

# North East Association for Institutional Research

*30<sup>th</sup> Annual Conference*



## Information Leadership *The Challenge & The Responsibility*

**November 15 - 18, 2003**  
**Newport Marriott, Newport, RI**

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Martha Gray, Program Chair  
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Ellen Peters, Pre-conference Workshops Coordinator  
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<b>Saturday, November 15, 2003</b>	
<p><i>12:30 – 5:30 pm</i> <i>East Foyer – Registration Desk</i></p>	<p><b>Conference Registration</b></p>
<p><i>1:00 - 4:00 pm</i> <i>Columbia Room</i></p> <p><b>James F. Trainer</b> Director of Planning and Assessment Villanova University</p> <p><b>Gayle Fink</b> Director of Planning, Research and Evaluation Community Colleges of Baltimore County</p> <p><b>Michelle Appel</b> Research Analyst University of Maryland</p>	<p><b>Newcomers to Institutional Research (Part I)</b></p> <p>This workshop introduces new practitioners to key components of institutional research including: defining issues; identifying sources of data; developing reports; responding to various requests; and conducting assessments/evaluations. The presenters are a team of experienced professionals representing various sectors of higher education (e.g., public, private; 2-yr, 4-yr; research, comprehensive and community college) who will provide opportunities for engagement both within and across sectors.</p> <p style="text-align: right;">Pre-conference Workshop</p>
<p><i>1:00 - 4:00 pm</i> <i>Enterprise Room</i></p> <p><b>David Brodigan</b> Director of Institutional Research Williams College</p>	<p><b>Conducting and Applying Market Research for Student Recruitment</b></p> <p>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.</p> <p style="text-align: right;">Pre-conference Workshop</p>
<p><i>1:00 - 4:00 pm</i> <i>Freedom Room</i></p> <p><b>Mary Ann Coughlin</b> Assistant to the Provost, VP for Academic Affairs Springfield College</p>	<p><b>Statistics for Institutional Research</b></p> <p>Basic ideas in statistics will be covered in a way that is useful as an introduction or refresher to statistics. Descriptive statistics, sampling and probability theory as well as the inferential methods of chi-square, t-test and Pearson's r will be covered.</p> <p style="text-align: right;">Pre-conference Workshop</p>
<p><i>1:00 - 4:00 pm</i> <i>Salve Regina University</i></p> <p><b>Manish Sharma</b> Institutional Research Analyst University of Connecticut</p>	<p><b>Excel Visual Basic (VBA) Programming (Hands On Workshop)</b></p> <p>The workshop is designed to enhance the Excel reporting capabilities of participants. Hands-on exercises are used to write Visual Basic code to generate summary reports. Creation and application of custom user interfaces to produce reports will be explored. User interfaces afford greater flexibility and enhance overall efficiency of the application. Note: Participants are expected to be basic users of VBA or of other programming languages.</p> <p style="text-align: right;">Pre-conference Workshop</p>

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<b>Saturday, November 15, 2003 (continued)</b>	
<p><i>4:00 - 5:00 pm</i> <i>Columbia Room</i></p> <p><b>Sandra J. Price</b> Chair, NEAIR Mentor and Newcomer Committee</p> <p><b>Becky Brodigan</b> President, NEAIR Director, Institutional Research &amp; Analysis Middlebury College</p> <p><b>Richard C. Heck</b> Director of Alumni and Parent Relations Binghamton University</p>	<p><b>2003-04 Mentor Program Participants Meeting</b></p> <p>This is an opportunity for mentors and mentees to meet at the beginning of the conference, before the Welcome Reception. It is also an important opportunity to learn about the mentor program and about what constitutes a successful mentor/mentee relationship from experienced IR mentors. Our president, Becky Brodigan, and Richard Heck, long-time NEAIR member, will say a few words about mentoring. For more information about the NEAIR Mentor Program, go to <a href="http://www.neair.org/AboutNEAIR.ASP">http://www.neair.org/AboutNEAIR.ASP</a> and click on the Mentor Program link. If you are interested in participating in this program, please check the box on the Conference Registration Form or the Membership Form and the Mentor Program Committee will contact you.</p> <p style="text-align: right;">Special Session</p>
<p><i>5:00 – 6:30 pm</i> <i>Hotel Atrium</i></p>	<p><b>Welcome Reception</b></p>
<p><i>7:00 pm - ?</i></p> <p><i>Sign-up, menus, and host introductions at Welcome Reception</i></p>	<p><b>Saturday Evening Dinner Groups</b></p> <p>Immediately after the Welcome Reception, join a local NEAIR member for dinner at one of several Newport restaurants. Use this opportunity to meet new people and sample the best of Newport. Sign-up sheets and menus will be at the Registration Desk all day.</p>
<b>Sunday, November 16, 2003</b>	
<p><i>8:00 – 4:30 pm</i> <i>East Foyer – Registration Desk</i></p>	<p><b>Conference Registration</b></p>
<p><i>9:00 am - noon</i> <i>Columbia Room</i></p> <p><b>James F. Trainer</b> Director of Planning and Assessment Villanova University</p> <p><b>Gayle Fink</b> Director of Planning, Research and Evaluation Community Colleges of Baltimore County</p> <p><b>Michelle Appel</b> Research Analyst University of Maryland</p>	<p><b>Newcomers to Institutional Research (Part II)</b></p> <p>This workshop introduces new practitioners to key components of institutional research including: defining issues; identifying sources of data; developing reports; responding to various requests; and conducting assessments/evaluations. The presenters are a team of experienced professionals representing various sectors of higher education (e.g., public, private; 2-yr, 4-yr; research, comprehensive and community college) who will provide opportunities for engagement both within and across sectors.</p> <p style="text-align: right;">Pre-conference Workshop</p>

