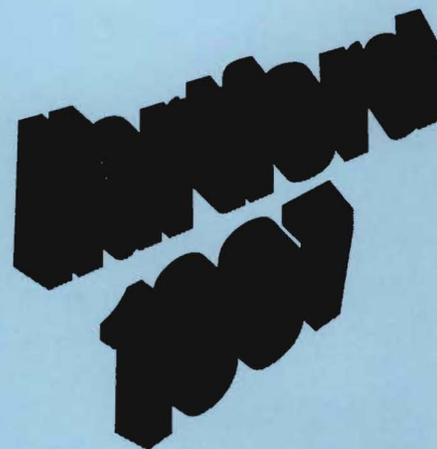


**NORTH EAST
ASSOCIATION FOR
INSTITUTIONAL RESEARCH**

24TH ANNUAL CONFERENCE



**Accountability and Institutional Research:
Measuring Results
November 1-4, 1997**

Final Program

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NEAIR 24th Annual Conference Program

Saturday, November 1

1:00 - 5:00 p.m.	Conference registration in 3rd Floor Foyer/Lobby
2:00 - 5:00 p.m. Nathan Hale South J. Fredericks Volkwein Director of Institutional Research & Associate Professor of Educational Administration and Policy Studies University at Albany	Managing a Program of Outcomes Assessment, Part 1 This workshop acquaints institutional researchers with the tools and processes for assessing campus educational outcomes. Participants will review the multiple purposes and uses of assessment, and will learn about various methodologies and instruments that are available and appropriate. Participants should bring copies of assessment plans and reports from their own institutions where possible. Workshop
2:00 - 5:00 p.m. Nathan Hale North Karen Bauer Assistant Director of Institutional Research and Planning University of Delaware	Newcomers to Institutional Research: Strategies for Effective Institutional Research, Part 1 This workshop is designed for new practitioners who engage in IR activities. Using the AIR monograph, <u>Strategies for the Practice of Institutional Research</u> , the workshop addresses key components of IR including defining critical issues for institutional research, identifying sources of data, developing factbooks and other reports, and conducting effective survey research for assessment and evaluation. The main focus is a presentation of general concepts and practical strategies for the implementation or continued development of effective IR at many schools, regardless of size or type. Workshop
2:00 - 5:00 p.m. Ethan Allen South April L. Dobbs Assistant Director, Institutional Research and Planning Shippensburg University	Investigating Institutional Concerns Through Exploratory Data Analysis This workshop shows participants how to investigate institutional concerns using exploratory data analysis. Topics covered include the difference between exploratory and confirmatory data analysis, ways to "look at" data through graphs and correlation matrices, and hypothesis generation. Participants should already have a conceptual understanding of descriptive statistics, correlations, and hypothesis testing. Workshop

NEAIR 24th Annual Conference Program

Sunday, November 2 continued

<p>Noon - 1:00 p.m.</p>	<p>Buffet lunch for Sunday workshop participants. Tickets Required</p>
<p>1:00 - 4:00 p.m. Ethan Allen North</p> <p>Mary Ann Coughlin</p> <p>Springfield College</p>	<p>Intermediate Statistics Workshop</p> <p>This workshop will review two commonly used statistical procedures: Analysis of Variance and Regression Analysis. The workshop will be broken into two modules: Analysis of Variance: Will review basic research designs that would be appropriate for these analyses. Will focus on univariate ANOVA's. Regression Analysis: Will review the basic principles and theories behind regression analysis. The basic concepts of prediction will be reviewed and the session will cover bivariate, multiple, and logistic regression.</p> <p>Workshop</p>
<p>1:00 - 4:00 p.m. Ethan Allen South</p> <p>Robert K. Toutkoushian</p> <p>University System of New Hampshire</p>	<p>Conducting Faculty Salary Studies, Part 2</p> <p>Continuation; Part 1 is a pre-requisite.</p> <p>Workshop</p>
<p>1:00 - 4:00 p.m. Nathan Hale North</p> <p>Jim Ferguson</p> <p>Director of Institutional Research</p> <p>Bates College</p>	<p>Web Basics for Institutional Researchers</p> <p>This workshop will be an introduction to the basics of "finding resources on the web" and "putting information on the web" for institutional researchers. It is intended to give relative beginners some of the practical and technical background needed to locate institutional research information on the web and to set up a basic web site.</p> <p>Workshop</p>
<p>1:00 - 4:00 p.m. Nathan Hale South</p> <p>Anne Marie Delaney</p> <p>Director of Institutional Research</p> <p>Babson College</p>	<p>Research Design Ideas for Institutional Researchers</p> <p>The goal of this workshop is to enhance institutional researchers' ability to translate data into information and to transform reporting into research. Objectives include enabling participants to prepare methodologically sound research reports for their institutions and research proposals for professional conferences. The workshop will demonstrate how the institutional researcher can use principles of research design and selected research techniques to transform data collection activities into meaningful research projects. Ideas for the workshop will be based on research projects completed by the presenter as well as on actual or proposed studies of interest to the participants.</p> <p>Workshop</p>

