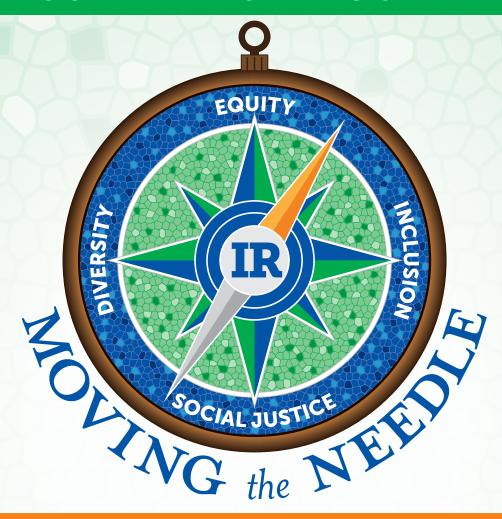
CONFERENCE PROGRAM



NOVEMBER 15-17, 2021

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2021 NEAIR 2nd Virtual Annual Conference 2021 Conference Program

Mon, Nov 15, 2021

1:30pm

Navigating NEAIR: A Newcomer's Toolkit @ 1:30pm - 3:00pm, Nov 15

Pre-Conference

NEAIR has designed this session for you to meet fellow new members and get insider tips from NEAIR leadership on how to make the most of your membership.

Participants will learn about professional development, grant, and volunteer opportunities available at NEAIR, and will receive tips on how best to connect with our community of IR professionals from the northeast region.

♥ Facilitator



Adam Ostrowski Senior Business Intelligence Analyst, Boston University



Jordan Knicely Research Analyst, University at Albany, SUNY



Cate Brizzell Business Intelligence & Reporting Analyst, Skidmore College

3:00pm

Mentor Mentee Connect ② 3:00pm - 3:30pm, Nov 15

Pre-Conference

By invitation only. For mentors and mentees to meet and connect.

Facilitator



Morgan Hawes Assistant Director of Institutional Research, Bridgewater State University



Pamela Taylor Director of Research, Consortium on Financing Higher Education (COFHE)

3:45pm

Hudson Valley IR SIG ② 3:45pm - 4:30pm, Nov 15



It's been a long time since our Hudson Valley group has had an in-person meeting. Let's reconnect virtually at the NEAIR conference! The loose agenda is to reacquaint ourselves, talk about whether we want to plan anything for the next 6 months or so, and anything else that attendees want to discuss. Hope to see you there!

▼ Facilitator



Betsy Carroll Director of Institutional Research and Effectiveness, Culinary Institute of America

5:00pm

It's 5:00 O'clock SomeNEAIR! ① 5:00pm - 6:00pm, Nov 15

It's 5:00 O'clock at NEAIR so join us for a Happy Hour in Airmeet.

Meet us at Table 1-- Go to Resources and Click on Airmeet. :) Hope to see you there!

Happy Hour Guru



Shama Akhtar (she/her) Director of Institutional Effectiveness, Goucher College

Tue, Nov 16, 2021

8:15am

IPEDS Update ① 8:15am - 9:00am, Nov 16

♀IMS-Zoom9



The National Center for Education Statistics will present an update on 2020-21 approved changes to the Integrated Postsecondary Education Data System (IPEDS).

Moderator



Liz Campbell Director of Institutional Research, Boston University



Kristen Procopio (she/her) Associate Director of Institutional Research & Planning, Rhode Island College

Speaker



Tara Lawley Postsecondary Branch Chief, Administrative Data Division, National Center for Education Statistics

9:30am

Moving the Needle ① 9:30am - 10:30am, Nov 16

♀ IMS-Zoom10



Student Success is the goal of every higher education institution. How do we move the needle on issues relating to diversity, equity, and inclusion and their impact in the work of institutional research, assessment and institutional effectiveness? Join our keynote speaker, Tia Brown McNair as she shares her expertise in equity, inclusive excellence, high-impact practices and student success.

Moderator



Shama Akhtar (she/her) Director of Institutional Effectiveness, Goucher College



Liz Campbell Director of Institutional Research, Boston University



Kristen Procopio (she/her) Associate Director of Institutional Research & Planning, Rhode Island College

Keynote Speaker



Dr. Tia Brown McNair Vice President in the Office of Diversity, Equity, and Student Success and Executive Director for the Truth, Racial Healing, and Transformation (TRHT) Campus Centers, Association of American Colleges and Universities (AAC&U)

10:30am

Take A Break - Visit Acadia Maine @ 10:30am - 11:00am, Nov 16



11:00am

Conversations with Tia Brown McNair @ 11:00am - 11:45am, Nov 16

♀ IMS-Zoom9



Continue the conversation with Dr. McNair. Tap into her expertise in DEI including the areas of equity-minded data analysis and decision-making, institutional planning, and assessing high-impact practices and intentionality.

Moderator ✓



Shama Akhtar (she/her) Director of Institutional Effectiveness, Goucher College



Liz Campbell Director of Institutional Research, Boston University



Kristen Procopio (she/her) Associate Director of Institutional Research & Planning, Rhode Island College

Keynote Speaker



Dr. Tia Brown McNair Vice President in the Office of Diversity, Equity, and Student Success and Executive Director for the Truth, Racial Healing, and Transformation (TRHT) Campus Centers, Association of American Colleges and Universities (AAC&U)

Launching an Academic Data Hub for Program Review @ 11:00am - 11:45am, Nov 16

♀IMS-Zoom10

Concurrent Session

This session is designed to highlight how Institutional Research (IR) can enhance the academic program evaluation process in the context of a private 4-year institution. Example work and lessons learned should be relevant to IR professionals in other higher educational contexts. IR collaborated with Academic Affairs to create the Academic Data Hub- a custom index of reports available for faculty to inform annual program planning and reporting. The Academic Data Hub supports transparency and standardizes the use of data on course enrollment trends, diversity statistics, faculty staffing, workload, maps of the curriculum, student feedback, and outcomes. This successful collaboration between IR and Academic Affairs will be explored as it relates to the work of program evaluation and institutional accreditation.