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<b>Sunday, November 16, 2003 (continued)</b>	
<p><i>9:00 am - noon</i> <i>Courageous Room</i></p> <p><b>David X. Cheng</b> Assistant Dean for Research and Planning Columbia University</p>	<p><b>The Focus Group Method and Its Application in Institutional Research</b></p> <p>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 focus group method, emphasizing the hands-on experiences of designing a study, conducting the meetings, and analyzing the results.</p> <p style="text-align: right;">Pre-conference Workshop</p>
<p><i>9:00 am - noon</i> <i>Enterprise Room</i></p> <p><b>Mitchell Nesler</b> Assistant Vice President for Academic Affairs Empire State College</p>	<p><b>Developing a Systematic Outcomes Assessment Plan</b></p> <p>This workshop will assist researchers to develop an outcomes assessment framework for systematic data collection and continuous improvement. A framework for assessing student learning and institutional outcomes will be reviewed. Workshop participants will learn how to adapt this framework to meet the needs of their own campuses.</p> <p style="text-align: right;">Pre-conference Workshop</p>
<p><i>9:00 am - noon</i> <i>Salve Regina University</i></p> <p><b>Mary Ann Coughlin</b> Assistant to the Provost, VP for Academic Affairs Springfield College</p>	<p><b>Overview, Review, Refresher on the Application of SPSS in Institutional Research</b></p> <p>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.</p> <p style="text-align: right;">Pre-conference Workshop</p>
<p><i>Noon – 5:00 pm</i> <i>South East Foyer</i></p>	<p><b>Vendors' Displays</b></p>
<p><i>Noon – 1:30 pm</i></p>	<p><b>Lunch Break</b></p>

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<b>Sunday, November 16, 2003 (continued)</b>	
<p><i>1:30 - 4:30 pm</i> <i>Columbia Room</i></p> <p><b>James F. Trainer</b> Director of Planning and Assessment Villanova University</p> <p><b>John Kelley</b> Executive Director, Office of Planning, Training and Institutional Research Villanova University</p> <p><b>Michael J. Dooris</b> Director, Planning Research &amp; Assessment The Pennsylvania State University</p>	<p><b>Facilitating the Strategic Planning Process: Important Skills for the IR Professional's Toolkit</b></p> <p>Many IR professionals find themselves called upon to support and facilitate a variety of institutional activities including strategic planning. This hands-on workshop will provide an introduction to various strategic planning components, processes and techniques. The focus of the workshop is on readily attainable skills that IR professionals can employ in support of planning, rather than on the theoretical underpinnings of planning.</p> <p style="text-align: right;">Pre-conference Workshop</p>
<p><i>1:30 - 4:30 pm</i> <i>Courageous Room</i></p> <p><b>Gail Wisan</b> Director Institutional Research Goucher College</p>	<p><b>Creating a Dashboard Indicator for Your Institution</b></p> <p>At this workshop, each participant will learn how to create a dashboard for the participant's own institution. In addition, this workshop includes an introduction to different dashboard models. Note: Participants should bring a diskette so that they can take home a modifiable electronic Dashboard Indicators to their own institution.</p> <p style="text-align: right;">Pre-conference Workshop</p>
<p><i>1:30 - 4:30 pm</i> <i>Enterprise Room</i></p> <p><b>Michelle Appel</b> Research Analyst University of Maryland</p>	<p><b>Institutional Research Office Management Strategies</b></p> <p>This session focuses on office management strategies including strategies on how to market your office services to your institution. Topics covered include prioritizing projects, understanding your institutional audience, office staffing and project management databases.</p> <p style="text-align: right;">Pre-conference Workshop</p>
<p><i>1:30 - 4:30 pm</i> <i>Freedom Room</i></p> <p><b>Eileen M. Doherty</b> Special Assistant for Financial Analysis Boston College</p>	<p><b>Costing and Workflow Analysis for Academic &amp; Administrative Departments</b></p> <p>This half-day session will present approaches for academic and administrative department analyses. On the academic side, we will cover collection and sorting of courseload data, derivation of salary allocations, allocation of non-salary expenses, calculation of unit costs, and extension of analysis to include faculty research activities. On the administrative side, we will discuss the development of time and effort surveys, the derivation of salary allocations to functional activities, and the allocation of non-salary expenses.</p> <p style="text-align: right;">Pre-conference Workshop</p>

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Sunday, November 16, 2003 (continued)	
<p>1:30 - 4:30 pm Salve Regina University</p> <p><b>Lu Phillips</b> Research Analyst Lorain County Community College</p>	<p><b>Practicum in Using the NCES Peer Analysis System (AIR Grant Supported, Hands On)</b></p> <p>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. Note: Participants are expected to have walked through the PAS tutorial &lt; <a href="http://nces.ed.gov/ipeds/Tutorials/">http://nces.ed.gov/ipeds/Tutorials/</a>&gt; prior to attending the workshop.</p> <p style="text-align: right;">Pre-conference Workshop</p>
<p>5:00 – 6:15 pm Salons II, III &amp; IV</p> <p><b>Peggy Williams</b> President Ithaca College</p> 	<p><b>A World in Need of Leaders</b></p> <p>Dr. Peggy Williams will discuss some of today’s more interesting and provocative theories on leadership. In the process, she will address such fundamental questions as: What is leadership? What is <i>effective</i> leadership? Who is a leader? How do today’s leaders differ from leaders of past generations? And finally, what characteristics must contemporary leaders exhibit to be effective agents of transformational change?</p> <p>Dr. Williams will also share her experience of the past six years as president of Ithaca College, where she led the campus-wide initiative to create and implement a far-reaching institutional plan...a process that both confirmed and expanded her thinking about leadership.</p> <p style="text-align: right;">Opening Plenary Session</p>
<p>6:15 – 7:15 pm Hotel Atrium</p>	<p><b>Reception</b></p>
<p>7:15 – 10:00 pm Salons I, II &amp; III</p>	<p><b>New England Clambake (and Lobsters)!</b></p>

