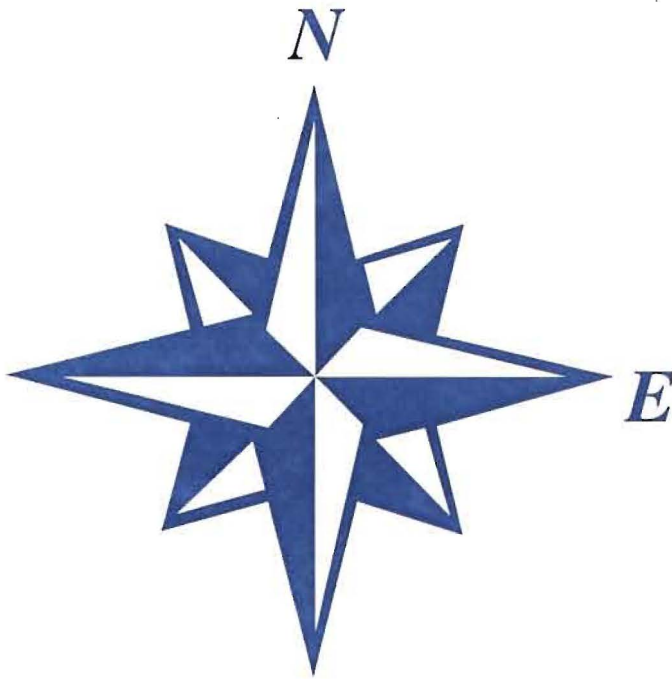


North East Association for Institutional Research  
29<sup>th</sup> Annual Conference

*"Assessment in the 21<sup>st</sup> Century: Challenges for IR"*



November 16-19, 2002  
Loews Hotel Annapolis, MD

*2002 – 2003 Steering Committee*

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Saturday, November 16

**1:00 p.m. - 4:30 p.m. Pre-Conference Workshops**

**Excel Visual Basic Programming**

Manish N. Sharma  
Institutional Research Analyst  
University of Connecticut

*Ballroom Salon C*

This workshop is as an introduction to using Visual Basic for Applications (VBA) in Excel. Topics include recording VBA code using the macro recorder, editing recorded macros, programming control statements, and creating custom user interfaces. Participants work through three exercises on a computer while the presenter provides hands-on assistance.

**Conducting and Applying Market Research for Student Recruitment**

David Brodigan  
Director of Institutional Research  
Willams College

*Thomas Point East*

The chances of success in student recruitment increase greatly when a full, creative, and inventive marketing research program is in place. While the analytic techniques well suited for the tasks of differentiating market segments, finding new markets, setting prices appropriately, and the like, are a major focus of this workshop, practical matters such as customizing questions for marketing surveys, sampling from prospective student populations, and choosing among survey and interview approaches will be hands-on topics. Note: Each participant is asked to bring a set of admissions publications from his/her institution for a hands-on exercise.

**Research Design Ideas for Institutional Researchers**

Anne Marie Delaney  
Director of Institutional Research  
Babson College

*Thomas Point West*

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

**Newcomers to Institutional Research, Part I**

Karen Bauer  
Assistant Director, Institutional Research &  
Planning & Office of UG Studies  
The University of Delaware

*Windmill Point West*

This workshop is designed for new practitioners who engage in IR activities. The workshop addresses key components of IR including defining critical issues, identifying sources of data, developing fact books or other reports and conducting effective survey research for assessment and evaluation.

**5:00 p.m. – 6:30 p.m. “Setting Sail” Opening Reception**

*Atrium*

This reception is the traditional “kick-off” for mentor/mentee pairs as well as a great way to catch up with colleagues and friends. Entertainment will be provided by a jazz ensemble from Towson University – an interesting blend of classical strings and modern jazz instruments.

**7:00 p.m. - ? Saturday Evening Dinner Groups**

*Sign up at the Local Arrangements Table or during the “Setting Sail” Reception.*

Don't know the area? Dinner companions haven't arrived yet? Just looking for a group of fun people to share Saturday night dinner? Join one of the pre-arranged dinner groups!

Saturday, November 16

## Sunday, November 17 – Pre-Conference Workshops

**9:00 a.m. – 12:00 p.m.**

### **Intermediate Advanced Statistics for Institutional Research using SPSS**

Mary Ann Coughlin  
Institutional Research Consultant  
Springfield College

*Ballroom Salon C*

This workshop will deal with intermediate/advanced issues in inferential statistics. Topics such as Analysis of Variance, Factor Analysis, Multivariate Regression, and Logit/Probit models will be covered and contrasted with other statistical tools and techniques. A case study approach will be used illustrating applications of these statistical techniques in institutional research.

### **Qualitative Analysis Methods**

Carol Trosset  
Director of Institutional Research  
Grinnell College

*Thomas Point East*

The instructor will describe and illustrate techniques for analyzing qualitative data, such as interview and survey comments. Participants will work with several data sets to practice the various approaches, and will discuss the validity of their interpretations. Appropriate for anyone in need of systematic techniques for qualitative analysis.

### **Developing a Systematic Outcomes Assessment Plan**

Mitchell Nesler  
Associate Dean for Outcomes Assessment  
Excelsior College

*Thomas Point West*

This workshop will assist researchers to develop an outcomes assessment framework for systematic data collection and continuous improvement. Excelsior College has developed a framework for assessing student learning and institutional outcomes. Workshop participants will learn how to adapt this framework to meet the needs of their own campuses.

### **Using National Datasets**

John H. Milam  
Managing Director  
HigherEd.org

*U. S. Naval Academy*

The purpose of this workshop is to provide participants with a broad understanding of how to use the national datasets for institutional research, assessment, and planning. The primary focus will be on using institutional and sample survey datasets from NCES and NSF. Online resources such as the ANSWERS website, the IPEDS Peer Tool, IPEDS COOL, the NCES Data Analysis Systems (DAS), WebCASPAR, the NSF Academic Profiles, and SESTAT will be reviewed. Additional commercial and association datasets from AAUP, the College Board, US News, etc. will be discussed as time permits.

Participants will learn about different approaches or lenses to use in finding needed data; including (1) topical; (2) source; (3) level of aggregation; (4) collection method; (5) time/date; and (6) what the user wants to do with the data access/download versus use of special analytical tools.

