR standpoint, and if these pockets of knowledge could help target our survey outreach. Table Topic	8:00 am - 8:45 am *Grand Ballroom* **Claire Goverts** The College at Brockport - SUNY
SNAAP Survey Users SNAAP is the Strategic National Arts Alumni Project survey. This Table Topic will provide a chance for institutions that participated in SNAAP to discuss how they have reported their results and how the results have been used at their institutions. Table Topic	8:00 am - 8:45 am *Grand Ballroom* **Michael Duggan** Emerson College **Mary Roetzel** School of the Museum of Fine Arts, Boston
Servant Leadership Through Institutional Effectiveness Paul Dressel, an early founder of institutional research, saw the profession as an independent force empowered to objectively look into all aspects of an institution, especially the self-study and long range planning. Inherent in his theory was the evolving concept of servant leadership in organic learning environments that was being developed through the lens of the new quantum view of the sciences. In essence, the servant leader's role is to insure that the highest priority needs of the institution, and the people in it, are met. This table topic will explore servant leadership, its challenges, and its call for resilience in the IR practitioner who is faced with the political resistance generated by organizational change. Table Topic	8:00 am - 8:45 am *Grand Ballroom* **Cristi Carson** Baton Rouge Community College
Penn State's Institutional Research Graduate Certificate Program Penn State's online graduate certificate program in IR will be discussed. Table is targeted to individuals interested in the certificate and current students and alumni of the program. Table Topic	8:00 am - 8:45 am *Grand Ballroom* **James Trainer** Villanova University **Fred Loomis** The Pennsylvania State University

Tuesday, November 11, 2014

Special Interest Groups and Table Topics

Online Learning Institutions This SIG is for colleges and universities that operate online and/or at a distance. Special Interest Group	8:00 am - 8:45 am *Riverview A* **Kim Speerschneider** Excelsior College
Higher Education Effectiveness This is the second gathering for those interested in augmenting their institution's capacity to use evidence in decision-making, policy formulation, planning, and change for the purpose of improvement. Discussion of what is working in IR, assessment and program review at attendees' institutions is encouraged. Information about the Association for Higher Education Effectiveness will also be available. Special Interest Group	8:00 am - 8:45 am *Riverview B* **Alan Sturtz** Goodwin College
SUNY AIRPO This SIG is targeted to members of AIRPO (the Association for Institutional Researchers and Planning Officers), a New York State regional organization affiliated with the State University of New York (SUNY) system. Join us for networking and discussion of regional and state topics of interest. Special Interest Group	8:00 am - 8:45 am *Riverview C* **Rachel Link** University at Buffalo-SUNY **Lauren Young** University at Buffalo-SUNY
Catholic Higher Education Research Consortium (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. All current members and those interested in learning more about the organization are invited to attend. Special Interest Group	8:00 am - 8:45 am *Washington A* **Chad May** Holy Family University **Peter Feigenbaum** Fordham University
Massachusetts IR Gathering of IR professionals from the Massachusetts community colleges, state colleges and universities, and the UMass system. Special Interest Group	8:00 am - 8:45 am *Washington B* **Tiffany Parker** Mount Wachusett Community College