*Benefit to newcomers

™ Moderator



Stephen Sheridan Director for Accountability, Accreditation and Assessment Services, Villanova University

Speaker



Polly Prewitt-Freilino Associate Vice President for IR, Mount Holyoke College

Students call out discrimination: are we listening? @ 11:00am - 11:45am, Nov 16

♀ IMS- Zoom11

Concurrent Session

Highly public incidents of discrimination, harassment, and violence against communities that are frequently marginalized has generated a desire across all sectors to help confront these issues in their sphere of influence, and has empowered those who have experienced discrimination based on their identities to speak up and share their stories. Although most institutions are discussing the importance of confronting racism, many are struggling to figure out how to apply the values they have discussed and established. Preconceived notions and outdated procedures have dictated that students must speak up through official channels in order for their voices to be heard and incidents to be investigated, but for a variety of reasons students choose not to do so. Marginalized groups have historically been mistreated by the institutions they are a part of, yet we ask them to again trust these institutions to address their experiences.

Increasingly over the last few years, students at our institution have used anonymous surveys to share their stories. As the professionals responsible for analyzing that data, we're in a unique position to be the voice for these anonymous students and speak up for them in the rooms where decisions are being made. Traditionally changes made based on research findings rely heavily on statistical significance, but to make meaningful changes towards equity in IR and higher education, we must learn to view all experiences with discrimination, harassment, and violence as equally valuable and worthy of acting upon. As IR practitioners, we must shed the belief that it is our responsibility to only report the data, and step into the role of making sure that our institutions understand the importance of what the data is saying and who is being left out when we talk about the data we find.

As an IR department, we've used a variety of methods to attempt to bring to light discrimination, harassment, and violence that is happening in our college community. Progress is not always a straight line forward, but by using the data we have to highlight DEI issues on campus, we can push the needle forward on progress. This session will include an overview of unintentional bias that exists in our collective reporting structures, highlight the initiatives we have taken as an IR department to tell the stories of students who report discrimination, lessons learned so far, and our plan to move forward to make our college a more equitable place.

*Benefit to newcomers

™ Moderator



 $\label{eq:market} \textbf{Marlene Clapp} \ \ \textbf{Contractor} \ , \ \textbf{Higher Education Consultant}$

Speaker



Alexis Jasek Accreditation and Research Analyst, Berklee College of Music

Using Python and Tableau for Rankings Visualizations @ 11:00am - 11:45am, Nov 16

♀ IMS-Zoom12

Concurrent Session

Historic and comparative university rankings data is often requested by senior university leaders, but takes hours to gather and compile manually. How can IR teams efficiently develop tools that quickly and effectively communicate trends in university rankings to college and university leadership? In this session, one IR team will share their successful and innovative approach. We will (1) provide a high level overview of techniques for building an automated web crawler using python that aggregates publicly available rankings data; (2) share our approach to creating benchmarking visualizations of rankings data that successfully communicates long-term trends; (3) share our approach to creating interactive rankings methodology visualizations using Tableau; and (4) discuss the contexts in which this type of data is useful for crafting university strategy and educating leaders. This session will be useful for both new and experienced IR professionals who are interested in how rankings data might be applied in strategic university contexts, and how they might more efficiently gather and communicate various university rankings to senior leaders.

*Benefit to newcomers

Moderator



Betsy Carroll Director of Institutional Research and Effectiveness, Culinary Institute of America

Speakers



Mindy Anastasia Director of Institutional Research, Northeastern University



Nicholas Hersey Data Analyst, Northeastern University



Kaslong Nda Data Engineer and Analyst, Northeastern University

Answering the Call for Better Data: The Postsecondary Data Partnership @ 11:00am - 11:45am, Nov 16

♀IMS-Zoom13

Concurrent Session

In uncertain times, higher education must act with intentionality to assure both students and institutions thrive. Shifting to data-informed decision making is key to those ends.

™ Moderator



J.R. Bjerklie Director of Institutional Research and Effectiveness, Hartwick College

♥ Speaker



Lisa Stich Senior Specialist, Postsecondary Data Partnership, National Student Clearinghouse

11:45am

Exhibitor Showcase - Take Lunch with an Exhibitor or Colleague @ 11:45am - 1:00pm, Nov 16

Lunch

Grab your lunch and head into Airmeet. Meet up with our five Exhibitor Sponsors: National Student Clearinghouse, Heliocampus, Academic Insights, iData Inc, and Higher Education Consortia.

Airmeet is a great place for networking. Message a friend to meet you in Airmeet.

1:00pm

Institutional Research for All: An Introduction to Ableism and Accessible Design

@ 1:00pm - 1:45pm, Nov 16

♀ IMS-Zoom9

Invited Speakers

Although approximately 20% of people in the United States are disabled, disability identity and ableism are rarely addressed within the larger spectrum of diversity. As instructional researchers, it is essential that we consider our understanding of disability and how this impacts our work.

The presenters will introduce key concepts related to disability, such as ableism and social/medical models of disability, and highlight issues related to accessibility. Participants in this session will leave with a better understanding of disability as a minoritized identity. Additionally, they will learn how to create accessible surveys and how to collect demographic information from individuals with disabilities.