## Sunday, November 17 – Pre-Conference Workshops

9:00 a.m. – 12:00 p.m. (continued)

### **The Institutional Researcher's Guide to Strategic Planning**

Tracy Polinsky  
Coordinator of Institutional Research &  
Strategic Planning  
Butler County Community College

*Windmill Point East*

This workshop is designed to introduce institutional researchers to strategic planning. A practical how-to approach will be used. Participants will learn about Mission, Vision, Values, Goals, Objectives, Situational Analyses, and Strategy Development. Participants will leave with a solid understanding of the strategic planning process and its relationship to institutional research and assessment.

### **Newcomers to Institutional Research, Part II**

Karen Bauer  
Assistant Director, Institutional Research &  
Planning & Office of UG Studies  
The University of Delaware

*Windmill Point West*

This workshop is designed for new practitioners who engage in IR activities. The workshop addresses key components of IR including defining critical issues, identifying sources of data, developing fact books or other reports and conducting effective survey research for assessment and evaluation.

**1:30 p.m. - 4:30 p.m.**

### **Overview, Review, Refresher on the Application of SPSS in Institutional Research**

Mary Ann Coughlin  
Institutional Research Consultant  
Springfield College

*Ballroom Salon C*

Have you been meaning to use the copy of SPSS that is sitting on your computer? Have you thought about exploring the use of SPSS in your office? This workshop is designed to provide you with a broad overview of how the SPSS software can best be used within your office. The workshop will review the basics of using SPSS as well as some more advanced procedures that can be extremely useful to Institutional Research professionals. The content to be covered includes: reviewing the functions of statistical software, getting data into SPSS, manipulating data, performing file management procedures, selecting the appropriate statistical procedure, displaying data, customizing your output, mastering the Tables procedure and running advanced statistical procedures. This workshop will focus on how to use SPSS and only limited time will be spent on interpretation of statistical output.

### **Meeting and Exceeding the Challenge: How an Institutional Researcher Can Position an Institution for Assessment**

Christine Brooks Cote  
Director of Institutional Research  
Bowdoin College

*Thomas Point East*

This workshop will explore ways in which institutional research professionals can become assessment leaders. Participants will discuss the theory and practice of assessment by answering the questions: What is assessment? What does it have to do with me? How do I do it? Participants will be grouped with others from similar institutions.

## Sunday, November 17 – Pre-Conference Workshops

1:30 p.m. - 4:30 p.m. (continued)

### **Institutional Research Support for Commuter College Marketing**

Craig A. Clagett  
Vice President, Planning, Marketing &  
Assessment  
Carroll Community College

*Thomas Point West*

The first half of the workshop will focus on the comprehensive marketing research program necessary to inform an effective commuter college marketing effort. What research is necessary? How can it be accomplished in a cost-effective manner? How can the research findings be effectively incorporated in the college's marketing plan? Research designs, survey instruments, sample reports, and a resulting campus marketing plan will be shared.

The second half of the workshop will focus on applications of the market research, with a special emphasis on development of a new collegewide graphic identity. Participants will learn how a skilled IR office can save their institutions \$50,000 to \$200,000 in consulting fees by guiding the logo development process. Colleges considering a change in their brandmark, logo, or overall marketing strategies will benefit. The workshop will cover the process from inception through development, presentation of recommendations, and implementation. In addition to institutional researchers, the workshop should be valuable to college marketing and publications professionals as well as senior management.

### **Practicum in Using the NCES Peer Analysis System**

Timothy R. Sanford  
AIR/NCES Senior Fellow  
UNC-Chapel Hill

William R. Fendley  
Director of Institutional Research  
University of Alabama

*U. S. Naval Academy*

This practicum is intended both for current users of the web-based NCES Peer Analysis System (PAS) and for those who would like to improve their use of it; some familiarity with PAS is recommended. The practicum will provide hands-on experience focused on three person teams solving real research questions using the IPEDS data available in PAS. Each participant should bring an actual problem from her/his institution and some idea of an appropriate peer group. The workshop will conclude with the teams sharing their research results and commenting on the PAS process. All participants will gain experience using PAS and will have the opportunity to contribute their ideas to ways in which PAS could be improved by NCES.

### **The Focus Group Method and Its Application in Institutional Research**

David X. Cheng  
Assistant Dean for Research and Planning  
Columbia University

*Windmill Point East*

This workshop is designed to provide institutional researchers with a useful tool to supplement and/or support their quantitative research. The instructor of the workshop will explore the techniques, uses, strengths, and limitations of the focus group method, emphasizing the hands-on experiences of designing a study, conducting the meetings, and analyzing the results.

### **Effective Tables and Charts: Graphic Presentation for Institutional Research**

Rena Cheskis-Gold  
Consultant  
Demographic Perspectives

*Windmill Point West*

Conveying quantitative information, both simple and complex, is the hallmark of institutional research. Workshop participants will review the basics of translating important information into different types of charts and learn the important graphic design elements that make a well-designed chart.

## Sunday, November 17 – Late Afternoon

**4:00 p.m. – 4:50 p.m.**

**U. S. News and World Report Update: The Latest on the Rankings and Other Projects**

Robert Morse  
*U.S. News and World Report*

***Point Lookout***

The session will cover: how *U. S. News* does the rankings; final calculation and estimating procedure details used in the rankings published 9/13/02; and plans for the future including America's Best Colleges, America's Best Graduate Schools, America's Best Colleges Sports Programs, E-Learnings and other data issues such as NSSE and "Programs that really work."

**5:00 p.m. – 6:15 p.m.**

**Opening Plenary Session: Generating Success Models That Integrate the Assessment of Student Learning and Engagement, Effective Teaching, and Diversity**

**Dr. James Anderson**

Vice Provost for Undergraduate Affairs and  
Professor of Counselor Education  
North Carolina State University

***Ballroom Salons A & B***

Dr. Anderson is responsible for undergraduate courses and curricula; academic program development and review; Honors Council; the articulation agreement with the North Carolina Community College System; the general education experience and curriculum; curricular and program assessment; and the First Year College at North Carolina State University. He has presented extensively on topics such as retention issues; enhancing faculty instructional competency; assessment; facilitating student learning styles/strategies; the infusion of diversity throughout the curriculum and the institution; and critical thinking for diverse populations.