NEAIR 24th Annual Conference Program

Monday, November 3

<p>7:45 - 8:45 a.m.</p> <p>8:00 - 8:45 a.m. Carol Wood Assistant Dean NYS College of Ceramics Alfred University</p> <p>8:00 - 8:45 a.m. Indira Govindan Director, Institutional Research Drew University</p> <p>8:00 - 8:45 a.m. Jim Trainer, Director HEDS Consortium</p> <p>8:00 - 8:45 a.m.</p>	<p>Breakfast; Concurrent Special Interest Groups Sponsored by Scanning Products SUNY AIRPO Mark Twain Special Interest Group</p> <p>New Jersey Association for Institutional Research Noah Webster Special Interest Group</p> <p>Higher Education Data-Sharing Consortium Nathan Hale Special Interest Group</p> <p>2-Year Colleges Ethan Allen South Special Interest Group</p>
<p>8:00 a.m. - noon</p>	<p>Conference registration continues in 3rd Floor Foyer/Lobby</p>
<p>9:00 - 9:45 a.m. Ethan Allen North</p> <p>Barbara Nangle Graduate Assistant Office of Institutional Research University of Connecticut</p>	<p>Trends in Student Characteristics and Attitudes by Gender</p> <p>This session is for exploring the differences in student characteristics and attitudes by gender using both current and historical data. Examples of results are from the CIRP (UCLA's Cooperative Institutional Research Program) survey of first-time full-time freshmen at a state university.</p> <p>Workshare</p>
<p>→ 9:00 - 9:45 a.m. Mark Twain Michael F. Middaugh Assistant Vice President for Institutional Research and Planning University of Delaware</p> <p><i>30% private institutions total n = 200</i></p>	<p>Estimating the Relative Contribution and Importance of Variables Which Drive the Direct Cost of Instruction at Colleges and Universities</p> <p>Data from the 1996 National Study of Instructional Costs and Productivity are fully described in this paper, and provide detailed answers to the question, "Who is teaching what to whom, and at what cost?" The paper describes the results at the academic discipline level of analysis. Moreover, the paper extends the data into a regression analysis that enables institutions to predict the direct costs to be incurred by implementing new academic programs at their institutions.</p> <p>Research Paper</p>