Tuesday, November 11, 2014

NEAIR Focus Group - By Invitation Only Evaluating Philadelphia and planning for NEAIR 2015! Cherry Danielson Carleton College 2015 Conference Program Chair John Ryan University of Vermont 2015 Conference Local Arrangements Chair Focus Group	8:00 am - 8:45 am *William Penn Boardroom*
Concurrent Sessions	
Case Studies: Using Taskstream to Manage Assessment & Facilitate Discussions About Improvement Join us to learn how hundreds of institutions use Taskstream to manage campus-wide assessment and e-portfolio initiatives, including defining outcomes, developing assessment plans, and collecting evidence of student learning. Plus, see how our role-based dashboards and analytics help facilitate discussion around using data for improvements at the course, program, and institutional levels. NEAIR Member & Sponsor Presentation	8:00 am - 8:45 am *USS New Jersey* **Dara Wexler** Taskstream
BI: An App for Higher Education Retention like you have never seen it! PIT Boss: 96 term analysis Points in Time! Cohort Analysis: Anchor and Cast. NEAIR Member & Sponsor Presentation	8:00 am - 8:45 am *USS Olympia* **Christina Rouse** Incisive Analytics, LLC
We're Number 80?! Placing Rankings in Context for Leadership With a change in senior leadership, the Office of Institutional Research & Evaluation (OIRE) at Tufts has seen an increase in interest in university ranking systems, in particular international systems like ARWU, THE, QS, and U-Multirank, but also domestic systems like Washington Monthly and Forbes. Communicating with senior leadership about these rankings' methodology, Tufts' place in the rankings, and the "whys" of Tufts' changes in position, has been an ongoing project. This session will describe the rankings systems that have garnered the most attention at Tufts, the ways in which OIRE has analyzed and communicated with leadership about these rankings, and the surprises that have arisen along the way. Workshare	9:00 am - 9:45 am *Columbus A* **Jessica Sharkness** Tufts University **Dawn Terkla** Tufts University

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Concurrent Sessions

Preventing Attrition: A Comprehensive Retention Package Student retention is the cornerstone of any institution's success. As institutions become more and more reliant on tuition funds to support their mission and vision, student success (as defined by continuous enrollment and completion) becomes a central part of the institution's function. As the population of at-risk students (particularly, low-income and first-gen) rise, institutions have to race the realization that significant investment in retention strategies is needed to ensure that successful completion of those students. This program will serve to provide an overview of one such implementation, and outline the successes and shortcomings with the intent on providing a framework for the design of similar programs and other institutions. Contributed Paper	9:00 am - 9:45 am *Columbus B* **Ross Conover** St. Mary's College of Maryland
Reporting and Benchmarking Faculty Productivity In response to the demands for improved institutional planning and decision-making, the institutional research office at a public research university continues to explore ways for reporting and benchmarking faculty productivity. This presentation will: 1) review historical perspectives on the faculty roles and productivity, 2) review data sources and tools useful for benchmarking faculty productivity, and 3) summarize strategies and projects undertaken thus far by IR in reporting and benchmarking faculty productivity. Participants will learn the scope of faculty productivity, data sources, and strategies to reporting and benchmarking faculty productivity. Participants will be encouraged to share their experiences, ideas and suggestions. Workshare	9:00 am - 9:45 am *Columbus C* **Kyung-Im Noh** University of Connecticut **Thulasi Kumar** University of Connecticut
Using an Alumni Survey and Social Media to Get a Fuller Picture Attendees will learn of one college's experience when trying answer questions about: What do our alumni do? How happy are they in their jobs? What percentage went to graduate school? Where and for what kinds of degrees? In addition to a survey, the college used social media and was able to track down between 92 and 97 percent of the graduating alumni one-year out, five-years out and ten-years out. Workshare	9:00 am - 9:45 am *Riverview A* **Becky Brodigan** Bowdoin College **Stephanie Foster** Bowdoin College