**6:30 p.m. – 9:00 p.m.**

**Banquet**

***Featuring Entertainment from the United States Naval Academy Drill Team and Gospel Choir***

***Atrium***

Sunday, November 17 – Evening

## Monday, November 18 - Morning

### 7:45 a.m. – 8:45 a.m. Continental Breakfast

*Atrium*

### 7:45 a.m. – 8:45 a.m. COFHE Breakfast (by Invitation)

### 8:00 a.m. – 8:45 a.m. Special Interest Groups (SIGS)

*Ballroom Salon C* (unless otherwise indicated)

#### *Maryland Assessment Group*

Linda Suskie, Convener

#### *Banner Users – Thomas Point West*

Peggye Cohen and Phyllis Fitzpatrick, Conveners

#### *Catholic Colleges*

James Trainer, Convener

#### *CIRP*

Kit Mahoney, Convener

### 9:00 a.m. – 10:30 a.m.

#### **Plenary Session: Professional Development Paths**

*Ballroom Salons A & B*

#### **Dawn Geronimo Terkla, Moderator**

Executive Director of Institutional Research  
Tufts University

#### **Marian Pagano**

Associate Provost for Planning and Institutional Research  
Columbia University

#### **Stephen Thorpe**

Vice President for Academic Affairs  
Neumann College

#### **Elizabeth Sibolski**

Executive Associate Director  
Middle States Association Commission on Higher  
Education

#### **James Tschechtelin**

Former President  
Baltimore City Community College

### 10:30 a.m. – 10:45 a.m. Break

*Atrium*

### 10:50 a.m. - 11:30 a.m.

#### **Optimizing Participation in Web-based Student Surveys: A Case Study**

Roland Hall  
Assistant Director, Office of Planning &  
Institutional Research  
Georgetown University

Student surveys play an important role in assessment efforts at Georgetown University, and increasingly they are administered via the Web. This session will describe ways to use the Web to enhance participation (response rates) and reduce, or at least redistribute, administrative burden.

Michael McGuire  
Executive Director, Office of Planning and  
Institutional Research  
Georgetown University

*Point Lookout*

## Monday, November 18 - Morning

10:50 a.m. – 11:30 a.m. (continued)

### **Closing the Assessment Loop: Applying Results of a Primary Trait Analysis to Improve Educational Outcomes**

David W. Wright  
Associate Professor of Management  
West Liberty State College

This case study describes the implementation and results of a student outcomes assessment program in a School of Business Administration at a public baccalaureate institution. Specifically, it focuses on assessment findings and the curricular / instructional / advisement changes resulting from the use of Primary Trait Analysis (PTA). It also identifies the role played by institutional research.

Elizabeth Robinson, Interim Dean, Assoc.  
Professor of Management, School of Business  
Administration, West Liberty State College

*Thomas Point East*

### **An Assessment of Proposed Accuplacer Placement Scores for College English in the Connecticut Community College System**

Corby A. Coperthwaite  
Director of Planning and Assessment  
Board of Trustees, Conn. Community-Tech.  
Colleges

In the Connecticut Community College System basic skills assessment has become increasingly politicized because each of the 12 colleges uses different placement scores. Recently a standard placement score was recommended for college English. This study explores the impact of the recommendation with respect to student access.

Dr. William F. Ritchie  
Director of Institutional Research  
Tuxnis Community College

*Thomas Point West*

### **What would you do? Ethical Skits Illustrating AIR's Code of Ethics**

Sandra J. Price  
Director of Institutional Research  
Keene State College

AIR's Code of Ethics has been revised and accepted by the Board and membership in December 2001. There are a new preamble and appendices to aid members in solving ethical dilemmas. In order to increase visibility for the code and to stimulate discussion, members of AIR's Task Force on Ethics, plus two other members of NEAIR, will present two skits depicting ethical dilemmas. Following each skit, members of the audience will be asked to discuss questions about each scenario, using copies of the current Code of Ethics to use as a reference.

Dawn Geronimo Terkla  
Executive Director of Institutional Research &  
Planning  
Tufts University

Richard Heck  
Associate Dean  
Dartmouth College

Heather Jasmin  
Information Technologist, Office of  
Institutional Research  
Keene State College

*Windmill Point East*



## Monday, November 18 - Morning

10:50 a.m. – 11:30 a.m. (continued)

### **The Leaky Pipeline at MIT: Aspects of an MIT Educational Experience that Might Influence Whether a Woman Pursues a Career in Academics**

Lydia S. Snover  
Assistant to the Provost for Institutional  
Research  
MIT

Greg Harris  
Research Analyst  
MIT

Why are there so few women in science and engineering academic positions? Are there ways in which MIT can positively impact the educational pipeline for women? Drawing from recent student and faculty survey responses, we will examine the experiences of women at MIT, and how these experiences might relate to academic career choices.

*Windmill Point West*

### **Datatel Showcase: The Importance of IR Leadership in Developing an Institutional Reporting Strategy**

Russell S. Kitchner, Ph.D.  
Solutions Manger, Business Intelligence  
Datatel Inc.

*Ballroom Salon C*

Emerging technologies and reporting tools have the potential for transforming data management functions for IT staff, with significant implications for the data mining and reporting functions of IR professionals. Consequently, college and university executives should look to institutional researchers to play a central role in defining and framing strategic initiatives related to these technologies and tools. This session will address the rationale for this approach, and it will also provide practical guidelines that can be used to assist institutional researchers in their efforts to influence management decisions that are vitally important to their work and to their profession.

## 11:40 a.m. - 12:20 p.m.

### **IR's Role in Assessing the Learning College or Adding Evaluation to Your Title**

Gayle Fink  
Director Planning, Research & Evaluation  
The Community College of Baltimore  
County - Catonsville

Terry Hirsch  
Director Planning, Research & Evaluation  
The Community College of Baltimore  
County - Dundalk

The heart of a Learning College is being able to measure learning outcomes to assess institutional effectiveness. IR professionals from the Community College of Baltimore County will share an overview of the Learning College concept and their experiences with course student learning outcomes assessment, program outcomes assessment and institutional effectiveness.

*Point Lookout*

### **An Analysis of the Retention of First Time Full Time Freshmen at a Public Urban University**

Kevin B. Murphy  
Research Analyst, Office of Institutional  
Research & Policy Studies  
University of Massachusetts Boston

*Thomas Point East*

This paper will explore some factors related to the one year retention of a cohort of first-time full-time freshmen at a public urban university, and will discuss the effects of some factors related to their retention that differ from what the retention literature would lead us to expect.