NEAIR 24th Annual Conference Program

Monday, November 3, continued

<p>10:15 - 11:00 a.m. Ethan Allen North</p> <p>John Pryor Coordinator of Evaluation & Research Office of the Dean of the College</p> <p>Dartmouth College</p>	<p>Assessing Risk: The Dartmouth College Student Risk Behavior Survey</p> <p>The Dartmouth College Student Risk Behavior Survey allows researchers to examine behaviors, attitudes, and beliefs about various risky behaviors such as alcohol use, eating disorders, and suicide. Correlates of behaviors can be connected to academic performance and institutional involvement. A Risk Profile can be developed using this instrument, which can be machine-scored or used on the World Wide Web.</p> <p>Research paper</p>
<p>→ 10:15 - 11:00 a.m. Ethan Allen South</p> <p>Craig S. Billie Associate for Institutional Research SUNY - Central Administration</p> <p>Linda M. LeFauve Director, Institutional Research Middlebury College</p>	<p>A Sampling of Survey Techniques, from Design through Assessment</p> <p>The State University of New York has conducted a system-wide student opinion survey every three years since 1985. Using this as a backdrop, the authors will develop the principles of survey design and implementation. Particular emphasis will be placed on design considerations and objectives at the front end, and the assessment of whether these objectives have been met at the end of the process.</p> <p>Research Paper</p>
<p>10:15 - 11:00 a.m. Nathan Hale</p> <p>Aghajan Mohammadi Director, Institutional Planning, Research and Assessment</p> <p>Capital Comm Technical College Asnuntuck Comm Technical College</p>	<p>Retention, Attrition, and Graduation at an Urban Public 2-Year College: A Longitudinal Research on First Time Students</p> <p>This study was designed to describe the retention, attrition and graduation pattern of the first-time students over a period of five academic years, and to explore the relationship of the students' demographic/academic variables as predictors of retention and graduation in a two-year public urban community college. The purpose was to use the longitudinal data on students and to determine if this information can help identify students who are more likely to drop out or graduate from a curriculum. The data were analyzed using the Exploratory Data Analysis and the Logistic Regression procedures. The results of the study will be used at the institutional level in developing the intervention strategies for retention and graduation. The information also, will be used as the baseline data to explore relevant policy issues regarding the development of the indicators of effectiveness for the State Community College System.</p> <p>Research Paper</p>

NEAIR 24th Annual Conference Program

Monday, November 3, continued

<p>11:05 - 11:50 a.m. Ethan Allen North</p> <p>Heather Kim Director, Institutional Research</p> <p>Sacred Heart University</p>	<p>A Study of Attrition and Persistence Behaviors at A Private Catholic Institution in New England</p> <p>Based on Tinto's model of attrition in higher education, this study was conducted to learn about characteristics of leavers and persisters and to examine factors associated with attrition and persistence behaviors. Employing logistic regression, this study found that student academic, socioeconomic, and demographic characteristics were related to attrition and persistence behaviors.</p> <p>Research Paper</p>
<p>Noon - 1:15 p.m.</p>	<p>Business Luncheon in Ballroom West</p>
<p>1:30 - 2:15 p.m. Ethan Allen North</p> <p>Ivan Gonzalez Senior Analyst</p> <p>Sunny Schlichter Department Administrator</p> <p>Office of Planning & Institutional Research</p> <p>Columbia University</p>	<p>Innovative Survey Techniques to Lower Costs and Boost Response Rates</p> <p>This workshare will highlight some of the author's experiences with different methods to survey undergraduates. They will present the key elements of three different survey administrative techniques that have been used: Web-based surveys, "Census-taker" surveys, and "Eating events". The presentation will attempt to relate specific elements of each technique with outcomes of high or low response rates. For each method, the authors will encourage informal discussion of the costs and benefits associated. From the workshare, the authors expect to develop ideas on techniques to lower costs and increase response rates and to share and get feedback on the experience of surveying through the Web.</p> <p>Workshare</p>
<p>1:30 - 2:15 p.m. Ethan Allen South</p> <p>Rhonda Gabovitch Director, Institutional Research</p> <p>Jennifer Luddy Research Assistant</p> <p>Massasoit Community College</p>	<p>Remedial Student Outcomes at Massasoit Community College</p> <p>Our study on 98 remedial students will compare student outcomes of first time freshmen taking all three developmental courses with first time freshmen who are taking no developmental courses. Student outcomes will be defined by enrollment status and GPA. Students in this cohort study attended Massasoit in the Fall of 1995.</p> <p>Workshare</p>
<p>1:30 - 2:15 p.m. Noah Webster</p> <p>Joyce A. Scott, Vice President for Academic & International Programs</p> <p>Kenneth E. Redd Research Associate</p> <p>American Association of State Colleges and Universities (AASCU)</p>	<p>Graduation Rates at State Colleges & Universities: Results from the AASCU/Sallie Mae National Retention Project</p> <p>Since 1991, AASCU has sponsored a National Retention Project for its members. Under the NRP, member colleges are surveyed annually and asked to report their six-year graduation rates for FT full year degree seeking freshmen. The survey also asks colleges to rate their campus' views on administrative, academic advising, and assessment conditions that might affect these graduation rates. This paper describes the NRP project and provides trend data on graduation rates of survey respondents from 1993 - 1996.</p> <p>Research Paper</p>