Moderator



Kristen Procopio (she/her) Associate Director of Institutional Research & Planning, Rhode Island College

♥ Speakers



Stephen Sheridan Director for Accountability, Accreditation and Assessment Services, Villanova University



Christa S. Bialka Associate Professor of Special Education, Villanova University

Decision Trees vs. Regression: How Do I Choose? @ 1:00pm - 1:45pm, Nov 16

♀IMS-Zoom10

Concurrent Session

Decision tree models have a number of advantages over traditional linear or logistic regression models. When modeling retention using logistic regression, subjects are assigned to either the attrition or retention group using the same set of predictors for all of the subjects. Of course we know that linear regression models predict interval measures, like GPA, on a regression line. On the other hand, a decision tree has many branches, and each branch has its own set of predictors. For example, students predicted to have a high GPA can have a different set of predictors than students predicted to have a low GPA, and further, there can be different predictors for students in a moderate GPA prediction group. This results in a far more customized model than that developed using linear or logistic regression. Another important difference is that missing data is not listwise deleted from a decision tree model. Instead, the missing data is assigned to the appropriate leaf or node by the decision tree algorithm, hence all subjects have a predicted outcome. There are more statistical assumptions to satisfy when using linear or logistic regression than when developing a decision tree model. For example, normality of residuals and multicollinearity are two assumptions that need to be evaluated when preforming linear regression. The violation of the assumptions of statistical tests can bias the results. In this presentation four models will be demonstrated. GPA will be modeled using a decision tree compared to a linear regression model. Next a decision tree model will be used to predict graduation status, which will then be compared to the result of a logistic regression model. Attendees will learn the basic steps for developing decision tree models along with what metrics are used for evaluating them. Included will be a discussion of the use of training and validation sets to avoid over- or under-fitting. Further, the accuracy of the models will be compared, as well as the relative utility of the results. For those new to institutional research this presentation offers analytic methods that may be new, and hopefully will provide the impetus for further investigation. For others more advanced in analytics, the presentation provides the information needed to start using decision trees. It is the hope that the presentation will stimulate interest in this useful alternative to more traditional analytic methods.

Moderator



Jessica Diehl Assistant Director Institutional Research and Effectiveness, Community College of Beaver County

♥ Speaker



Nora Galambos Senior Data Scientist, Stony Brook University

Race & Ethnicity: History of IPEDS and the US Census @ 1:00pm - 1:45pm, Nov 16

♀ IMS- Zoom11

Concurrent Session

Disparity in academic outcomes is a primary concern in higher education and recognition of who is/is not well served is often rooted in race and ethnicity. Institutional Research is centrally positioned in this process through thoughtful disaggregation of outcomes data for decision-makers. However, a key principle of racial

equity work encourages us to apply a critical lens to our own practices. As the focus on racial equity intensifies, we can examine the very tools we are using to help leadership answer questions about disparities in our educational system. Federal reporting of student demographics to IPEDS (Integrated Postsecondary Education Data System) requires institutions to use the racial and ethinic categorization system determined by the Office of Management and Budget (OMB). The OMB standardizes demographic reporting across the US government, a process largely driven by the needs of the US Census. And, because of the predominance of the IPEDS, it is often applied to all institutional data analyses.

But, does the OMB/IPEDS scheme always accurately capture the experiences and identities of our community members? If we examine this tool with an equity-focused lens, we learn about the difficult history of racial and ethnic categorization and the US Federal Government, from which the IPEDS system is derived. Since its inception, the Census has been used for purposes beyond simple demographic description, and changes in categories and definitions have been tied to race and ethnicity-based legislative policy aims. Early in its history, the Census focused largely on the division between Black and White, including efforts to increase the power of slave-holding states. As recently as 2018, plans were announced for a citizenship question on the Census, which many feared would be used to deport Latinx immigrants or to reapportion representation in areas where they live.

Clearly, one of the important benefits of IPEDS classifications for federal reporting is the collection of comparable data among institutions and through time. However, understanding connections between IPEDS, the Census and the history of racially-based US federal policy may free us to also explore the use of other relevant and diverse identity categories for our own internal institutional data analysis.

This presentation is appropriate for anyone who uses the IPEDS classification system or is involved in disaggregating data based on racial and ethnic categories. It is intended to be paired with the proposed discussion session on alternative methods for collecting and reporting racial and ethnic identities.

*Benefit to newcomers



Shawn LaRoche Senior Research Analyst, Mount Wachusett Community College

♥ Speaker



Dre Gager Assoc. Dir of Institutional Research, Bates College

The Sharing System-Visualizing Data, Academic Planning @ 1:00pm - 1:45pm, Nov 16

♀ IMS-Zoom12

Concurrent Session

This presentation is geared toward individuals with knowledge of their university or system's academic planning process, functional costs, data systems, or have a general curiosity about using data more strategically. The presentation will highlight effective use of postsecondary data systems and alignment to workforce through an academic lens. The AMPT utilizes State System longitudinal data, which links student, employee, and finance information centrally, and labor market information from the Bureau of Labor Statistics (BLS). Prior to implementation, the tool and the data within the tool were used as a foundation for conversations introducing the concept of system academic planning. System and University CAOs were able to view and use the data, even prior to the draft tool being released, and the system office has been responsive to requests for additional data and information. Examples of changes made in response to feedback include additional types of information (highlighting low enrolled programs, for example) or tool tips (hovers) to better describe the information presented. Now that the year-long COVID-19 crisis management is winding down, the Office of the Chancellor and universities are re-engaging concepts for a

system academic master planning policy. The policy will be implementable immediately because of user-community input on the tool that will support it. Even in advance of an academic planning policy, AMPT is used widely by system and campus leadership, providing insight into a university's own data and also into the nexus of system universities around them and regional workforce information. The information, presented in one location, allows for better collaboration within and between campuses and serves as a snapshot for key financial and workforce data needed for academic planning. It has brought new light into financial metrics and created a public facing access point for all universities and programs.

Moderator



Tom McGuinness Director of Institutional Research, Analysis, and Planning, Bates College

♥ Speakers



Donna Wilson Vice Chancellor and Chief Academic Officer, Pennsylvania's State System of Higher Education



Kate Akers Assistant Vice Chancellor of Advanced Data Analytics, Pennsylvania State System of Higher Education; Office of the Chancellor

Some Tips and Best Practices on Writing Great Business Glossary Definitions @ 1:00pm - 1:45pm, Nov 16

♀ IMS-Zoom13

Concurrent Session

In this session attendees will receive tips and best practices that can be used to improve the quality and the quantity of the definitions at your institution. The Data Cookbook data governance solution will be mentioned during this session.