## Monday, November 18 - Morning

11:40 a.m. – 12:20 p.m. (continued)

### **Web IPEDS – Making a Good Thing Better**

Susan Broyles  
Program Director, Postsecondary Institutional  
Studies Program-PSD  
NCES

Janice Plotczyk  
Statistician, Postsecondary Institutional Studies  
Program-PSD  
NCES

*Thomas Point West*

Institutional researchers should be prepared for the changes that are coming to IPEDS over the next several years. As new issues arise and policy makers are faced with new challenges, the National Center for Education Statistics (NCES) must prepare to meet the changing needs of our data users and providers. The presenters will focus on some of the efforts that NCES is making to provide better and more useful data. These include availability of more archived data; implementation of the new Classification of Instructional Programs (CIP); implementation of the new governmental accounting standards; and incorporation of the recommendations made by users. The mandatory reporting of IPEDS data and consequences for nonresponse will be discussed as well.

### **Open Hearing on Code of Ethics**

Sandra J. Price  
Director of Institutional Research  
Keene State College

Dawn Geronimo Terkla  
Executive Director of Institutional Research &  
Planning  
Tufts University

Timothy Sanford  
AIR/NCES Senior Fellow  
UNC-Chapel Hill

Larry G. Jones  
Senior Public Service Associate  
Institute of Higher Education  
University of Georgia

*Windmill Point East*

NEAIR members will be voting on whether or not to adopt and endorse AIR's Code of Ethics at the Business Meeting on Monday. This open hearing is an opportunity to discuss the Code of Ethics, its content and usefulness, and the benefits of having a code of ethics for the membership and association. Sandra Price, Chair of AIR's Task Force on Ethics, and three other members of the Task Force, Dawn Geronimo Terkla, Timothy Sanford, and Larry Jones, will lead the discussion and answer questions.

### **Predicting Yield: A Comparison of the Accuracy of Logistic Regression, a Decision Tree, a Neural Network, and Boosting in Predicting Enrollment**

Richard J. Reeves  
Senior Research and Planning Associate  
Cornell University

Martin T. Wells  
Professor - Social Statistics Department  
Cornell University

*Windmill Point West*

A primary component of managing an institution's enrollment is the ability of that institution to predict the likelihood accepted students will enroll. The authors have explored yield modeling using a logistic regression, a decision tree, a neural network, and have explored boosting the decision tree and logistic regression. Discussion will surround these three statistical methods and the relative accuracy achieved with each.

## Monday, November 18 - Afternoon

**12:30 p.m. – 1:45 p.m.**

### **Luncheon and Business Meeting**

*Ballroom*

**2:00 p.m. - 3:00 p.m.**

#### **Connecting with Faculty: Models for Collaborative Assessment**

Tracy Hunt-White, Moderator  
Research Analyst  
Education Statistics Services Institute

Martha L. A. Stassen  
Director of Assessment, Office of Academic  
Planning & Assessment  
University of Massachusetts Amherst

Alison Smith  
Associate Director of Institutional Research  
Rockland Community College

Ellen Spergel  
Professor, Chair of Outcomes Assessment  
Committee  
Rockland Community College

The assessment office at the University of Massachusetts Amherst is pursuing a number of creative collaborations to introduce faculty to assessment. Attendees will learn about this multi-faceted approach for engaging faculty, review some of the “products” of these collaborations, and have an opportunity to explore ways to increase collaboration on their own campuses.

Rockland Community College will share their view of outcomes assessment as a developmental process that is collaborative, exciting, and improvement centered. They will do so in the context of their experiences this past year working with faculty to develop an assessment plan for general education.

#### *Point Lookout*

#### **Leveraging Accreditation and Program Reviews to Strengthen Student Learning and Institutional Effectiveness**

Robert C. Froh  
Associate Director for Assessment  
New England Association of Schools and  
Colleges

Susan Frost  
Vice President for Strategic Initiatives  
Emory University

Dawn Geronimo Terkla  
Executive Director of Institutional Research  
Tufts University

Kay Lewis  
Director of Institutional Research and Records  
Brown University

*Thomas Point East*

This session will focus primarily on the critical functions that institutional research can provide in supporting the assessment of student learning and institutional effectiveness at both program and institution levels. Strategies will address the following areas:

- 1) Interpreting the standards and procedures for both external and internal peer review to maximize the utility of peer review for both institution and program level communities.
- 2) Leveraging peer review efforts to address relevant issues and needs at institution and program levels - moving beyond the natural inclination of administrators to do what they must to respond to minimum expectations and standards.
- 3) Supporting the collegial involvement of relevant campus and program communities to strengthen peer review efforts.
- 4) Seeking opportunities to support or serve on self-study teams within the institution, and to serve on accreditation site visit teams for peer institutions.

## Monday, November 18 - Afternoon

2:00 p.m. - 3:00 p.m. (continued)

### **The Long and Short of It: Community College Experience Using the Academic Profile**

Gayle Fink  
Director Planning, Research & Evaluation  
The Community College of Baltimore County-  
Catonsville

Tamela Heath Hawley  
Dean, Planning and Institutional Research  
Prince George's Community College

Kathryn Doherty  
Coordinator of Learning Outcomes Assessment  
Howard Community College

Kate Demarest  
Chairperson, Accounting and Business  
Administration  
Carroll Community College

***Thomas Point West***

### **Mentoring in NEAIR**

Becky Brodigan  
Director of Institutional Research  
Middlebury College

Martha Gray  
Director of Institutional Research  
Ithaca College

***Windmill Point East***

Many institutions are trying various methods for documenting student learning in the core/general education curriculum. One product available commercially is the Academic Profile. Maryland community college IR professionals will share their experiences with administration, analysis, and potential uses of the Academic Profile results and discuss the pros and cons of using the long and short forms.

As part of our professional development opportunities, NEAIR has a program for those individuals who would like a mentor to help them navigate their way through higher education. We pair experienced NEAIR members with people who may be new to IR or new to higher education.

This panel will focus on mentorship – what does it mean to be a mentor? How do you become a mentor? What are the benefits for both mentors and mentees?

### **Using National Surveys for Institutional Assessment**

Sharon LaVoy, Moderator  
Associate Director for Assessment, Office of  
Institutional Research and Planning  
University of Maryland

Phyllis Fitzpatrick  
Director Management Information  
Fairfield University

Kathleen Nazar  
Director, Survey Research  
Villanova University

John Pryor  
Director of Undergraduate Evaluation and  
Research  
Dartmouth College

***Windmill Point West***

Institutional researchers and assessment specialists at higher education institutions are often inundated with requests to participate in national surveys. This panel will first review the costs and benefits of doing so, and will outline how campuses can use national data for various needs. Then, panelists will share their experiences with and uses of several national surveys, including the CIRP, the CSS, Your First College Year, the CSEQ, TheHealthSurvey, the Noel-Levitz SSI, and the NSSE.