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Concurrent Sessions

No Place Like Home? Location in Matriculation Decisions Respondents to a recent survey of law school applicants indicated that school location was a primary consideration in deciding where to apply. This presentation will examine application and matriculation patterns by geographic location across various subpopulations of the law school applicant population (e.g., race/ethnicity, gender, LGBT status, type of undergraduate institution). Results of this research will provide a more complete picture of which law school applicants are more likely to matriculate at institutions closer to home and which are more likely to matriculate at schools farther from home. The goal of this research is to offer empirical research to inform the admissions recruiting process. Contributed Paper	9:00 am - 9:45 am *Riverview B* **Kimberly Dustman** Law School Admission Council **Ann Gallagher** Law School Admission Council **Josiah Evans** Law School Admission Council
e-Assessment: Reporting Using Electronic Surveys Tools Does your institution need an institution-wide system for reporting assessment of student learning but not want to invest in an assessment management system? This session demonstrates how one large, research institution manages assessment reporting using electronic survey tools. Participants will learn about Temple University's assessment model and how low-cost, user friendly reporting tools were developed and refined based on this assessment model. Sample reporting tools, rubrics for assessing the reports and sample "Assessment Snapshots" will be shared with the audience. Participants will have opportunities to discuss ways in which they can implement similar tools at their institutions. Workshare	9:00 am - 9:45 am *Riverview C* **Gina Calzaferri** Temple University
IR's Role in a World of Data Warehouses: A Theoretical Model The presentation explains why IR should play a central role in developing and maintaining campus-wide reporting solutions developed through data warehousing or other "business intelligence" software. It offers a theoretical model of institutional decision-making, showing how IR fits into this paradigm and demonstrating how data warehouses can both remove constraints hindering IR from providing accurate, reliable and timely information to key decision makers, and simultaneously, strengthen IR's analytic role on campus. It demonstrates how the incorporation of a data warehouse can change the campus's administrative culture, providing further evidence why IR should play a central role in its development. Workshare	9:00 am - 9:45 am *Washington A* **Michael Dillon** University of Maryland, Baltimore County (UMBC)

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Concurrent Sessions

Creating Course Evaluation Summaries with Microsoft Excel This workshop will demonstrate the use of formulas, cell references, and Visual Basic for Applications (VBA) to automate the creation and distribution of course evaluation summaries with Microsoft Excel. Using references and formulas, raw data from Qualtrics or other survey software will be transformed into question averages and individualized graphs, while VBA will save evaluations as PDFs and distribute them as attachments via Microsoft Outlook to instructors. Limitations, workarounds, and other uses for automation will be discussed. Intended outcomes include understanding the use of VBA for automating tasks; troubleshooting broken code and formula errors; and adapting automation to other IR-related projects. Techshare	9:00 am - 9:45 am *Washington B* **Nathan Rush** Becker College
Get Greedy, With Your Time: How iDashboards Saves Time You can see how IR at institutions are using iDashboards to create an infrastructure of dashboards that significantly reduces ad hoc requests (and saves IR departments tons of time). With iDashboards patented technology, key stakeholders at institutions are able to interact, drill down, and gain critical insight to key metrics very easily. Actual website dashboard examples, and IR focused customer stories will be shared. There will be opportunity for discussion, as well as education as to how the iDashboards Right Click Menu driven wizard based dashboard build and customization works. NEAIR Member & Sponsor Presentation	9:00 am - 9:45 am *USS New Jersey* **Brian Stevens** iDashboards
IR, Assessment and the IRB: The Use and Abuse of IRBs 30+ years after the first regulations for research involving human subjects were published there remains confusion about the meaning of the regulations, particularly when it comes to IR and assessment projects. IRBs are often misunderstood by applicants and even IRB members often err in interpreting the regulations when it comes to educational projects. This session will provide a succinct summary of the key regulatory passages that guide IRBs when considering institutional research and assessment projects. We will look closely at the definitions of research, human subjects, minimal risk and the exemption criteria, as well as considerations of scientific method in an effort to dispel some myths about IRB requirements. Workshare	9:00 am - 9:45 am *USS Olympia* **Curt Naser** Fairfield University
Grab and Go Coffee Break	9:45 am - 10:00 am *Grand Ballroom & Columbus Ballroom Foyers*