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<b>Monday, November 17, 2003</b>	
<p>7:00 – 8:00 am <i>Stars &amp; Stripes</i></p> <p><b>C. Anthony Broh</b> Director of Research Consortium on Financing Higher Education</p>	<p><b>COFHE Breakfast</b></p> <p>By Invitation Only</p> <p style="text-align: right;">Special Interest Group</p>
<p>8:00 – 4:30 pm <i>East Foyer – Registration Desk</i></p>	<p><b>Conference Registration</b></p>
<p>8:00 – 4:30 pm <i>South East Foyer</i></p>	<p><b>Vendors' Displays</b></p>
<p>7:30 – 8:45 am <i>Salons II, III &amp; IV</i></p>	<p><b>Continental Breakfast</b></p>
<p>8:00 - 8:45 am <i>Salon I</i></p> <p><b>Robert J. Morse</b> Director of Data Research U.S. News &amp; World Report</p>	<p><b>What Will the Future Hold for U.S. News &amp; World Report's America's Best Colleges' Rankings?</b></p> <p>A discussion of key methodology issues from the ranking published in August 2003. U.S. News will also discuss upcoming publishing plans and methodology and presentation issues that are being discussed for the ranking to be published in 2004.</p> <p style="text-align: right;">Special Session</p>
<p>9:00 – 10:30 am <i>Salons II, III &amp; IV</i></p> <p><b>André Bell</b> Vice President for College and University Enrollment Services The College Board</p> 	<p><b>What Do Senior Administrators Need to Know?</b></p> <p>All too often great institutional research is of journal quality but has no impact on the strategic thinking and decisions of institutional leaders or Presidents. Why do IR directors regularly say, ... "if they only knew?" This session will examine the needs, decision-making context and style of college officers with the goal of assisting researchers in being more affective. That is to say, the best research is the stuff that gets read, understood and used. Examples will be used to illustrate and contrast low and high impact IR presentation approaches.</p> <p style="text-align: right;">Plenary Session</p>
<p>10:30 – 10:45 am <i>South East Foyer</i></p>	<p><b>Break</b></p>

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Monday, November 17, 2003 - Break Out Sessions	
<p><i>10:50 - 11:30 am</i> <i>Columbia Room</i></p> <p><b>Mitchell Nesler</b> Assistant Vice President for Academic Affairs Empire State College</p>	<p><b>What Do Students Expect When it Comes to the Evaluation of Their Work?</b></p> <p>A survey of Empire State College enrolled students was developed to determine students' opinions about student evaluation and grading. A total of 416 students responded to a mailed paper and pencil survey, yielding a 52.6% response rate. This research was used to help guide a major policy initiative on campus</p> <p style="text-align: right;">Contributed Paper</p>
<p><i>10:50 - 11:30 am</i> <i>Courageous Room</i></p> <p><b>Patricia Berrini</b> Principia Products</p>	<p><b>Data Collection Software from Principia Products</b></p> <p>Principia will demonstrate our popular Remark Product line for collecting data from paper and/or web-based surveys. Products: Remark Office OMR and Remark Web Survey.</p> <p>Principia is assisting NEAIR in the 2003 conference evaluation.</p> <p style="text-align: right;">Vendor Showcase</p>
<p><i>10:50 - 11:30 am</i> <i>Enterprise Room</i></p> <p><b>Kit Mahoney</b> CIRP Survey Coordinator Higher Education Research Institute</p>	<p><b>HERI – CIRP</b></p> <p>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.</p> <p style="text-align: right;">Vendor Showcase</p>
<p><i>10:50 - 11:30 am</i> <i>Freedom Room</i></p> <p><b>Michael E. Whitcomb</b> Assistant Director, Office of Institutional Research Wesleyan University</p> <p><b>Stephen R. Porter</b> Director, Office of Institutional Research Wesleyan University</p>	<p><b>Email Contacts: A Test of Complex Graphical Designs</b></p> <p>While HTML email affords researchers many design capabilities, we do not know how the file format and design features of email broadcasts affect survey response. Email contacts for a web survey were experimentally manipulated to test whether email design features impact survey response. Results are discussed in terms of best practices for IR.</p> <p style="text-align: right;">Contributed Paper</p>

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<b>Monday, November 17, 2003 (continued)</b>	
<p><i>10:50 - 11:30 am</i> <i>Salon I</i></p> <p><b>James C. Fergerson</b> Director Institutional Planning and Analysis Bates College</p>	<p><b>Beyond Factbooks - Building an Online Institutional Portfolio</b></p> <p>The Bates College Institutional Portfolio provides a structured "gateway" to direct multiple audiences to information reflecting core values, goals, and outcomes. It organizes existing quantitative and qualitative information to support planning, and to provide evidence of institutional effectiveness. This workshare will demonstrate the portfolio and address administrative and technical issues that must be addressed in developing a portfolio.</p> <p style="text-align: right;">Workshare</p>
<p><i>10:50 - 11:30 am</i> <i>Stars &amp; Stripes Room</i></p> <p><b>Heather Kelly Isaacs</b> Institutional Research Analyst University of Delaware</p> <p><b>Michael F. Middaugh</b> Assistant Vice President for Institutional Research and Planning University of Delaware</p>	<p><b>Establishing Benchmarks for Out-of-Classroom Faculty Activity: Results of the Expanded Delaware Study's Initial Data Collection</b></p> <p>The Delaware Study recently received multi-year funding from the Fund for Improvement of Post Secondary Education (FIPSE) to expand its data collection to incorporate out-of-classroom faculty activity. This paper will describe the data collection, the results, and how the benchmark data may be used to enhance departmental performance.</p> <p style="text-align: right;">Contributed Paper</p>
<p><i>10:50 - 11:30 am</i> <i>Weatherly Room</i></p> <p><b>Martin Wisniewski</b> Associate Dean of Technology Cayuga Community College</p>	<p><b>Tracking Student Cohorts Using National Student Clearinghouse Data</b></p> <p>This session demonstrates a Microsoft Access application developed for Program Assessment using data extracted from an institution's database linked to NSC data to track students by program within class cohorts. The application was designed to be used by those interested in program assessment and provides student detail records for transfer.</p> <p style="text-align: right;">Workshare</p>
<p><i>11:40 am - 12:20 pm</i> <i>Columbia Room</i></p> <p><b>Kathryn Doherty</b> Coordinator, Learning Outcomes Assessment Howard Community College</p>	<p><b>Beyond the Accountability - Improvement Debate: A Case Study Analysis of Institutional Approach to Effective Assessment</b></p> <p>Assessment is primarily characterized by an institution's campus-specific response to internal and external variables that shape assessment policy and practice. Using case study analysis, this study describes the ways in which institutions design, implement and support their assessment programs, and looks at institution-specific factors impacting the assessment mix on campus.</p> <p style="text-align: right;">Contributed Paper</p>