## Monday, November 18 - Afternoon

**2:30 p.m. – 3:00 p.m.**

### **HERI Showcase**

Kit Mahoney  
CIRP Survey Coordinator/Business Manager  
UCLA Higher Education Research Institute  
(HERI)

*Ballroom Salon C*

UCLA's Higher Education Research Institute (HERI) conducts the Cooperative Institutional Research Program (CIRP) – a continuing longitudinal study of the American higher education system whose principal purpose is to assess the effects of college on students. Initiated in 1966, the CIRP Freshman Survey is administered by over 700 institutions across the nation. It provides colleges with information on their entering students, such as demographics, expectations for college, major plans, etc. The new "Your First College Year" (YFCY) survey – the only national survey designed specifically to assess the academic and personal development of students over the first year of college – and the College Student Survey (CSS) enable an institution to track the same cohort of students across their college experience. Participating institutions receive both comparative reports (comparing their students' responses to those of students of similar institutions) and "linked" reports (the same students' responses on the Freshman Survey and either the YFCY or the CSS). This information can be useful for studying retention, understanding students' values, attitudes and goals, and examining specific campus issues.

**3:10 p.m. - 3:50 p.m.**

### **Small Office Reporting Strategy – Maximizing Productivity**

Mary Louise Gerek  
Institutional Research Analyst  
Nazareth College

*Point Lookout*

A small IR office presents a working strategy for maximizing the support provided to a growing campus. Standardizing reports across departments, report automation, and following two basic rules allow one and one-half people to support the activities of nineteen academic departments, several major surveys, and projects for senior staff, Academic Affairs, and Student Affairs.

### **Three Viewpoints on the Teaching and Learning of Writing**

Christine Brooks Cote  
Director of Institutional Research  
Bowdoin College

*Thomas Point East*

How is writing taught? What do students learn? Three approaches were used to answer these questions during the first phase of a writing assessment project at Bowdoin College – a survey of faculty, a survey of students, and interviews of seniors. Learn about the methods and findings of this project.

### **NEAIR Grant: Lessons Learned from South Africa**

Mary Ann Coughlin  
Institutional Research Consultant  
Springfield College

Terrence Russell  
Executive Director  
AIR

*Thomas Point West*

NEAIR awarded the author a conference travel grant to attend the International Conference on Teaching Statistics and the South African Association for Institutional Research conferences. Both conferences were held in Capetown, South Africa in July of 2002. This session will feature the experiences and lessons learned at these two conferences. Additionally, AIR Executive Director Terry Russell will discuss his recent travel to European AIR and China.

Monday, November 18 - Afternoon

## Monday, November 18 - Afternoon

3:10 p.m. - 3:50 p.m. (continued)

### **Using Grid-Group Theory to Understand Students and Institutions**

Carol Trosset  
Director of Institutional Research  
Grinnell College

*Windmill Point East*

Grid-group theory, developed by anthropologist Mary Douglas, is a way of understanding different types of social organization. It can be applied to societies, institutions, and individual proclivities. This research applies grid-group theory to student survey and other data to examine the needs of students and the concept of "institutional fit."

### **Assessment and Assisting the College President Steer the Ship: An Analytic Comparison of Different Assessment Models Such as Dashboard Indicators, the Balanced Scorecard, Baldrige, Strategic Performance Measures, and Six Sigma**

Gail Wisan  
Director of Institutional Research  
Goucher College

*Windmill Point West*

This paper compares management tools available to Institutional Research to assist college presidents and trustees in managing and leading their institutions. The paper focuses on an analytic comparison of different models including dashboard indicators, Baldrige, the Balanced Scorecard, performance measures (outcomes assessment), and Six Sigma in colleges and universities.

### **Principia Products Showcase: Remark Software Demonstration**

Lynne Muller  
Principia Products

*Ballroom Salon C*

Principia Products representatives will discuss and demonstrate tools that many IR professionals utilize to quickly and economically capture data from paper and web based surveys and forms. Remark Office OMR is used in hundreds of IR offices to collect data from plain-paper scannable forms. The Remark Web Survey product allows a user to create and collect data from web forms. The demonstration will also show how you can quickly convert a paper survey into a web survey enabling multiple methods of survey distribution. Data from both sources can then be combined for analysis.

*Principia has provided extensive support for the NEAIR conference evaluation including the formatting and scanning of the conference evaluation forms.*

4:00 p.m. - 4:40 p.m.

### **IR's Role in General Education Assessment: One Example at a Research University**

Karen Bauer  
Assistant Director, Institutional Research &  
Planning & Office of UG Studies  
The University of Delaware

*Point Lookout*

This workshare will present information on one IR professional's ongoing work with General Education Assessment at The University of Delaware. The structure of General Education and initial findings from the multi-faceted assessment of general education will be presented.

Monday, November 18 - Afternoon

## Monday, November 18 - Afternoon

4:00 p.m. – 4:40 p.m. (continued)

### **Linking Assessment Planning and Mission Review: One University's Experience**

Ellen Boylan-Fick, M.P.S.  
Assistant Director of Institutional Research  
Marywood University

Barbara R. Sadowski, Ph.D.  
Assistant to the President for Planning & IR  
Marywood University

Demonstrating institutional effectiveness by establishing a clear link between an assessment plan and the mission, goals, and objectives of an institution can be challenging. Accrediting agencies are increasingly requiring that we do so. Presenters will describe the process followed in both mission review and development of an assessment plan, and distribute materials and list resources available to IR professionals engaged in assessing institutional effectiveness.

*Thomas Point East*

### **NEAIR 2001 Best Paper: Are International Students More Intellectual and Cultured than US Students: Policy Implications for Admissions and Curriculum Development**

Anne Marie Delaney  
Director of Institutional Research  
Babson College

*Thomas Point West*

Based on analyses of trend data from the Cooperative Institutional Research Program (CIRP) survey, this paper demonstrates how institutional research can promote an enlightened global perspective by enhancing understanding of international students' characteristics, values and goals. Results revealed that male domestic citizens reported significantly higher confidence in their own ability, sense of competitiveness, aptitude test scores, and interest in making money. International students reported significantly higher self-ratings on intellectual self-confidence, creativity, self-understanding and spirituality and they had significantly higher SAT math scores.