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Concurrent Sessions

The False Promise of Net Price as an Affordability Metric Net price represents an institution's cost of attendance less grant aid received by students, and it has been heralded as the best available measure of affordability for colleges and universities. This promise, however, is overstated because the cost of living components that figure into net price calculations are ill-defined and unevenly calculated. This paper examines the variability in cost of attendance determinations to demonstrate that significant and overlooked components of room and board, transportation, and other expenses for commuter students confound net price calculations to make net price a problematic metric to measure affordability or use in accountability systems. Contributed Paper	10:00 am - 10:45 am *Columbus A* **Braden Hosch** Stony Brook University
Different Approaches to Using the Updated NSSE Survey In 2013, NSSE updated its survey, redesigned institutional reports and offered additional survey modules. During this work share, we will share how our institution is using student engagement results and we will hear how others are using student engagement results in new and innovative ways. Come to share ideas and gather different approaches to working with NSSE data. Workshare	10:00 am - 10:45 am *Columbus B* **Jennifer Buckley** University of Massachusetts Lowell **Julie Alig** University of Massachusetts Lowell
The Good Old Days?: Satisfaction at Graduation and Beyond Do you look back on your college or graduate years as the "good old days?" If so, have you ever wondered if the alumni responding to your institutional research office's alumni surveys likewise remember the institution only through rose-colored glasses? This presentation shares one IR office's attempt to explore whether such a phenomenon is systematically prevalent at a research-intensive university. That is, do alumni tend to systematically rate their satisfaction higher than they did as seniors or exiting graduate students? This research emerges in response to increasing campus interest in alumni studies and their strengths and limitations, and emphasizes implications for improving the IR community's understanding of alumni research. Workshare	10:00 am - 10:45 am *Columbus C* **Jennifer May** Tufts University

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Concurrent Sessions

Save Time & Effort: Morph One Predictive Model Into Another There are many uses for predictive modeling in higher education; enrollment management, retention, academic performance and fund raising are a few examples. It can be very efficient and very productive to leverage the time and effort invested to create a predictive model to build a new one, as opposed to starting from scratch. Typically, there is the need to add or modify the list of input variables and obviously you must change the output variable as well. This is usually a relatively straightforward process. This presentation shows how this has been done at Dickinson College using Rapid Insight® and discusses a few other possible scenarios where this might be a practical approach. Techshare	10:00 am - 10:45 am *Riverview A* **Michael Johnson** Dickinson College
Academic Program Review at a Public University In this presentation, we will run through a detailed and nuanced explanation of how we conduct academic program reviews at the University at Albany. This will include a look at our timeline, data collection, selection of reviewers, preparation of the self-study, the site visit, the reviewers' report, the departmental response, and governance oversight. We will discuss recent changes made to our "Practitioner's Guide" to improve the process as a whole. Workshare	10:00 am - 10:45 am *Riverview B* **Joel D. Bloom** The University at Albany, SUNY **Steven F. Doellefeld** The University at Albany, SUNY
Starting a Campus Compliance Program Within a Small IR Shop Colleges and universities consistently struggle today to meet the every changing demands of the higher education regulatory environment. This workshare will show how a small private college IR Office identified the need, designed, and implemented a campus compliance program. Participants will learn what worked for one college's small IR staff and what might work for other institutions. Workshare	10:00 am - 10:45 am *Riverview C* **Stefanie Schwalm** Pennsylvania College of Health Sciences
Community College Transfer Students' Persistence at University While the performance of community college transfer students at four-year universities has been well examined, less is understood about learners' persistence at their transfer institutions. We will introduce two models predicting community college transfer students' re-enrollment (enrollment in semester following the first semester of transfer) and retention (enrollment during the 12-months following the first semester of transfer) at a four-year, online university. Demographic characteristics, community college background factors, and first-semester GPA at the transfer institution were found to be predictive of re-enrollment and retention. Implications for supporting students' continued enrollment and persistence will be discussed. Contributed Paper	10:00 am - 10:45 am *Washington A* **Alexandra List** University of Maryland University College **Denise Nadasen** University of Maryland University College