™ Moderator



J.R. Bjerklie Director of Institutional Research and Effectiveness, Hartwick College

Speakers



Brian Parish CEO & Founder, iData Inc.



Jim Walery Director of Marketing, iData Inc.

1:45pm

Take A Break - Learn About the Lobster Industry @ 1:45pm - 2:15pm, Nov 16



2:15pm

A Pandemic Silver Lining: Serving Our Near Completers @ 2:15pm - 3:00pm, Nov 16

♀ IMS-Zoom9



The COVID19 pandemic brought numerous and varied challenges to college campuses across the U.S. This presentation will focus on how multiple partners across our public research university collaborated to capitalize on one change brought about by the pandemic, the move to primarily online instruction.

Like most others, our institution pivoted to remote online instruction in spring 2020. While we typically offer less than 5% of courses online, approximately 90% of our courses have been online since fall 2020, with some hybrid and face-to-face formats to support pedagogical necessity (e.g., arts, labs, etc). The move to online instruction and remote work was challenging, but one unexpected outcome was successfully 're-recruiting' 123 former students who (for one reason or another) left our institution before finishing their degrees, what we call our Finish Line near-completer reengagement program.

Each term, we reach out to students who left without completing a degree in recent years. With more online courses available, however, we suspected we had something very different to offer this time that might be a game-changer for some former students. We targeted 2,700 students last enrolled between fall 2009 and fall 2019, who had earned at least sixty credits, and were in good academic standing (minimum cumulative GPA of 2.0). We worked with Institutional Research to narrow the pool to only those who had not earned a degree elsewhere (using NSC data).

Our multi-pronged marketing approach yielded a total of 275 students; ultimately, 123 students enrolled in fall 2020 classes. These students were geographically diverse: 90% in-state, but many could not have returned if classes were available strictly on campus. About two-thirds of the group were minorities, many first generation, with an average age of 32. Most were transfer students, one-third were STEM majors, and they entered with an average of 115 credits earned.

A critical aspect of this program was providing support to faculty for effective online course design and delivery. We will discuss the abrupt change to remote learning in spring 2020 and how we leveraged our existing Alternate Delivery Program to provide faculty training in spring and summer 2020 to help prepare for online course delivery in fall 2020.

Our presentation will conclude with results for the 123 students, a look at what worked (and what didn't), data-informed evaluation of the faculty training, what we need to do to support this initiative in the future, and why it is important.

™ Moderator



Liz Campbell Director of Institutional Research, Boston University



Connie Pierson Associate Vice Provost, Institutional Research, Analysis, & Decision Support, University of Maryland, Baltimore County



Yvette Mozie-Ross Vice Provost, Enrollment Management & Planning, University of Maryland, Baltimore County



Sarah Shin Associate Provost for Academic Affairs, University of Maryland, Baltimore County



John Fritz Associate Vice President, Instructional Technology, University of Maryland, Baltimore County

A Cross-Departmental Approach to Data Governance @ 2:15pm - 3:00pm, Nov 16

♀IMS-Zoom10

Concurrent Session

This panel presentation will address how the creation and launch of a university-wide data sharing agreement jumpstarted our data governance program and spurred key data governance conversations across campus. Additionally, we will highlight how the meaningful involvement of functional partners, institutional research, and information technology staff have promoted our university's data governance program.

Data governance is a core pillar of effective information management (EIM). Because data governance is broad and involves participation across departments and roles, it can be challenging to launch a data governance program and maintain momentum.

Rochester Institute of Technology's institutional research and information technology departments coinitiated an enterprise information management initiative in 2014. Two elements of our work in recent years? using a project-based approach to data governance and engaging and encouraging cross-functional partners, particularly partners beyond IR and IT enterprise data management? have been critical success factors.

This panel includes data governance leaders from within our institution to speak about the launch of EIM and data governance from their perspectives. Individuals from the institutional research, information technology, and the Controller's offices will describe data governance from each of their roles and identify strategies that helped to move it forward at our institution. Specifically, panelists will provide a summary of our data governance program to date, highlighting our EIM framework; share our data stewardship model; and describe how the launch of a data sharing agreement was a catalyst for conversations about data governance across the university. Panel members will discuss strategies that have helped them advance data governance in their roles and departments and the challenges they have faced. The panel will highlight the importance of involving functional leaders in EIM/data governance. The panel also will speak to the importance of a strong working relationship between IR and IT, particularly with respect to data & analytics strategy and implementation, of which EIM and data governance are core components.

These topics will provide all IR offices and individuals with varying levels of data governance responsibility concrete ideas to bring back to their own institutions related to data governance. The intended audience includes all levels, sectors and skill levels. The data governance concepts discussed will apply to institutions and IR offices of any size.

™ Moderator



Annemarie Bartlett Director Institutional Research and Effectiveness, Salve Regina University

Speakers



Joan Graham Assistant Vice President, Institutional Research, Data & Analytics, Rochester Institute of Technology



Beth Prince-Bradbury Associate Director of Institutional Research, Data & Analytics, Rochester Institute of Technology



Dave Pecora ITS Data Engineering Manager, Rochester Institute of Technology



Lisa Hupf Director, Applications Development, Rochester Institute of Technology



Theresa Steward Executive Director, Technology Management and PRocess Excellence, Rochester Insitute of Technology

Students of Color & Engagement: A Qualitative Analysis @ 2:15pm - 3:00pm, Nov 16

♀ IMS- Zoom11

Concurrent Session

In support of diversity, equity and inclusion initiatives on campus, a series of focus groups will be conducted in order to gain a greater understanding of the experiences of students of color and to develop strategies to support their success. The discussions will be centered around assessing their levels of engagement on campus, their perception of engagement and student success and what has helped or not helped them to remain engaged. The qualitative data will be analyzed and key findings will be summarized for participants, along with a step by step overview of the planning, recruitment, facilitation and analysis processes.