### **Early Warning System: Promise and Pitfalls**

Martha L. A. Stassen  
Director of Assessment, Office of Academic  
Planning & Assessment  
University of Massachusetts Amherst

Jenny Goodspeed  
Program Improvement Analyst  
University of Massachusetts Amherst

Our office developed a model for statistically predicting students' first-semester grade point average for use as an advising tool, using students' entering characteristics (High School GPA, SAT scores, and some demographic variables) as predictors. We will discuss model development and share some of the past successes and current challenges of this project.

*Windmill Point East*

### **Changes in Choice of Major Among Undergraduate Freshmen**

Oyebanjo A. Lajubutu, Ph.D.  
Director of Institutional Research  
University System of Maryland

*Windmill Point West*

The choice of major is one of the most important decisions made by freshmen during the undergraduate years. This study assesses changes in major choice by freshmen six years after entry to a University System. The study has policy importance for institutional effectiveness-persistence/completion, advising, counseling and enrollment management.

## Monday, November 18 - Afternoon

4:00 p.m. – 4:40 p.m. (continued)

### **National Student Clearinghouse Showcase: Where Have All Your Students Gone?**

Pam Gilligan  
Northeast Regional Director  
National Student Clearinghouse

Using the Enrollment Search service from the National Student Clearinghouse can augment the data results for institutional research purposes. See how you can use this service to enhance enrollment management and track your former students.

Ken Ostberg  
Regional Director  
National Student Clearinghouse

*Ballroom Salon C*

### **4:45 p.m. – 6:15 p.m. Data with a Twist Reception**

*Atrium, Ballroom*

### **Poster and Table Topic Session**

**5:15 p.m. - 6:00 p.m.**

*Ballroom Salons A & B*

### **Practical Applications of Logistic Regression (Logit)**

Dr. Julie Alig  
Director, Institutional Research  
Saint Anselm College

Logistic regression (logit) is a statistical method with many applications to IR. Using logit, institutional researchers can analyze topics like which students graduate, accept or decline admissions offers, or return for their sophomore year, to name just a few. This poster session will discuss the basics of using logit and of explaining its results to others on your campus.

### **My First Year in Institutional Research**

Erin Ebersole  
Director of Institutional Research  
Alvernia College

The first year in Institutional Research can be a very daunting experience. I hope to open discussion among peers about our offices' successes and failures. I think it is important that those who attended last year's "Newcomers" workshop come together again. I will be sharing my own experiences at Alvernia College and look forward to hearing yours.

### **Overview of NCES Community College Technical Review Panel Meeting**

Gayle Fink  
Director, Planning, Research, & Evaluation  
The Community College of Baltimore County-  
Catonsville

NCES recently sponsored a Technical Review Panel addressing IPEDS and Issues of Concern to Community Colleges. The discussion centered on continuing education, workforce development and measuring success. Please come to discuss the details and share your thoughts.

### **An Analysis of Faculty Gender and Rank by Institutional Type**

Charlyn Fisher  
Director of Institutional Research  
Hood College

Research reveals that the headcount of women faculty is increasing but they are employed in lower ranks and at less pay. This study compared institutional types by faculty rank and gender to analyze the extent to which institutions value women as faculty. Difficulties in analyzing faculty salary by gender are presented.



## Monday, November 18 - Afternoon

5:15 p.m.-6:00 p.m. - Posters and Table Topics (continued)

### **A Picture Says a Thousand Words**

Marcia A. Freeman  
Research Assistant, Office of Planning,  
Research & Evaluation.  
The Community College of Baltimore County-  
Catonsville

This display will share examples of maps, graphs and other visual displays of Census, enrollment and planning documents. A series of maps and tables will illustrate how to present, analyze and organize data geographically. Examples of multiple project tracking using MS Project and the cover page designs for a selected group of reports will be available.

### **Mapping Students, Alumni, Faculty and Staff: Using Geocoding to Aid Campus Decision Makers**

Angela Hamlin  
Research Analyst  
University of Maryland

ArcView geographic information systems software can be a powerful tool in analyzing data about students, alumni, and staff. This session will demonstrate how this software can be used to analyze where various campus groups reside within a variety of geographic areas and categories, including legislative districts.

### **How to Build a Data Warehouse and Not a Data Barn**

Alan Harmon  
Assessment Coordinator  
United States Naval Academy

Ella Smith  
Director of Institutional Research  
Loyola College in Maryland

Data warehouses are becoming increasingly popular, particularly as transaction oriented student information systems become the norm at many institutions. The design and implementation of data warehouses can be a daunting task for IR professionals. Information about how to approach the task and to maintain focus will be presented.

### **An Appreciation of the Diverse Learning Styles of Faculty and First-Year Law Students**

Joanne Ingham  
Institutional Research Specialist  
New York Law School

Faculty and first-year law students completed a learning style inventory last year. The preliminary analysis provided a description of the different learning styles of the students, an awareness of differences by gender, division, and academic standing, as well as a comparison of student and faculty approaches to learning.

### **Remediation and Graduation: A Community College Experience**

Ebenezer F. Kolajo  
Director of Institutional Research  
Cecil Community College

This study descriptively analyzed and statistically tested the characteristics of students enrolled in the developmental education program at Cecil Community College by examining the program's effectiveness in terms of its quota of the college's graduates. On average, the program enrolled 61 percent of the College's graduates.

### **Assessing Community College Performance of Students with Disabilities who Major in Science, Technology, Engineering or Mathematics**

Charles Secolsky, Ph.D.  
Director of Institutional Research and Planning  
County College of Morris

Mary Helen Calabrese M.A.  
Project Coordinator, KISMET  
County College of Morris

Recently, the National Science Foundation has funded studies to gauge the extent to which women and minorities major in sciences. The present study assessed the retention of community college students with disabilities who major in the sciences. It was found that change in credits completed from after the first semester to after the second semester was the best predictor of retention. All students were first-time, full-time students.