NEAIR 24th Annual Conference Program

Monday, November 3, continued

<p>2:20 - 3:05 p.m. Noah Webster</p> <p>Valerie Rogers Administrative Assistant</p> <p>Pam Roelfs Director, Institutional Research</p> <p>University of Connecticut</p>	<p>Institutional Peer Comparisons: "Exploring the Peer Database"</p> <p>Using Microsoft Access the University of Connecticut IR office has developed a relational peer database to compare student, faculty, financial aid, academic programs and other characteristics on identified institutions. Informal presentation will cover how to use MS Access to create a peer database system of your own.</p> <p>Workshare</p>
<p>2:20 - 3:05 p.m. Mark Twain</p> <p>Karl Boughn Supervisor of Institutional Research Office of Research & Analysis</p> <p>Prince George's Comm College</p>	<p>New Approaches to the Analysis of Academic Outcomes</p> <p>Using two advanced structural modeling methodologies - path analysis and cluster analysis - parallel models of the academic programs at Prince George's Community College were developed, supported by data tracking the Fall 1990 entering cohort over a period of six years. Path analysis revealed the centrality of student attitude factors (motivation, flexibility, academic gamesmanship) to study career success compared with the lesser impacts of social background, college preparedness, and various process variables. Cluster analysis identified several varieties of success-prone students, as well as three different student sub-bodies, each highly problematic for distinctive reasons.</p> <p>Research Paper</p>
<p>2:20 - 3:05 p.m. Ethan Allen South</p> <p>John Biter Director, Institutional Research St. Bonaventure University</p> <p>Linda Winkler Director, IR and Planning Mount St. Mary's College</p>	<p>Issues of Faculty Accountability in Budgets</p> <p>Accountability for colleges that are highly tuition dependent has been an elusive concept especially in operational terms. A college budget is an operational definition of that institution's priorities, but the way administrators reduce or allocate and reallocate budgets is not often made explicit. The model proposed in this paper describes a process that identifies a major source of revenue - faculty - and how income generated from this source is allocated to various budget units of the college. This model allows for a different focus on the allocation of resources that can be more meaningfully tied into the mission of the college thereby increasing accountability.</p> <p>Research Paper</p>
<p>3:05 - 3:35 p.m.</p>	<p>Break in 3rd Floor Lobby - Sponsored by ABT</p>
<p>3:35 - 4:20 p.m. Mark Twain</p> <p>Robert K. Toutkoushian Executive Director Office of Policy Analysis</p> <p>University System of New Hampshire</p>	<p>What is the 'Best Size' for a University?</p> <p>This study uses data from the 1994-95 IPEDS surveys to examine the cost structure of higher education institutions in the United States. The goal of the study is to identify how institutional characteristics, such as enrollment levels, student-faculty ratios, and research intensity, affect higher education expenditures. The results will have direct implications on how to use per-student expenditures as a performance indicator for institutions.</p> <p>Research Paper</p>