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Concurrent Sessions

Report Automation and Data Consistency in IR Temple University's Office of Institutional Research and Assessment (IRA) dedicates a large proportion of time generating reports for various internal and external constituents. Over the past year, Temple has dedicated resources into establishing a method of report automation. The objective of this endeavor has been to minimize staff resources allocated to report generation, to lessen data transcription errors, and to ensure consistency in reporting. In addition, the process of identifying data sources has uniquely positioned IRA in assisting the university with data integrity. This work share will highlight our challenges, outcomes, and allow for a discussion of the role of IR in university reporting and data integrity. Workshare	10:00 am - 10:45 am *Washington B* **Robin Spilner** Temple University **Courtney Raeford** Temple University **Rich Hetherington** Temple University
Unifying Data Sources and Harnessing Analytics to Power Student Success Initiatives Montgomery County Community College will share how it is implementing advanced analytics to support student success initiatives. By unifying disparate data sources to deliver valuable information to the right people, at the right time, MCCC is seeking to enhance advising and provide personalized services to students to measurably improve success. NEAIR Member & Sponsor Presentation	10:00 am - 10:45 am *USS New Jersey* **Rob Robinson** Civitas Learning **Celeste Schwartz** Montgomery County Community College **Leon Hill** Montgomery County Community College
Advanced Analytics Driven Research for Retention and Success President Obama made science and engineering study a national priority to maintain American global leadership. This research addresses the issue of higher attrition rate among engineering students in a major private research institution. This is a multi-cohort retention and success study. Multivariate methods including proportional hazard model and regression analysis were performed controlling for covariates such as admission and FA criteria. Both analytics approaches yield consistent findings that a set of predictive factors jointly maximize students' chance of success and persistence in Engineering. These findings provide guidance for the institution in making admission policies for shaping an academically prepared and persistent class of engineering students. Contributed Paper	10:00 am - 10:45 am *USS Olympia* **Ying Lin** Syracuse University

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Concurrent Sessions

Text Mining Applications for the Institutional Researcher Institutional researchers have a wealth of unstructured data at their disposal: open-ended survey responses, social media, and other documents. In this workshare, we will demonstrate several methodologies for analysis of text using social media (Twitter) posts we recently analyzed for our university's communications office. We will demonstrate use of sentiment analysis as well as using a document-term matrix (DTM) to do additional analyses (term frequencies, word associations, cluster and principal components analysis). We will discuss the assumptions, limitations, and potential pitfalls of each technique. Workshare	11:00 am - 11:45 am *Columbus A* **Jason Casey** University of Notre Dame **David DeBoer** Georgetown University
Going Test-Optional and Beyond: Gathering Evidence and Making the Decision at Ithaca College This study is an expansion of the 2013 NEAIR Best IR/ Practitioner Award winning research, which helped Ithaca College's administration decide whether or not to adopt a "test-optional" admission policy. The study examined the incremental validity of standardized test scores in predicting students' academic success in college. Attendees will learn details about the development of the study methodology, data gathering, statistical modeling, analysis, and decision-making process that led Ithaca College to implement a test-optional policy beginning with the entering class of fall 2013. The present study adds an analysis of early retention and academic performance outcomes of the first test-optional cohort. Workshare	11:00 am - 11:45 am *Columbus B* **Yuko Mulugetta** Ithaca College
Developing an Instructional Activity Report In converting from a quarter to semester calendar, RIT's Provost requested a report that would help track changes in teaching patterns across the transition. The report needed to be concise (no more than two pages) and include several specified measures in which his office had particular interest. In addition, the report needed to cover a four-year rolling time window and it needed to be updated within weeks of each census date. Complicating this request was the recent transition from a legacy data system to PeopleSoft's Campus Solutions student information system. This presentation will provide information on the technical, political, and practical processes of developing a high-visibility report for a college administration's use. Workshare	11:00 am - 11:45 am *Columbus C* **Timothy Rupright** Rochester Institute of Technology **Nilay Yildirim** Rochester Institute of Technology
Final Course Grades: Comparing Full- and Part-Time Faculty The percentage of full-time faculty in higher education is declining, and an increasingly greater proportion of students are being taught by part-time instructors. Is there a difference between these two groups of instructors in student final course grades? We compare the average classroom final course grades of students taught by full and part-time instructors to see if there are differences in final grades between the two groups of instructors. Knowing the relative effectiveness of different instructor categories could help in promoting better student outcomes and resource allocation. Contributed Paper	11:00 am - 11:45 am *Riverview A* **Craig Esposito** Goodwin College **Alan Sturtz** Goodwin College