## Monday, November 18 - Afternoon

## Monday, November 18 - Afternoon

5:15 p.m.-6:00 p.m. - *Posters and Table Topics (continued)*

### **Research Design in the Real World: Developing a Design to Compare the Efficacy of a Web-based and a Mail Alumni Survey**

Gail Wisan  
Director of Institutional Research  
Goucher College

We report: 1) the response patterns to a mixed mode mail and web-based alumni survey in terms of the initial self-selection of mode; 2) the response rate to the follow-up via email or surface mail; 3) the impact of colored envelopes on response rate to the mail survey.

Edward Duggan  
Research Analyst  
Goucher College

Tina White  
Research Analyst  
Goucher College

### **6:30 p.m. – ? MdAIR Special Interest Group**

Gayle Fink, Convener  
Director, Planning, Research, & Evaluation  
The Community College of Baltimore County-Catonsville

Meet in the Hotel Lobby to travel to the Ram's Head tavern for this now traditional Monday evening gathering. Marylanders and non-Marylanders alike are welcome at this evening of fun and lively discussion. Restaurant seating limited, so please contact the convener in advance to ensure your spot.

Tuesday, November 19

**7:30 a.m. – 8:30 a.m. Breakfast Buffet**

*Atrium*

**7:30 a.m. – 8:30 a.m. Special Interest Groups (SIGS)**

*Ballroom Salon B* (unless otherwise indicated)

***Datatel Users***

Mary Louise Gerek, Convener

***HEDS – Ballroom Salon A***

Jason Casey, Convener

***Conference Evaluation***

Martha Gray and Tom Frank, Conveners

***SUNY – AIRPO***

Catherine Alvord, Convener

**8:40 a.m. - 9:20 a.m.**

**Paper vs. Web: The Differential Impact on Responses of Men and Women**

Heather Sue Roscoe  
Senior Research Analyst, Office of Institutional  
Research  
Tufts University

Dawn Geronimo Terkla  
Executive Director, Office of Inst. Research  
Tufts University

A longitudinal research design was used to investigate gender differences in responses to paper and web surveys. Method of survey administration did not significantly affect overall response patterns or response rates. Men and women gave significantly different responses to many items. Some interactions between gender and survey format were found.

***Point Lookout***

**The Assessment Trilogy: Identifying and Analyzing the Impact of Institution-Specific Forces, Factors and Variables in the Academic Assessment Mix**

Kathryn Doherty  
Coordinator, Learning Outcomes Assessment  
Howard Community College

***Thomas Point East***

This workshare presents one method to analyze an institution's assessment program by identifying institution-specific factors that influence direction, scope, effectiveness and commitment to assessment. Participants will increase their understanding of assessment and learn about a practical tool to help identify and evaluate the factors that shape their own campus assessment programs.

**Linking Internal Transfer Patterns to College Student Experiences**

Jean Marriott  
Research & Planning Associate  
Cornell University

Catherine Alvord  
Research & Planning Associate  
Cornell University

***Thomas Point West***

At a large Research One university, the authors have tracked students transferring within different colleges of the institution. They will examine the connection between the internal transfer patterns, student outcome measures, and student responses on internal surveys. The analysis will reveal whether or not academic policy should be affected to alter existing internal transfer patterns.

Tuesday, November 19

Tuesday, November 19

8:40 a.m. – 9:20 a.m. (continued)

**NSSE: Applicable to All?**

Raymond Hicks  
Senior Research Analyst  
Adelphi University

Nava Lerer  
Director, Office of Research Assessment &  
Planning  
Adelphi University

The National Survey of Student Engagement claims that its survey measures "the extent to which students are engaged in empirically derived good educational practices." We critically analyze NSSE, focusing on the experience of nontraditional students (commuters and older students) at Adelphi University's mix of traditional and nontraditional students.

*Windmill Point East*

**Enhancing Outcomes Assessment by Discovering Alumnae/i Success Strategies**

Anne Marie Delaney  
Director of Institutional Research  
Babson College

*Windmill Point West*

This paper presents a model for studying alumnae/i career development and enhancing higher education's impact on alumnae/i career success. Results, based on responses from 336 business major undergraduate and graduate alumnae/i, revealed that alumnae/i who are male; who are entrepreneurs; who have high risk orientation and achievement motivation; and who follow specific career strategies, are invested in their career, and have certain career opportunities have a high potential for success. Policy recommendations include highlighting the College's superior career preparation and excellent faculty; intensifying the liberal arts and international dimensions of the educational program; and publicizing the college's success in entrepreneurship.

**SPSS Vendor Showcase: Better Survey Analysis and Reporting with SPSS**

Ben Chard  
Senior Sales Engineer  
SPSS

*Ballroom Salon C*

Imagine if you could...

- \* Better understand your students' needs by easily building well-designed and effective Web Surveys
- \* Administer quarterly student satisfaction surveys
- \* Complete survey analysis by accessing data that is automatically entered at a central location
- \* Share survey results throughout your institution with interactive Web-based reports

Surveys can deliver the most accurate data on what your students, recruits and faculty want. Learn how to create better surveys, get the most information out of the results and share the knowledge with different audiences.

*SPSS provided support for pre-conference workshops by supplying their software for the computers used in the workshops.*

Tuesday, November 19

Tuesday, November 19

9:30 a.m. - 10:10 a.m.

**Expanding the Scope of Delaware Study Benchmarks: Developing Measures of Out-of-Classroom Faculty Activity**

Heather Kelly Isaacs  
Institutional Research Analyst  
University of Delaware

Michael F. Middaugh  
Assistant VP for Institutional Research &  
Planning  
University of Delaware

*Point Lookout*

The Delaware Study of Instructional Costs and Productivity currently provides reliable benchmark data related to faculty teaching loads, instructional costs, and externally funded scholarship. However, any attempt to examine the relationship between and among these variables is limited without access to other measures of out-of-classroom faculty activity. This workshare will describe the methodology and data collection instrumentation that will be utilized to measure the full range of out-of-classroom faculty activity.

**Departmental Level Analysis with Dynamic Cohorts: Why First Time Full Time Cohort Tracking Does Not Provide The Answers**

Keith Guerin  
Director, Institutional Research  
Raritan Valley Community College

*Thomas Point East*

For decades, researchers have used first-time full-time enrollment as a criterion for cohort membership when tracking students. At the institution-level, measures of academic progress are readily obtained with this specification. But it precludes inclusion of transfers into an institution as members of the cohort. Likewise, at the department level, students whose first enrollment is part-time, or whose declaration of the major is delayed beyond the first term, would not be tracked. This paper offers an alternative to the traditional cohort specification using dynamic cohorts, where membership is determined by matriculation in a degree program at any point in time.