NEAIR 24th Annual Conference Program

Monday, November 3, continued

<p>4:25 - 5:10 p.m. Ethan Allen South</p> <p>Mary-Louise Gerek Institutional Research Analyst Office of Institutional Research</p> <p>Nazareth College</p>	<p>Project and Time Tracking in a Request Oriented Environment</p> <p>Maintaining a simple time tracking system in Excel can provide IR managers with the tools to document project time within the office, help set work priorities, and track customer utilization of office resources. Project request sheets, a project log and a time log are applicable in a one-person operation or an office with a multiple person staff.</p> <p>Workshare</p>
<p>4:25 - 5:10 p.m. Ethan Allen North</p> <p>Michael McGuire, Director Office of Institutional Research</p> <p>Georgetown University</p>	<p>Anarchy in the UK? The Continuing Evolution of Higher and Further Education in the 1990s</p> <p>Post-secondary education in the United Kingdom has undergone a significant metamorphosis in the 1990s, and the changes are not over yet. This presentation will include a summary of the framework for higher and further education in the U.K.; the focus and outcomes of a systematic study that was completed this year; and perceived similarities and differences in both the structure of and current debates within the higher education communities of the United Kingdom and the United States.</p> <p>Research Paper</p>
<p>4:25 - 5:10 p.m. Noah Webster</p> <p>Sherri Noxel Graduate Administrative Associate</p> <p>Beth Venter Asst to the University Registrar</p> <p>The Ohio State University</p>	<p>Three Research Approaches to Determine Why Four Years is Not Enough Time for Students</p> <p>Analysis of recent baccalaureate cohorts and individual student CIRP data, and alumni interviews identified enrollment patterns and the student experiences that impact time to degree. The discussion will focus on the methods and major findings of these three projects that comprise The Ohio State University's comprehensive review of undergraduate progress.</p> <p>Workshare</p>
<p>4:25 - 5:10 p.m. Mark Twain</p> <p>Lydia Snover Assistant Director of Planning Information MIT Planning Office</p>	<p>AIR Technology Taskforce</p> <p>Created by AIR in Spring 1997, the taskforce is charged with examining the prevailing issues of information practices and technology, particularly as they have an impact on the work, offices and institutional of the members of AIR.</p> <p>As part of the process of documenting the impact of technology on Institutional Research and understanding the needs of institutional researchers for training and professional development, the task force is asking members of the IR community to discuss these issues with them. This session will provide an opportunity for members of NEAIR to help the Technology Taskforce understand the technology issues which are important to them.</p> <p>Workshare</p>

NEAIR 24th Annual Conference Program

Tuesday, November 4, continued

<p>8:00 - 8:50 a.m.</p> <p>Steven W. Thorpe Director, Institutional Research</p> <p>La Salle University</p>	<p>Focus Group 2: The Philadelphia Conference Table 6</p> <p>A focus group to elicit information on the strengths and weaknesses of this year's conference, led by the local arrangement's chair for next year's conference. By invitation.</p> <p>Table Topic</p>
<p>8:00 - 8:50 a.m.</p>	<p>Outcomes Assessment - Previous Workshop Attendees Table 7</p> <p>A time set aside for the participants of previous Outcomes Assessment workshops to meet and discuss what they are doing.</p> <p>Table Topic</p>
<p>9:00 - 9:45 a.m.</p> <p>Ethan Allen North</p> <p>Anne Marie Delaney Director of Institutional Research</p> <p>Babson College</p>	<p>Parental Income and Students' College Choice Process: Research Findings to Guide Recruitment Strategies</p> <p>The primary purpose of this paper is to present the methodology and results from a study designed to identify factors related to the college choice process of higher and lower income students. Based on analyses of responses to the fall 1996 admitted student questionnaire, the study is intended to guide future recruitment processes for students eligible for financial aid and for students whose families are able to assume the full financial responsibility for their college education.</p> <p>Research Paper</p>
<p>9:00 - 9:45 a.m.</p> <p>Ethan Allen South</p> <p>Peggeye Cohen Asst VP for Institutional Research</p> <p>George Washington University</p>	<p>Banner and IR</p> <p>An opportunity for Banner users to discuss common issues regarding IPEDS, generating reports and implementing 2.1.5. Participants are asked to share procedures and processes that utilize the Banner system optimally.</p> <p>Workshare</p>
<p>9:00 - 9:45 a.m.</p> <p>Nathan Hale Karen DeMonte Institutional Research Analyst</p> <p>Dale Trusheim Associate Director Institutional Research & Planning</p> <p>University of Delaware</p>	<p>Developing an Expanded Student Tracking System</p> <p>This study describes how one institution developed an expanded student tracking system to report enrollment information beyond retention and graduation rates. This additional information is critical for academic assessment needs and institutional self-study. We discuss the development of the database and provide examples of the expanded reporting capabilities the database allows.</p> <p>Workshare</p>