This project will benefit NEAIR members of all sectors and skill levels by helping them to think about ways to collect, analyze and share data relating to diversity, equity and inclusion. It will also help members to think about how they can impact student success on their campuses, and create a more 'Student-Focused Paradigm' as described in the AIR Statement of Aspirational Practice.

*Benefit to newcomers

™ Moderator



Melissa Hartz Associate Director of Institutional Research and Assessment, Colby College

♥ Speaker



Megan Lynch Senior Institutional Research Analyst, Roger Williams University

Costs of Instruction - Peer Analyses w/ Case Studies @ 2:15pm - 3:00pm, Nov 16

♀IMS-Zoom12

Concurrent Session

The Cost Study at the University of Delaware is an analytical tool for 4-year institutions to better understand their program-level instructional costs and productivity. The study is now offering discipline-specific peer analyses. This session will cover three stages: 1. An overview of The Cost Study and measuring instructional costs and productivity at the discipline level, 2. How to select discipline-specific peer groups using conceptual and data-informed approaches, and 3. A moderated discussion of two case studies with representatives from public institutions who have used these analyses. Participants will leave this session with a deeper understanding of discipline-level differences in instructional costs and productivity, recognize the importance of utilizing discipline-specific peer analyses when making program-level decisions, and reflect on the application of these concepts to their institutional contexts.

♥ Speakers



Marcia Preston Higher Education Consortia—University of Delaware



Mollie Miller IRB Coordinator & Affiliated, Union Institute & University



Shari Ellertson Director of Institutional Research, Boise State University

3:00pm

Poster Lightning Talks ② 3:00pm - 3:15pm, Nov 16

Posters

Click on the link to watch the Poster Presentation Lighting Talks. At 3:15, join us in Airmeet to visit with the poster presenters and the Exhibitor Sponsors at their tables.

10 Subsessions

- Identifying Peer Benchmarks
 3:00pm 3:15pm, Nov 16
- Data Governance Success: Process & Participation
 3:00pm 3:15pm, Nov 16
- Administrative bloat and institutional costs
 3:00pm 3:15pm, Nov 16
- Improve IPEDS Reporting Efficiency via Access&Tableau
 3:00pm 3:15pm, Nov 16
- Mitigating Gender Bias in Student Evaluations of Teaching (SETs)
 Using a Cognitive Prompt
 3:00pm 3:15pm, Nov 16
- Innovations in Living and Learning through 2020-2021
 3:00pm 3:15pm, Nov 16
- Student Satisfaction: Differences by Course Modality
 3:00pm 3:15pm, Nov 16
- IR at Work: Serving Students with Chronic Illnesses
 3:00pm 3:15pm, Nov 16
- Implementation of Emotional Support Animal Policies
 3:00pm 3:15pm, Nov 16
- Education Deserts of Rural America & Equity
 3:00pm 3:15pm, Nov 16

3:15pm

Poster Presentation & Exhibitor Showcase @ 3:15pm - 4:30pm, Nov 16



Join us in Airmeet to meet up with Posters and Exhibitors at the table.

4:30pm

U.S. News & World Report

@ 4:30pm - 5:15pm, Nov 16

♀IMS-Zoom9



Discussing the latest and upcoming developments regarding U.S. News & World Report's education rankings, following September's 2022 Best Colleges release.

Moderator



Liz Campbell Director of Institutional Research, Boston University



Kristen Procopio (she/her) Associate Director of Institutional Research & Planning, Rhode Island College

Speakers



Eric M. Brooks Principal Data Analyst, U.S. News & World Report



Bob Morse Chief Data Strategist, U.S. News & World Report

7:00pm

Family Trivia ② 7:00pm - 8:00pm, Nov 16



♥ Speakers



Jon Barker University of Southern Maine



Cristi Carson Director of Institutional Research, Husson University

Wed, Nov 17, 2021

8:15am

K-12 IR SIG ② 8:15am - 9:00am, Nov 17

SIGs

Building on the groundwork of a growing number of professionals, this SIG intends to formalize a partnership among independent schools. Institutional Researchers are, to date, a rare breed in the K-12 space, and many schools are looking to their peers and competitors for professional guidance and support as they seek to initiate this function within the individual school. While (very few) schools now have a FTE for a Director of Institutional Research, many schools have split the responsibilities of institutional research into different departments, and others are only beginning their journey into this field. This session will bring like-minded professionals together to share practices, organizational structures, challenges, and research projects and methods. Our goal will be to build this community to ensure continued growth into the elementary and secondary sector and, perhaps, to orient our work toward a collaborative research framework.

Facilitator



Sarah Enterline Director of Institutional Research, St. Mark's School

LGBTQIA+ SIG

2 8:15am - 9:00am, Nov 17



Conference attendees who identify as part of the LGBTQIA+ community are welcome to join colleagues for introductions, networking, and discussion. As time permits, topics will include areas of common concern and best practices related to our identities in institutional research (pronouns, gender identities, etc.).

♥ Facilitator



Tim Harrigan Equity and Diversity Data Analyst, Brown University

9:30am

Forging Forward: Diversity, Equity, & Inclusion in Institutional Research @ 9:30am - 10:30am, Nov 17

♀IMS-Zoom9



In the time when it seems the whole world is talking about diversity, equity, and inclusion along with other issues related to social justice, access, and student success in higher education where does Institutional Research/ effectiveness fit into this work. This session will delve into the how we do our work with an equity lens while also grappling with the ways in which the work needs to evolve as higher education continues to evolve and face new challenges.