**Using Astin's Typology to Track and Create Culture Change Among Students**

James J. Hughes  
Associate Director, Office of Institutional  
Research & Planning  
Trinity College

*Thomas Point West*

We have adapted Astin's CIRP-based typology to track our success attracting a diverse student body. The typology predicts students' behavior, interests and outcomes across their academic career. We are now holding focus groups based on student types to identify how we can better serve "artists," "scholars," and other types.

**What Do They Really Want to Know? Adapting a Cohort Tracking System to Deal with the Questions People Actually Ask**

Alan H. McArdle  
Associate Director, Analytic Studies / Office of  
Institutional Research  
University of Massachusetts

*Windmill Point East*

This workshare describes how a cohort tracking system has evolved over time to answer increasingly sophisticated questions from its users. The system itself will be briefly described and examples of its use in tracking student progress through science, mathematics and engineering major programs will be presented.

**Assessing Problem-Based Learning at the University of Delaware**

Joseph E. Revelt  
Director, Institutional Research  
Millersville University of Pennsylvania

Karen Bauer  
Assitant Director, Institutional Research &  
Planning  
The University of Delaware

*Windmill Point West*

As an assessment challenge for the 21st Century, this presentation and paper will describe the framework used to assess the scope and impact of problem-based learning (PBL) at The University of Delaware. Presenters will share facets of the three-year study, findings from data collected, and implications for future assessment efforts.

Tuesday, November 19

Tuesday, November 19

10:20 a.m. - 11:00 a.m.

**The Impact of Contact Type on Web Survey Response Rates**

Stephen R. Porter  
Director of Institutional Research  
Wesleyan University

Michael E. Whitcomb  
Assistant Director of Institutional Research  
Wesleyan University

In a survey of over 12,000 high school students, two experiments tested whether the techniques employed to increase survey response in traditional paper surveys translate to the electronic medium. The impact of the use of personalization, authority, and scarcity in email contacts on survey participation rates will be discussed.

*Point Lookout*

**Putting Community College Enrollment Trends in Perspective by the Use of Census Data and Market Measurement Techniques**

Karl Boughan  
Director of Institutional Research  
Prince George's Community College

Ophelia Robinson  
Research Analyst  
Prince George's Community College

When fall 1990-2000 student bodies at Prince George's Community College were analyzed by size, race, age and residential placement within the larger context of county geo-demographic trends, many misperceptions of the sociological bases of critical enrollment shifts over the last decade (e.g., "white flight" as an explanation of attendance decline) were overturned.

*Thomas Point East*

**AIR Higher Education Data Policy Committee (HEDPC) Update**

Peggye Cohen  
Assistant Vice President for Institutional Research,  
George Washington University

Jim Ferguson  
Director of Institutional Planning and Analysis  
Bate College

This session will highlight the work of the AIR Higher Education Data Policy Committee (HEDPC). Charged with following higher education data policy issues for the Board of Directors and keeping the AIR membership informed about them, HEDPC has a full agenda. An overview of how the committee works will be presented. Current issues and projects such as SEVIS, possibility of an on-line CDS, faculty instructional activity reporting, and the new race/ethnicity categories will be described and discussed.

*Thomas Point West*

**The Frequencies of Student Online Activity as Predictors of Course Grade**

Charles Secolsky, Ph.D.  
Director of Institutional Research & Planning  
County College of Morris

Dr. Cliff Wood  
Vice President  
County College of Morris

Research has attempted to understand online courses as a new teaching-learning modality. This study explains the final grade via the number of "hits," items "read," and items "posted." All are available with WebCT. The variables were significantly correlated with final grade. Interviews with instructors helped in understanding the assessment process.

*Windmill Point East*

Tuesday, November 19

Tuesday, November 19

10:20 a.m. – 11:00 a.m. (continued)

**Determinants of Student Dropout in Critical Period: Cohort Difference in Non-traditional Higher Education**

Tae Young Han  
Research Associate  
Excelsior College

Mitchell Nesler  
Associate Dean for Outcomes Assessment  
Excelsior College

While most research examines retention from a program or institutional perspective, the current study investigates determinants of retention in terms of temporal influences. By examining 6 cohorts in a distance-based institution, this study provides insight into timely interventions for students with specific characteristics.

*Windmill Point West*

**Accelerating Institutional Effectiveness With an Academic Scorecard**

Kendell Rice, Ph.D.  
Manager of Quality Initiatives  
Center for Institutional Effectiveness  
Datatel Inc.

*Ballroom Salon C*

Institutional Researchers can cultivate institution-wide effectiveness by helping decision makers identify departmental and institutional key success factors. Applying Kaplan and Norton's Balanced Scorecard approach, campus leaders can avoid data paralysis and link all levels of the organization to its mission. This session will review the organizational elements necessary to achieve data-informed decision-making and align the organization to accelerate institutional effectiveness. A program to enhance organizational learning will be introduced.

**11:00 a.m. – 11:15 a.m. Break**

*Atrium*

**11:15 a.m. – 12:30 p.m.**

**Closing Plenary Session: Using Assessment for Institutional Improvement**

*Ballroom Salons A & B*

**Dr. Patricia Haeuser**  
Director of Planning and Institutional Research  
Northern Arizona University

How can IR offices use assessment for institutional improvement? Although most institutions have not embraced a formal organizational framework such as the Malcolm Baldrige National Quality criteria, concepts such as institutional assessment, assessment of student learning, and use of data and information to assess performance results are increasingly prominent in accreditation expectations and embedded in college and university planning efforts. These expectations have implications for the types of data, analyses, and comparisons institutional research offices provide. The assessment expectations are also making planning and research much more integral as facilitators of institutional improvement.

Tuesday, November 19

## NEAIR 2002 Room Finder

### *In the main Hotel Building...*

<b>Atrium</b>	Located off the hotel lobby, behind the NEAIR registration desk
<b>Ballroom</b>	Adjacent to the Atrium, doors are along the Atrium's far wall
<b>Salons A, B, C</b>	Sections of the Ballroom, lettered left to right

### *In the Powerhouse Building...*

*(Note: The Powerhouse is across the driveway from the Loews main entrance. It is also accessible via an enclosed "bridge" from the second floor of the hotel.)*

<b>Thomas Point</b> (East and West)	First floor
<b>Windmill Point</b> (East and West)	Second floor
<b>Point Lookout</b>	Third floor