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<b>Monday, November 17, 2003 (continued)</b>	
<p><i>11:40 am - 12:20 pm</i> <i>Courageous Room</i></p> <p><b>Dean Skarlis</b> ACT</p>	<p><b>Recruitment and Retention: Using Institutional Data to Impact Your Enrollment Objectives</b></p> <p>IR Professionals and enrollment managers face increasing challenges in today's marketplace. This session will focus on using institutional data, some of which is already available on your campus, to inform decision making and impact your enrollment goals. These data will focus on recruitment and retention and provide specific examples of ways information can transform the ways IR professionals can help drive enrollment decisions.</p> <p style="text-align: right;">Vendor Showcase</p>
<p><i>11:40 am - 12:20 pm</i> <i>Enterprise Room</i></p> <p><b>Gohar Farahani</b> Executive Director, Outcome Assessment, Planning and Research Frederick Community College</p>	<p><b>Existence and Importance of Online Interaction</b></p> <p>This research explored the existence and importance of interaction in online courses as perceived by online learners and instructors. Two web-based surveys were created. The study was based on constructivist theory which suggested that students learn by actively participating in the learning process through interaction with the instructor, other students, and course materials.</p> <p style="text-align: right;">Contributed Paper</p>
<p><i>11:40 am - 12:20 pm</i> <i>Freedom Room</i></p> <p><b>Rena Cheskis-Gold</b> Higher Education Consultant Demographic Perspectives</p> <p><b>Beth Shepard-Rabadam</b> Assistant Director, Harvard Planning/Allston Initiative Harvard University</p> <p><b>Ruth Loescher</b> Institutional Research Coordinator Harvard University</p> <p><b>Barbara B. Carroll</b> Director, Office of Instructional Research and Evaluation Harvard University</p>	<p><b>Lessons from Recent Web Surveys at Harvard University</b></p> <p>This session provides an overview of the entire process necessary to provide support for a university-wide web survey, from the community-building process for creating support for the survey and determining the questions, to the specific tasks necessary for designing and administering an efficient web product.</p> <p style="text-align: right;">Workshare</p>
<p><i>11:40 am - 12:20 pm</i> <i>Salon I</i></p> <p><b>Ellen Peters</b> Associate Director for Institutional Research Bates College</p>	<p><b>Perceptions and Expectations of the First Year Seminar at Bates College</b></p> <p>This workshare will discuss the process and techniques used to determine first year students' perceptions of First Year Seminar program goals at Bates College, and its success in meeting those goals. The project employed qualitative methods to explore the intersection between expectations and experiences of both students and faculty.</p> <p style="text-align: right;">Workshare</p>

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<b>Monday, November 17, 2003 (continued)</b>	
<p><i>11:40 am - 12:20 pm</i> <i>Stars &amp; Stripes Room</i></p> <p><b>Michelle Appel</b> Research Analyst University of Maryland</p> <p><b>Gayle Fink</b> Director of Planning, Research and Evaluation Community Colleges of Baltimore County</p> <p><b>Denise Nadasen</b> Associate Director, Office of Institutional Research and Planning University of Maryland</p> <p><b>Mona Levine</b> Director of Planning and Institutional Projects Montgomery College</p>	<p><b>Echoes from the Boom: The Impact of Population Growth on Maryland Higher Education</b></p> <p>Facing budget cuts and burgeoning enrollment demands, members from several Maryland higher education segments collaborated to better understand the expected enrollment demand, access and capacity issues. Ultimately all segments were represented on a workgroup which reported findings to the General Assembly. This presentation outlines the workgroup processes and key findings.</p> <p style="text-align: right;">Contributed Paper</p>
<p><i>11:40 am - 12:20 pm</i> <i>Weatherly Room</i></p> <p><b>B. Lauren Young</b> Research Analyst University at Buffalo</p>	<p><b>Commuter and Resident Students: Attitudes, Expectations, and Their Influences on Integration and Persistence</b></p> <p>The increased persistence among residential students relative to commuters is typically attributed to the transformative, integrative experience of on-campus living. We look back at pre-matriculation differences in attitudes between commuters and residents. Which of these differences independently promote or inhibit persistence, and which hint at a means for retaining commuter?</p> <p style="text-align: right;">Contributed Paper</p>
<p><i>12:30 – 1:45 pm</i> <i>Salons II, III &amp; IV</i></p>	<p><b>Luncheon and Business Meeting</b></p> <p>Announcements, Recognitions &amp; Awards</p>
<p><i>2:00 - 2:50 pm</i> <i>Columbia Room</i></p> <p><b>Mrinal Mugdh</b> Director of Institutional Research SUNY Empire State College</p>	<p><b>Assessing Quality and Efficiency of Individualized Undergraduate Degree Programs: Case of SUNY Empire State College</b></p> <p>Since its very inception, Empire State College has adopted principles and models that support non-traditional adult learners. Individualized degree programs at the College focus on experiential learning, personalized teaching-learning process and critical self-reflection. However, the innovative practices also present the challenges of measuring the quality and efficiency of individualized degree programs. The paper discusses how the College has successfully overcome this challenge and ensured educational excellence and efficiency while allowing flexible programs and services suited to the needs of adult learners.</p> <p style="text-align: right;">Contributed Paper</p>