Tuesday, November 11, 2014

Concurrent Sessions

Modernizing PowerPoints and Visuals to Engage Your Audience You've collected and analyzed your data, now how can you present it to your audience in a way that's informative, clear, and engaging? This presentation includes tips for updating PowerPoint presentations and creating tables, graphs, and other visualizations that are both engaging and easy-to-read. Presenters will discuss how to frame your presentation to be audience focused, review basic design principles, and provide before/after examples of successful data visualizations. Examples will include simple frequencies, but the concepts could be applied to more complex statistical methods. All data tell a story – let visualizations help you share it! Workshare	11:00 am - 11:45 am *Riverview B* **Emily Weir Foley** University of Maryland **Stephanie David Dolamore** University of Maryland
Integrative Learning: Helping Students Make the Connections At the University of Michigan, research conducted with student leaders showed that even though most of these leaders reported having "extraordinary" learning experiences, the vast majority of them could not describe what they had learned, why or how it was valuable to them, or how they might apply their knowledge and skills. Through integrative learning, students can make meaningful connections of their experiences, synthesize their learning, and gain a greater understanding of how their skills and knowledge can help them achieve their academic, professional, and personal goals. This research demonstrates how an ePortfolio-based educational process can lead to significant gains in integrative learning. Contributed Paper	11:00 am - 11:45 am *Riverview C* **Thomas McGuinness** Bates College
Student Survey Data Management: A Data Warehouse Approach Managing student survey data is a perennial challenge for IR offices. Aligning trend files for repeated surveys, keeping track of changing items, and merging survey data across different instruments and data sources are time-consuming and error-prone tasks. In certain contexts (large amounts of survey data, large number of staff working with it) a relational database, data warehousing approach may be justified. This session will review (1) the problems with survey data that a warehousing approach is designed to solve, (2) the data model for the warehouse, (3) importing data to and from the data warehouse, and, (4) how the warehouse can facilitate routine reporting and raw data file distribution to other users. Techshare	11:00 am - 11:45 am *Washington A* **Mark Freeman** Drexel University **Russell D'Aiello** Drexel University **Kristen Eaton** Drexel University

Tuesday, November 11, 2014

Concurrent Sessions

Who Completes Online Student Evaluations of Teaching?

11:00 am - 11:45 am
Washington B

Seth Ovadia
Syracuse University

With the widespread move to the online administration of student evaluations of teaching (SETs), much discussion has taken place regarding methods for increasing completion rates. Most of this conversation has focused on general methods of publicity and/or ways of motivating students to complete the forms. The goal of this research is to lay the groundwork for a new approach to encouraging student participation by identifying the individual, course, and departmental factors that affect the likelihood of SET completion. This analysis uses data from an institution in which course evaluation forms differ across, and sometimes within, departments, which allows for a multilevel analysis of SET completion.

Workshare

Taming the Dragon - An AEFIS Success Story

11:00 am - 11:45 am
USS New Jersey

Stephen L. DiPietro
Drexel University

Mustafa Sualp
AEFIS, LLC

This session will invite the audience to learn how an assessment software is much more than a data repository. Drexel has used AEFIS to drive improvements in course evaluations, course catalog and syllabi management, outcomes and program management, direct assessment, and most recently an innovative supplemental outcomes transcript for students.

NEAIR Member & Sponsor Presentation

So Bennington: An Informal Proxy for Student Success

11:00 am - 11:45 am
USS Olympia

Zeke Bernstein
Bennington College

Lauren Magrath
Bennington College

Students, faculty, and staff at Bennington College often praise something on campus – a person, an event, an activity– as being "so Bennington." In this workshare, I will describe how members of the admissions office and dean's office at Bennington College are collaborating to define the meaning of "so Bennington" as an informal proxy for student success. Through this effort, we hope to fine-tune our existing criteria for admissions, enrich our ongoing retention efforts on the academic side, and generally calibrate our understanding of what it means for a student to succeed at Bennington.

Workshare

Taste of Philly Raffle Closing & Coffee Break

11:45 am - 12:15 pm
Grand Ballroom

The 2014 NEAIR Conference Team sincerely thanks our members for joining us in Philadelphia!

The 2015 NEAIR Conference Team looks forward to seeing you in Burlington, Vermont!