Moderator



Kristen Procopio (she/her) Associate Director of Institutional Research & Planning, Rhode Island College

Keynote Speaker



Bethany Miller Director of Institutional Researc, Macalester College

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Shama Akhtar (she/her) Director of Institutional Effectiveness, Goucher College



Liz Campbell Director of Institutional Research, Boston University

10:30am

Take a Break-Tour the Historic McLellan House @ 10:30am - 11:00am, Nov 17

Break

11:00am

A Conversation with Bethany Miller

@ 11:00am - 11:45am, Nov 17

♀ IMS-Zoom9



Continue our conversation with Bethany Miller as we continue to further explore how to incorporate equity into our daily IR/IE/Assessment work in the ever-changing higher education landscape.

™ Moderator



Shama Akhtar (she/her) Director of Institutional Effectiveness, Goucher College



Liz Campbell Director of Institutional Research, Boston University



Kristen Procopio (she/her) Associate Director of Institutional Research & Planning, Rhode Island College

Keynote Speaker



Bethany Miller Director of Institutional Researc, Macalester College

Building Enrollment Projection Dashboard Using R Shiny @ 11:00am - 11:45am, Nov 17

♀IMS-Zoom10

Concurrent Session

As the pandemic goes on, there are uncertainties among the institutions in regard to facility planning, recruiting, and financial aid strategies, etc.. In Fall 2020, we've seen a nation-wide enrollment drop for both domestic and international students. Therefore, it is necessary to redesign the enrollment projection models and ideally to create a sensitivity tool to project enrollment in different scenarios for decision-making support. R Shiny is an R package that allows users to build interactive web apps in R Studio. In this study, we are going to use fall undergraduate enrollment data from a public research institution, and demonstrate how to use R Shiny to build an interactive dashboard for fall enrollment projection under different scenarios (travel restrictions, economies, and social distance, etc.).

*Benefit to newcomers

Moderator



Christopher Vinger Director of Institutional Research, Planning, & Assessment, New York School of Interior Design

♥ Speakers



Youyou Zheng University of Connecticut



Boyang Tang University of Connecticut

Carnegie Classification for Research Universities © 11:00am - 11:45am, Nov 17

♀ IMS- Zoom11

Concurrent Session

The Carnegie Classification (CC), now under the auspices of Indiana University Bloomington's Center for Postsecondary Research (Indiana University 2016), is one of the oldest regularly published rankings of university programs and reputations for doctorate-granting universities. It has been described as 'the dominant classification system' for higher education research and the standard taxonomy for American higher education. Published approximately every five years since 1973 and most recently in February 2016, the ranking currently assigns each of 335 US universities to one of three clusters: R1/R2/R3 or Highest/Higher/Moderate Research Activity, respectively. The classification aims to provide a framework for researchers to compare programs among peer institutions.

This session will examine in detail several aspects of Carnegie's methodology: Carnegie's data matrix, Carnegie's application of principal components, and Carnegie's formation of the three clusters considering its stated goals. This session will provide a framework for Institutional Research (IR) professionals and researchers to compare programs among peer institutions. This session will be of particular interest to the IR professionals involved in benchmarking and planning process. This session will also be useful for the universities designated at a lower classification (R2 or R3) and are in the process of creating institutional goals and research plans that include achieving an enhanced rank (R1 or R2) in 5 or 10 years. The Carnegie Classification of research universities is an effective and transparent research tool for many reasons. Carnegie publishes the data they use. This session will provide enough details about Carnegie's methodology so that participants of this session can (at least approximately) reproduce its scoring and utilize it to predict future scores.

*Benefit to newcomers

Moderator



Lisa Applegate Assistant Director of Institutional Research, University of Maine

Speakers



Anupma Singh Director Inst. Planning and Research, Drexel University



Sujoy Das Vice Provost, Drexel University

How do I start applying DEI to my work? @ 11:00am - 11:45am, Nov 17

♀ IMS-Zoom13

Concurrent Session

Over the past year, we've rightly focused on how to be more inclusive and belongingful as a nation, and how to fight racism and oppression in all its forms. So, how do we enact these critical ideas into the work we do? Join us for a guided discussion to reflect on our identities, consider how seemingly mundane structures and policies in our offices and processes may be unintentionally upholding racism and oppression, and discuss ways in which to become an office actively practicing diversity, equity, and inclusion.

Integrating anti-oppression and anti-racism into the IR field is crucial if we want to ensure that our profession is helping to break down barriers. Looking forward to a deep conversation with all participants. Intended for all levels and sectors - newcomers are welcome!

*Benefit to newcomers

Speaker



Allison Reilly (they/them) Institutional Research & Planning, Boston College

Learn how to benchmark your institution against your peers with U.S. News Academic Insights!

@ 11:00am - 11:45am, Nov 17

♀IMS-Zoom12

Concurrent Session

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 college, university and graduate school administrators the ability to create custom peer groups and compare their relative performance to that of others. Data can be visualized using Academic Insights unique data presentations or exported as reports or in raw form. Institutional Research professionals can access the Download Center to export large data sets. This session will show IR professionals how to use Academic Insights for benchmarking and reporting to Senior Leadership.

Moderator



Jen Dunseath (she/her(s)) Assistant Vice President, Institutional Research, Roger Williams University

Speakers



Molly Stine Academic Insights



Justin Davis Academic Insights

11:45am

Exhibitor Showcase ② 11:45am - 1:00pm, Nov 17

Exhibitor Showcase

Grab your lunch and join the Exhibitors at their table in Airmeet.

1:00pm

Pivoting in Chaos ② 1:00pm - 1:45pm, Nov 17

♀ IMS-Zoom9

Invited Speaker

The current phrase, "back to normal," is as troubling as "we need to pivot" was at the beginning of the pandemic. There is a kernel of truth in both, and yet they also are limiting, * and sometimes weaponized. Many of us are still in the chaos; perhaps some are now working in the aftermath of the chaos; we are likely all exhausted. This session offers a chance to acknowledge what has been, what is, and to lean into what may be.