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<b>Monday, November 17, 2003 (continued)</b>	
<p>2:00 - 2:50 pm <i>Courageous Room</i></p> <p><b>Pam Gilligan</b> Director, Northeast Region National Student Clearinghouse</p>	<p><b>Using EnrollmentSearch from National Student Clearinghouse</b></p> <p>This workshare will demonstrate how to use the EnrollmentSearch tool from the National Student Clearinghouse in institutional research to enhance enrollment management and to track former students.</p> <p style="text-align: right;">Vendor Showcase</p>
<p>2:00 - 2:50 pm <i>Enterprise Room</i></p> <p><b>Jing Su</b> Programmer Analyst University of Pennsylvania</p>	<p><b>A Predictive Model of Stop-out Honors Students</b></p> <p>The purpose of this study was to examine factors that affect the probability of honors students at risk to leave a major U.S. university. Logistic regression modeling and validation were used in this study. The result showed that honors students' probability of leaving this institution was significantly associated with GPA, school, high school class size, residence, and housing.</p> <p style="text-align: right;">Workshare</p>
<p>2:00 - 2:50 pm <i>Freedom Room</i></p> <p><b>Jeff Seybert</b> Director, Institutional Research Johnson County Community College</p>	<p><b>Benchmarking in Community Colleges: Progress of Two National Initiatives</b></p> <p>Numerous benchmarking consortia exist for four-year colleges and universities. Such consortia are nonexistent, however, for two-year colleges. Johnson County (KS) Community College is involved in implementation of two such projects: the Kansas Study (of community college instructional costs and productivity); and the broader National Community College Benchmarking Project. This paper reports on the progress of those two initiatives.</p> <p style="text-align: right;">Contributed Paper</p>
<p>2:00 - 2:50 pm <i>Salon 1</i></p> <p><b>Dawn Geronimo Terkla</b> Executive Director, Institutional Research Tufts University</p> <p><b>Heather Roscoe</b> Senior Research Analyst Tufts University</p> <p><b>Jane Etish-Andrews</b> Director International Office Tufts University</p>	<p><b>The International Undergraduate Student Experience</b></p> <p>The primary purpose of this paper is to describe the results of a yearlong effort that was devoted to obtaining information in order to better understand the experiences of international undergraduates, who attend Tufts University. This research was commissioned by the International Board of Overseers. Information was gathered using both a web-based survey and in-depth interviews.</p> <p style="text-align: right;">Contributed Paper</p>
<p>2:00 - 2:50 pm <i>Stars &amp; Stripes Room</i></p> <p><b>Philip L. Beardsley</b> Independent Consultant</p>	<p><b>The Academic Consequences of State Need-Based Grants</b></p> <p>State need-based grant programs can have not only beneficial consequences for access and affordability, but also in the academic realm as well. The latter benefits are manifested in credits enrolled, credits accumulated, GPA, and retention/graduation. These conclusions apply to all types of institutions.</p> <p style="text-align: right;">Contributed Paper</p>

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Monday, November 17, 2003 (continued)	
<p>2:50 - 3:00 pm South East Foyer</p>	<p><b>Break</b></p>
<p>2:00 - 2:50 pm Weatherly Room</p> <p><b>Thomas B. Higerd</b> Associate Provost, Institutional Research &amp; Assessment Medical University of South Carolina</p> <p><b>Catherine E. Watt</b> Interim Director, Institutional Research Clemson University</p> <p><b>Ronnie Chrestman</b> Senior Statistician Clemson University</p>	<p><b>Using Facilities Information to Improve Academic Decision-Making</b></p> <p>A physical plant inventory no longer meets planning and accountability needs. The Medical University of South Carolina designed and is now sharing an open source web-based Space System whose elements can be linked to fiscal, personnel and research databases. A Consortium to facilitate inter-institutional comparisons will also be introduced.</p> <p style="text-align: right;">Workshare</p>
<p>3:00 - 3:50 pm Columbia Room</p> <p><b>Michael J. Dooris</b> Director, Planning Research &amp; Assessment The Pennsylvania State University</p>	<p><b>Tenure-Track Progression of Assistant Professors</b></p> <p>This paper explores the rates at which newly appointed faculty members receive tenure. Data for six cohorts - those entering the tenure-track at Penn State from 1990 to 1995 - are analyzed in the context of related institutional information, and in comparison to national and peer-institution studies.</p> <p style="text-align: right;">Contributed Paper</p>
<p>3:00 - 3:50 pm Courageous Room</p> <p><b>Michelle Steinowicz</b> Consultant, Academic Accounts Runzheimer International</p>	<p><b>A Unique Approach to Recruiting and Retention of Faculty and Staff</b></p> <p>This presentation will focus on the use of purchasing power and cost of living data and it's impact on various compensation, recruitment, and financial aid issues currently facing institutions. It will demonstrate how these data have been used by colleges and universities to adjust faculty and staff salaries to equalize purchasing power amongst peer institution locations as well as other applications. Runzheimer is the data source to US News &amp; World Report America's Best Colleges edition regarding Faculty Compensation.</p> <p style="text-align: right;">Vendor Showcase</p>
<p>3:00 - 3:50 pm Enterprise Room</p> <p><b>Lillian Zhu</b> Director, Institutional Research &amp; Planning SUNY College at Brockport</p>	<p><b>Who Attains a Bachelor's Degree in Four Years? Exploring the Time to Graduate in Public Four-Year College</b></p> <p>This study intends to identify the factors that are related with time-to-degree within four, five, and six years, in a public four-year college. The study focuses on students' characteristics, pre-college preparation, academic performance, financial aid, family income, hours working, parents' education level, and intention of achieving a bachelor degree.</p> <p style="text-align: right;">Contributed Paper</p>