Emily Dibble	Cherry Danielson	John Ryan
2014-15 NEAIR President	2015 Conference Chair	2015 Local Arrangements Chair

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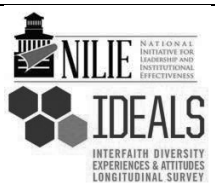

The National Initiative for Leadership and Institutional Effectiveness (NILIE) is dedicated to helping colleges and universities develop strategies for improving student success through collaborative leadership. Since 1990, NILIE has been instrumental in facilitating institutional climate assessments at 2 and 4-year colleges. In 2014, NILIE expanded to include the Interfaith Diversity Experiences and Attitudes Longitudinal Survey (IDEALS), which investigates how diversity experiences in college impact students' behaviors and attitudes. IDEALS is administered in partnership with North Carolina State University, New York University, and Interfaith Youth Core (IFYC).

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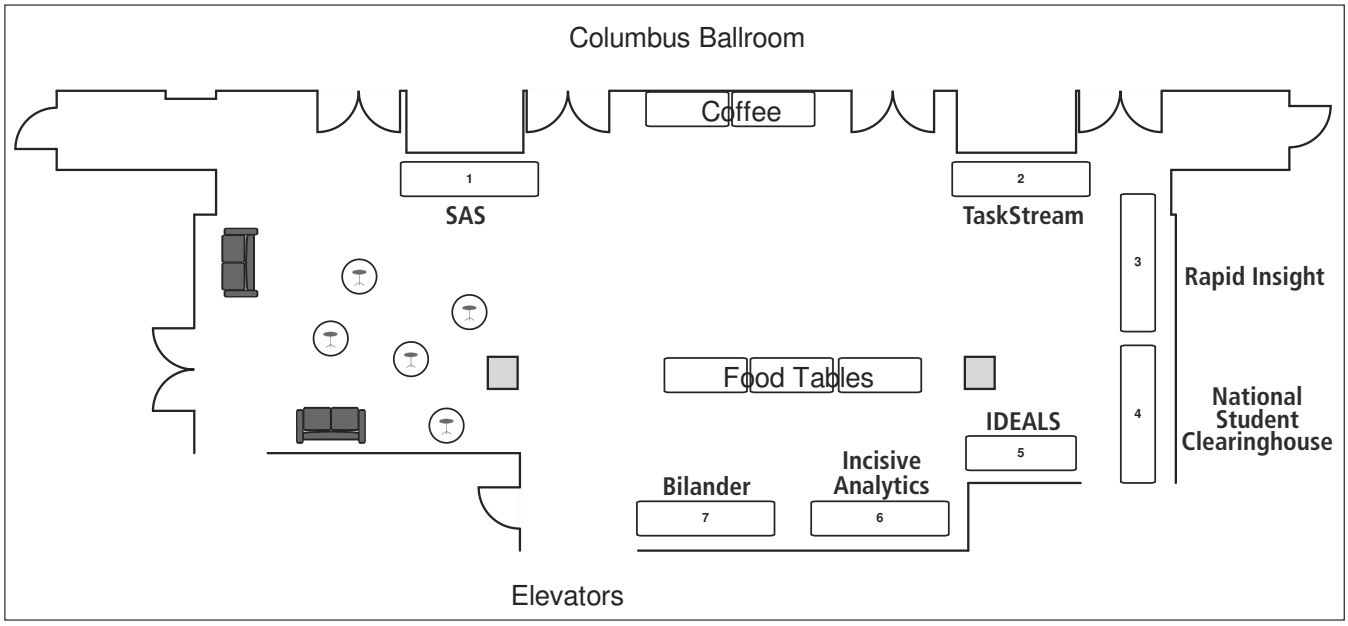