™ Moderator



Shama Akhtar (she/her) Director of Institutional Effectiveness, Goucher College

₹ Speaker



Cynthia Terry Case manager & Staff Chaplain, Loyola University Maryland & Anne Arundel Medical Center

Arts institutions in 2020: The good, the bad, the ugly @ 1:00pm - 1:45pm, Nov 17

♀IMS-Zoom10

Concurrent Session

We will present data on how specialized arts institutions fared during the last year. While overall, these schools experienced significantly greater declines in enrollment than the national average, there were a

handful of schools that maintained, or even increased, their enrollment numbers. We take a close look at the data to determine what school characteristics were associated with successful outcomes and share a case study. This presentation would be of interest, not only to any professional who works in an institution that offers majors in the arts, but also to anybody who works for a small and/or specialized institution.

Moderator



John Dooris Assistant Director, Institutional Research & Effectiveness, George Mason University

Speakers



Joanne Kersh Director of Research, Association of Independent Colleges of Art & Design



Christopher Vinger Director of Institutional Research, Planning, & Assessment, New York School of Interior Design

Economies of Scale and Scope at Public Research Uni. @ 1:00pm - 1:45pm, Nov 17

♀ IMS- Zoom11

Concurrent Session

For a variety of factors, the increasing cost of higher education services has always been a major concern. Numerous studies have been conducted to ascertain the reason for the increase in the operating costs of higher education institutions. Considering that higher education institutions can be thought of as multiproduct firms that generate undergraduate, graduate, and research education, one group of study has attempted to comprehend the economies of scale and scope in the higher education sector. Such studies, however, lack controls for institutional quality and operational performance, all of which can influence an institution's operating cost. Thus, by incorporating PCA research quality index and DEA efficiency score into our linear regression model, this article sought to obtain a more accurate estimate of the cost function of public research institutions.

Additionally, to obtain a more accurate measurement of institutional research performance, this paper gathers data on research performance from Academic Analytics - a resource that has been used infrequently in studies on this topic. We find that the economies of scale and scope still exist after controlling for quality and operational efficiency and that the ideal size for public R1 institutions is larger than for public R2 institutions.

*Benefit to newcomers

Speakers



Theophilus Djaba University of Connecticut



Yizhi Zhu Graduate Assistant, University of Connecticut

▼ Facilitator



Marcia Finch (she/her) Senior Research Analyst, Neumann University

Student activists & IR: An equity-minded collaboration @ 1:00pm - 1:45pm, Nov 17

♀IMS-Zoom12

Concurrent Session

In the wake of Breonna Taylor and George Floyd's murders, students at a large public university acted quickly to address racial justice and academic equity, and to promote healing on campus. As part of their work, the students presented a document to the administration that outlined anti-racist action steps, objectives, and timelines.

There were several proposals within the students' document that relied, both explicitly and implicitly, on university data. We formed a working group comprised of undergraduate and graduate student leaders from multiple action and governance groups along with staff members from institutional research, academic affairs, and equity and inclusion areas. Together we addressed the data-related requests, the most pressing being the need to differentiate Black, Latinx, and Indigenous student data to shed a light on the unique inequities that university policies and practices imparted.

We will discuss the process and outcomes of this data working group from the perspective of both an IR practitioner and a graduate student leader. We will share our individual experiences leading up to our meetings, how we collectively navigated the tensions of data usability, transparency and privacy, and how we found overlap in our respective work that led to the development of reports and dashboards that more clearly conveyed the different stories of racially minoritized student groups.

Our journey was educational and transformative, and one result is that an equity-minded student advisory group will be integrated into the fabric of our institutional research work at the university. Incorporating the lived experiences of our students and learning from their insightful queries and perspectives is shaping how our institutional research office presents data, develops narratives to accompany reports and dashboards, and prioritizes data visualization development and student success analyses.

*Benefit to newcomers

™ Moderator



Kim Speerschneider Associate Vice President for Institutional Research and Data Governance, Maria College

Speakers



Barb Chalfonte Executive Director, University Analytics & Institutional Research, University of Massachusetts - Amherst



Wayne Barnaby University of Massachusetts - Amherst

Predictive Modeling Project Success Through Conversation, Process, and Transparency

@ 1:00pm - 1:45pm, Nov 17

♀ IMS-Zoom13

Concurrent Session

Today's presentation will walk you through the contours of this conversation and help set expectations for predictive modeling, while also introducing some helpful concepts you can use to orient yourself and your team when navigating your next predictive modeling project.

™ Moderator



Krisztina Filep Director of Operational Analytics, University of Massachusetts-Amherst

Speaker



Rick Ruiz Sr. Data Scientist, HelioCampus

1:45pm

Take A Break - Top 10 Things To Do in Portland, Maine @ 1:45pm - 2:15pm, Nov 17

Break

Acknowledgements: I'm Kim, the Abundant Traveler, and I am here to inspire you to travel the world. As a YouTube travel influencer, I create valuable content sharing my experiences and knowledge to encourage you to buy that plane ticket, book the hotel and go on your next adventure. I call Austin, Texas, home, but have lived in five countries and traveled to more than 60. Are you confused about what travel websites to use, or are you hesitant to go solo, what about travel hacking, or are you worried about overspending? If this is you, then come and join me; I'll help you create incredible vacations and epic trips! Join The Tribe here, and get your FREE packing tips guide.

2:15pm

DEISJ Committee - Updates & What do you need?

@ 2:15pm - 3:00pm, Nov 17

♀ IMS-Zoom13

Concurrent Session

We welcome all NEAIR members to this session to (1) hear about the recently formed ad hoc DEISJ committee, and (2) hear from members about what they need around DEISJ at NEAIR. Co-chairs Morgan Hawes and Allison Reilly will be facilitating the discussion.