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<b>Monday, November 17, 2003 (continued)</b>	
<p><i>3:00 - 3:50 pm</i> <i>Freedom Room</i></p> <p><b>Raymond Hicks</b> Senior Research Analyst Adelphi University</p> <p><b>Nava Lerer</b> Director, Office of Research, Assessment and Planning Adelphi University</p>	<p><b>Does Student Engagement Predict Retention? Exploring NSSE Data</b></p> <p>This paper examines the relationship between retention and National Survey of Student Engagement (NSSE) responses. NSSE administrators argue that student engagement is associated with desired student outcomes. By examining whether engaged students are more likely to stay at an institution, we provide a check on the external validity of NSSE.</p> <p style="text-align: right;">Contributed Paper</p>
<p><i>3:00 - 3:50 pm</i> <i>Salon I</i></p> <p><b>Heather S. Roscoe</b> Senior Research Analyst Tufts University</p> <p><b>Dawn Geronimo Terkla</b> Executive Director, Institutional Research Tufts University</p>	<p><b>The Impact of Web-Based Surveys on the Operating Procedures of Institutional Research Offices</b></p> <p>Switching from paper to web surveys has affected operations within our office (workloads, skills required of staff and student workers, clients' costs and expectations for turnaround time). We will discuss our experiences in detail along with results from a brief survey of IR professionals at other institutions as a comparison.</p> <p style="text-align: right;">Contributed Paper</p>
<p><i>3:00 - 3:50 pm</i> <i>Stars &amp; Stripes Room</i></p> <p><b>Michael Duggan</b> Director Suffolk University</p>	<p><b>Adobe Acrobat - A Tool for the Trade</b></p> <p>This session will present a "tool of the trade" that may help make your job a little easier. The session will demonstrate practical, hands-on techniques for converting Excel or Word documents to Adobe Acrobat files and for making the resulting files user friendly.</p> <p style="text-align: right;">Workshare</p>
<p><i>3:00 - 3:50 pm</i> <i>Weatherly Room</i></p> <p><b>Ebenezer Kolajo</b> Director of Institutional Research Cecil Community College</p>	<p><b>Using Grades Analysis to Improve Teaching and Learning</b></p> <p>This is a case analysis of grades as a tool for enhancing assessment, teaching, and learning. Results of this analysis show that there are differences in grades awarded from department to department and by faculty type. There is also a clear gender gap in grades. It is expected that the findings of this study would be used to provide academic assistance to students and enable faculty to engage in critically reflective teaching and grading.</p> <p style="text-align: right;">Contributed Paper</p>
<p><i>3:50 - 4:00 pm</i> <i>South East Foyer</i></p>	<p><b>Break</b></p>

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<b>Monday, November 17, 2003 (continued)</b>	
<p>4:00 - 4:50 pm Columbia Room</p> <p><b>Joe Jurczyk</b> Research Analyst Cleveland State University</p>	<p><b>Web Accessibility Issues for Institutional Research</b></p> <p>As the World Wide Web has become more complex, much of its content is not easily accessible by people with disabilities. This presentation will provide information on Section 508 of the Rehabilitation Act, design tips for making institutional research data "web accessible", and an overview of related development tools.</p> <p style="text-align: right;">Workshare</p>
<p>4:00 - 4:50 pm Courageous Room</p> <p><b>Prety Widjaja</b> Senior Systems Engineer SPSS, Inc.</p>	<p><b>Predict Student Behavior to Increase Retention</b></p> <p>What if you could predict a student's path and...</p> <ul style="list-style-type: none"> <li>· Discover which inquiries are most likely to turn into applications?</li> <li>· Predict enrollment to specific courses?</li> <li>· Achieve and maintain optimum graduation rates, recruitment and retention rates?</li> </ul> <p>The answers to these questions and many more can be found in your institution's data. Empowered with data mining, you will discover tremendous insights in your school's challenging areas and be able to identify new opportunities.</p> <p>Join SPSS Inc. for a live 45-minute Clementine demonstration - this demonstration is geared for institutional researchers, enrollment management professionals, academic affairs and admissions officers who are concerned with uncovering critical information about their school's students.</p> <p style="text-align: right;">Vendor Showcase</p>
<p>4:00 - 4:50 pm Enterprise Room</p> <p><b>Angela Hamlin</b> Research Analyst University of Maryland, College Park</p> <p><b>Jessica Shedd</b> Research Analyst University of Maryland, College Park</p>	<p><b>Do You Know Where Your Students Reside? Using Mapping Software and Geocoding for Planning and Decision Making Purpose</b></p> <p>Mapping software can produce visual analyses and data sets with additional geographic variables useful in university/college planning and lobbying efforts. This session will introduce address geocoding concepts, demonstrate basic geocoding functions in "ArcView" and "MapPoint" mapping software, and discuss the proficiencies and limitations of these two software packages.</p> <p style="text-align: right;">Workshare</p>
<p>4:00 - 4:50 pm Freedom Room</p> <p><b>Kevin B. Murphy</b> Research Analyst University of Massachusetts Boston</p>	<p><b>Exploring Diversity at Public Urban Four Year Institutions by Using National Databases</b></p> <p>This paper uses data from the Integrated Postsecondary Data System (IPEDS) and the 2000 National Postsecondary Student Aid Study (NPSAS:2000) to examine differences in the racial/ethnic diversity and language and immigration status of populations served by public urban four year institutions compared to other public four year institutions.</p> <p style="text-align: right;">Contributed Paper</p>