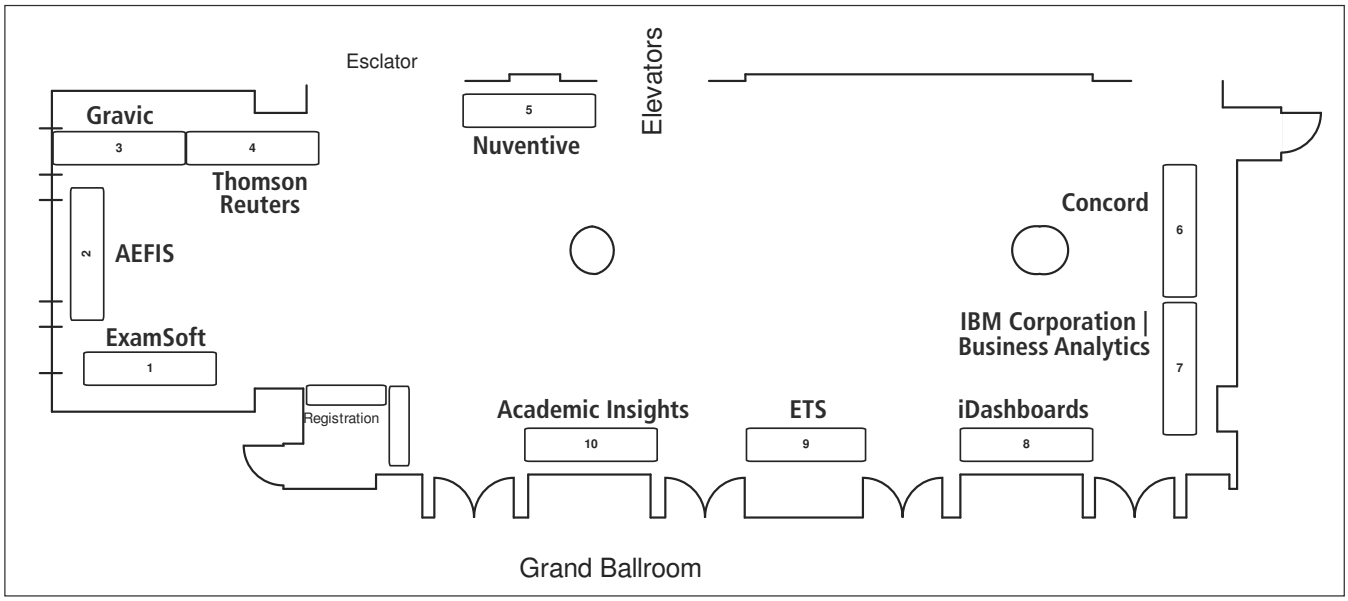

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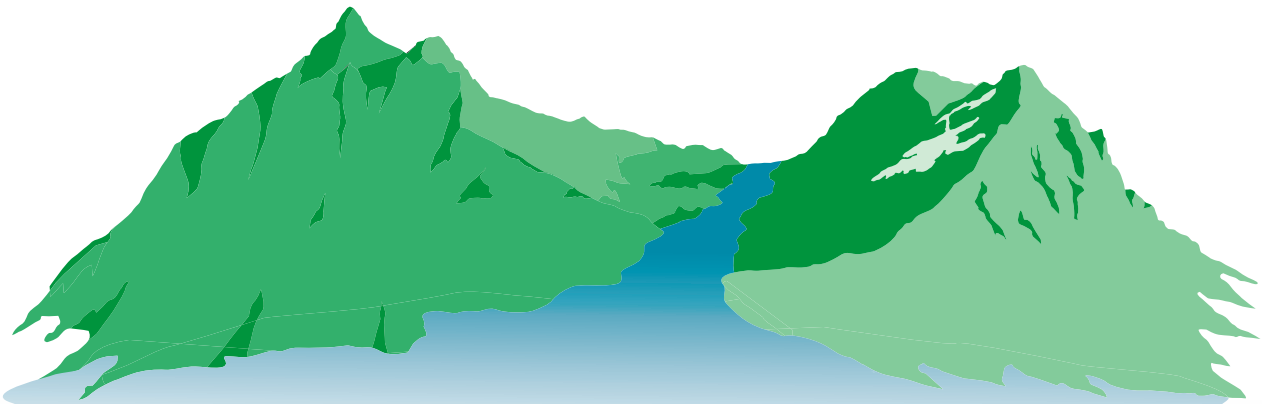

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