™ Moderator



Allison Reilly (they/them) Institutional Research & Planning, Boston College



Morgan Hawes Assistant Director of Institutional Research, Bridgewater State University

CANCELLED - HIPs and Perceived Gains in Student Learning @ 2:15pm - 3:00pm, Nov 17

♀ Cancelled

Concurrent Session

This session has been cancelled.

Speaker



Lan Gao Director of Institutional Research, Simmons University

IR Management of a Course Evaluation Transition @ 2:15pm - 3:00pm, Nov 17

♀ IMS-Zoom10

Concurrent Session

Student evaluations of teaching or course evaluations are widely used among colleges as a means for providing feedback to instructors. In addition, these evaluations are often used as part of a faculty member's annual evaluation. In this session, the presenters will discuss how an IR office helped transform the course evaluation process from being paper-based to online over a three year period. Our institution was informed at the end of the 2018-19 academic year that our external course evaluation vendor would no longer be providing this type of survey. Given this sudden shift, our IR office was asked to become the primary point-of-contact for course evaluations across campus going forward. We were also tasked with coming up with a year-long temporary solution for the 2019-20 academic year before finding a vendor to source a fully-online platform in 2020-21.

This session will walk through a successful but challenging shift from paper-to-online instructor evaluations, with a transition year and a pandemic unfolding in between. We will share the specific steps we took to eventually implement a successful online course evaluation process at our institution that has now been up and running for a full academic year. Participants will hear about how we found a new online vendor, what we did during the 'transition year', and how we handled switching to online evaluations earlier than expected using Qualtrics and Tableau. We will also review best practices for communicating with deans, department chairs, and instructors about a new process. We will share samples of our reports and discuss the pros and cons of a paper-based process versus an online-based process.

While each institution handles instructor evaluations differently, this session will benefit IR professionals who manage or coordinate aspects of their course evaluation process, including the selection of an instrument, the administration process, reporting/analysis, and communication with faculty. The session will also be helpful to institutions transitioning from a paper-to-online evaluation system as well as those who conduct evaluations in-house or with an outside vendor. We are hoping to start a conversation among IR Offices handling instructor evaluations and hope to assist other individuals in similar situations.

*Benefit to newcomers

Moderator



Sarah Enterline Director of Institutional Research, St. Mark's School

♥ Speakers



Victoria Long Institutional Research Analyst, Springfield College



Raldy Laguilles Director of Institutional Research, Springfield College

User-Friendly Data-Driven Strategic Planning ② 2:15pm - 3:00pm, Nov 17

♀ IMS- Zoom11

Concurrent Session

Strategic planning is an intensive effort undertaken by institutions every few years, usually aligned with the accreditation cycle. Fortunately, higher education institutions have become increasingly data-driven and rely on their IR offices to support this effort. It is then left to the IR office to figure out how to deliver data in an easy-to-consume manner that will provide a complete picture of each aspect of the university without intimidating the user. This session will discuss the strategic planning refresh taking place at a four-year public university, with a focus on how data was delivered in what was hopefully a user-friendly manner. Presenters will walk through the overall strategic planning process with a focus on how the campus' analytics platform was leveraged to build a pathway through the data needed.

™ Moderator



Donny Femino Director, Endicott Research Center, Endicott College

Speakers



Krisztina Filep Director of Operational Analytics, University of Massachusetts-Amherst



Barb Chalfonte Executive Director, University Analytics & Institutional Research, University of Massachusetts - Amherst

Town Hall & Closing Raffle @ 3:15pm - 4:15pm, Nov 17

Plenary

During the Town Hall, we will highlight key accomplishments from this past year as well as thank our outgoing leadership team. Members will vote on the revised Constitution, and hear an update on the financial health of our association. We will transition to the 2022 Portland Team for some fun raffle prizes including the \$300 Exhibitor Sponsor Raffle as well as beautiful gifts from Maine and hear from the Portland Team about their thoughts for next year.

♥ Speakers



Shama Akhtar (she/her) Director of Institutional Effectiveness, Goucher College



Raldy Laguilles Director of Institutional Research, Springfield College

Thu, Nov 18, 2021

12:00pm

Eastern New York IR SIG @ 12:00pm - 12:45pm, Nov 18



This is a meeting of anyone from the Eastern New York region. Please join us.

▼ Facilitator



J.R. Bjerklie Director of Institutional Research and Effectiveness, Hartwick College

Mid Career SIG - Conference Debrief Session @ 12:00pm - 12:00pm, Nov 18

Join your mid-career colleagues to share lessons learned, takeaways, and A-Ha moments from the 2nd Virtual Annual Conference.

The session will include a combination of full group and breakout discussions.

Speakers



Sarah Enterline Director of Institutional Research, St. Mark's School



New England Land Grant Universities (NELGU) SIG @ 12:00pm - 12:45pm, Nov 18

SIGs

Participants in this SIG should expect an informal conversation about happenings and challenges at the New England Land Grant Universities (NELGU). The intended audience is individuals in offices at one of these institutions. This group meets most years in the late spring/early summer and again at NEAIR and the intention is to bring some of those conversations here. The intended outcomes are to reconnect members and share ideas from what other similar institutions are doing.

₹ Facilitator



Krisztina Filep Director of Operational Analytics, University of Massachusetts-Amherst

Small IR Offices ② 12:00pm - 12:45pm, Nov 18

SIGs

Small offices (1-2 staff) share many challenges. This SIG will enable IR practitioners working alone or in small offices to connect with one another and share ideas for how to overcomes the challenges they face.

The Cost Study SIG ① 12:00pm - 12:45pm, Nov 18

SIGs

Join other participating institutions and The Cost Study staff to ask questions and share your experiences with norms and peer analyses, best practices for utilizing the data, data uploading, and hear about some of the recent and upcoming improvements! This session is open to current, past, and prospective participants!

♥ Facilitator



Marcia Preston Higher Education Consortia—University of Delaware

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