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<b>Monday, November 17, 2003 (continued)</b>	
<p><i>4:00 - 4:50 pm</i> <i>Salon I</i></p> <p><b>Suhail Farooqui</b> President, COO Zarca Interactive</p> <p><b>Tom Guteberger</b> Vice President, College Relations Union College</p>	<p><b>Researching Alumni: Lessons from the Field</b></p> <p>Union College surveyed its nearly 22,000 alumni using a mixture of direct mail and online approach. We gained some interesting and practically useful insights for IR professionals on several issues including the so-called Digital Divide. We also analyzed for ballot-box stuffing of online surveys. The response rate number of respondents as a function of time from survey invitation showed some insights which other institutions can benefit from as they plan their research.</p> <p style="text-align: right;">Workshare</p>
<p><i>4:00 - 4:50 pm</i> <i>Stars &amp; Stripes Room</i></p> <p><b>Peggye Cohen</b> Assistant Vice President for Institutional Research George Washington University</p> <p><b>Jennifer Brown</b> Director of Institutional Research &amp; Policy Studies University of Massachusetts, Boston</p> <p><b>Jim Ferguson</b> Director of Institutional Planning &amp; Analysis Bates College</p>	<p><b>HEDPC at Work: Update on Data Policy Issues Affecting IR</b></p> <p>This session will highlight the work of the AIR Higher Education Data Policy Committee (HEDPC). Charged with following higher education data policy issues for AIR, HEDPC has a full agenda. The latest information on topics such as Reauthorization of the Higher Education Act, race/ethnicity reporting categories, graduate CDS, AIR/AAUP Advisory Committee, and copyright issues will be described and discussed.</p> <p style="text-align: right;">Workshare</p>
<p><i>4:00 - 4:50 pm</i> <i>Weatherly Room</i></p> <p><b>Anne Marie Delaney</b> Director of Institutional Research Babson College</p>	<p><b>Designing Alumni Research to Meet the Challenges and Responsibilities of Assessment and Accreditation: A Leadership Opportunity</b></p> <p>Based on a completed alumni study of 522 private college graduates, this paper presents a model for designing alumni research for effective use in assessment and accreditation. The paper discusses how the methodology, implementation strategies, analytical techniques and strategic policy recommendations were designed to create an effective model for assessment. Bivariate analyses revealed significant differences in overall satisfaction by gender and citizenship and multiple regression identified the following significant predictors of satisfaction: the perception of enhanced achievement abilities (b=.305); superior career preparation (b=.198) ; and satisfaction with a sense of community on campus (b=.123).</p> <p style="text-align: right;">Contributed Paper</p>

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Monday, November 17, 2003	Evening Schedule
<p>5:15 – 6:30 pm <i>Hotel Atrium</i></p>	<p><b>Data with a Twist Reception – Includes Poster Session</b></p>
<p>5:15 - 6:00 pm <i>Hotel Atrium with the Data with a Twist Reception</i></p> <p><b>John Grant</b> Director, Institutional Research and Development Cape Cod Community College</p>	<p><b>Private Fund Raising by Community College Foundations - Exploring Data from Online Sources</b></p> <p>Poster presentation of data, from online and other sources, on fund raising by community college foundations in selected Northeast states, including Massachusetts and New York.</p> <p style="text-align: right;">Poster</p>
<p>5:15 – 6:00 pm <i>Hotel Atrium with the Data with a Twist Reception</i></p> <p><b>Anna May Jagoda</b> Director of Institutional Research &amp; Assessment Queensborough Community College</p> <p><b>Cheryl Goldstein</b> Research Coordinator Queensborough Community College</p>	<p><b>Comparison of Two Surveys: Mail vs. In Person</b></p> <p>Two surveys were developed by different offices. They targeted the same graduate population and the surveys included several identical questions about post graduate employment and education six months after graduation. One was mailed out with a web response option and the other was distributed when the graduate came back to the school to pick up his/her diploma. This is a unique opportunity to compare not only response rate and reliability but also to profile who responds to mail out surveys and if the response rate is adequate to generalize to the population. The poster material will contain the surveys, response patterns of same questions and profiles of responders and comparison of answers by same persons to both surveys.</p> <p style="text-align: right;">Poster</p>
<p>5:15 - 6:00 pm <i>Hotel Atrium with the Data with a Twist Reception</i></p> <p><b>William E. Knight</b> Director of Planning and Institutional Research Bowling Green State University</p>	<p><b>The Institutional Research Friday Factoid Puzzle Contest</b></p> <p>The contest is an innovative method used by the IR office to increase use of IR information, highlight the role of the office on campus, and have some fun. Stop by the poster session to learn the details!</p> <p style="text-align: right;">Poster</p>
<p>5:15 – 6:00 pm <i>Hotel Atrium with the Data with a Twist Reception</i></p> <p><b>Constance A. Pierson</b> Senior Research Analyst University of Maryland, Baltimore County</p>	<p><b>The Road to the Ph.D. is Paved with Good Intentions: Tracking the Persistence of Ph.D. Students to Determine Factors Associated with Attrition</b></p> <p>Concern over seemingly low rates of Ph.D. student retention and completion, as well as programmatic differences in rates, led to this detailed study of enrollment and degree history at the individual level. Student outcomes are identified and Binary Logistic Regression is used to determine the factors associated with attrition.</p> <p style="text-align: right;">Poster</p>

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Monday, November 17, 2003	Evening Schedule
<p>5:15 - 6:00 pm <i>Hotel Atrium with the Data with a Twist Reception</i></p> <p><b>Michael Duggan</b> Director, Enrollment Research &amp; Planning Suffolk University</p>	<p><b>AACRAO and Its Relevance to NEAIR Members</b></p> <p>I will share with NEAIR members my experiences at the 2003 AACRAO conference which was partially funded by a NEAIR Conference Grant.</p> <p style="text-align: right;">Poster</p>
<p>5:15 - 6:00 pm <i>Hotel Atrium with the Data with a Twist Reception</i></p> <p><b>Brian Bartolini</b> Special Assistant to the VPAA for Assessment &amp; Director of Academic Services Providence College</p>	<p><b>Data Collection or Change Agent?: Student Services Assessment in Rhode Island</b></p> <p>This poster session will make available the results of a 2002 study that: (1) describes the student services assessment instruments and activities at higher educational institutions within one state, Rhode Island, and (2) advances a model assessment approach based on these findings and the relevant literature.</p> <p style="text-align: right;">Poster</p>
<p>5:15 - 6:00 pm <i>Hotel Atrium with the Data with a Twist Reception</i></p> <p><b>Nehama Babin</b> Associate Director, Office of Institutional Research &amp; Planning University of Maryland, College Park</p>	<p><b>NRC Rankings: Will they ever happen?</b></p> <p>The purpose of this poster session is to describe the experience of the University of Maryland, College Park, as a participant in NRC's pilot of the <i>Study of Doctoral Research Programs</i> and it's plans for preparing for the actual study when it occurs. The session will also serve as a forum to exchange any information individuals or institutions might have about the rankings, the methodology, the instruments, the taxonomy, or NRC's time-line and calendar. The poster session will address the issue of providing feedback to the NRC and determining if any influence might be brought to bear by higher education associations and organizations on the NRC regarding its approach to the rankings.</p> <p style="text-align: right;">Poster</p>
<p>5:15 - 6:00 pm <i>Hotel Atrium with the Data with a Twist Reception</i></p> <p><b>Cherry Danielson</b> Research Fellow, Center of Inquiry in the Liberal Arts Wabash College</p>	<p><b>International Higher Education Issues via the NEAIR Travel Grant Program</b></p> <p>As a recipient of the NEAIR Travel Grant, I share my experience at The European Association of Institutional Research 2003 Forum held at the University of Limerick, Ireland. Most prominent in this discussion is the current European pact of 29 nations aiming to reform higher education structures across national boundaries.</p> <p style="text-align: right;">Poster</p>
<p>6:30 pm <i>Meet in Hotel Lobby</i></p> <p><b>Gayle Fink</b> Director The Community College of Baltimore County</p>	<p><b>MdAIR SIG (Maryland Association for Institutional Research)</b></p> <p>Come join Maryland Association for Institutional Research members for an evening of good food and conversation. There is always a story to tell after a MdAIR SIG.</p> <p style="text-align: right;">Special Interest Group</p>

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Monday, November 17, 2003		Evening Schedule
<p>6:30 pm - ?</p> <p><i>Sign up and menus at Conference Registration Desk and Reception</i></p> <p><i>Meet in Hotel Lobby</i></p>	<p><b>Monday Evening Dinner Groups</b></p> <p>Following Data with a Twist Reception, join a group of fellow NEAIR members for dinner at one of several Newport restaurants. This is the perfect opportunity to meet new people, connect with old friends, and sample the bounty of Newport. Sign-up sheets and menus will be at the Registration Desk all day.</p>	
Tuesday, November 18, 2003		
<p>8:00 – 11:00 am</p> <p><i>East Foyer – Registration Desk</i></p>	<p><b>Conference Registration</b></p>	
<p>7:30 – 8:45 am</p> <p><i>Salons III &amp; IV</i></p>	<p><b>Hot Breakfast Buffet</b></p>	
<p>8:00 – 8:45 am</p> <p><i>Salons III &amp; IV</i></p>	<p><b>Table Topics and Special Interest Groups</b></p>	
<p>8:00 - 8:45 am</p> <p><i>Courageous Room</i></p> <p><b>Sandra Atkins</b> Assistant Director HEDS Consortium</p> <p><b>Erika Newcomer</b> Research Associate HEDS Consortium</p>	<p><b>Higher Education Data Sharing (HEDS) Consortium</b></p> <p>This session will provide an opportunity for members of HEDS to discuss on-going and proposed HEDS activities with other HEDS colleagues. All members of HEDS are welcome.</p> <p style="text-align: right;">Special Interest Group</p>	
<p>8:00 - 8:45 am</p> <p><i>Salons III &amp; IV</i></p> <p><b>Dianne Cleary</b> Associate Research Analyst University of Massachusetts Boston</p>	<p><b>Effective Reporting: Developing a New Reporting Format</b></p> <p>A discussion of the process of developing new reporting formats, strategies and pitfalls.</p> <p style="text-align: right;">Table Topic</p>	
<p>8:00 - 8:45 am</p> <p><i>Salons III &amp; IV</i></p> <p><b>Felice D. Billups</b> Director, Planning &amp; Research RI School of Design</p>	<p><b>The Role of Institutional Research in Institutional Self Study</b></p> <p>Institutional Research offices play a key role in a successful self study process. Conference participants are invited to join this discussion to share ideas about ways IR offices can support institutional self study and to hear one campus's experiences with using IR data and services to enhance the accreditation process.</p> <p style="text-align: right;">Table Topic</p>	

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<b>Tuesday, November 18, 2003 (continued)</b>	
<p><i>8:00 - 8:45 am</i> <i>Salons III &amp; IV</i></p> <p><b>Cherry Danielson</b> Research Fellow, Center of Inquiry in the Liberal Arts Wabash College</p>	<p><b>IR &amp; Liberal Arts Education</b></p> <p>Over time, liberal arts education has been given credit for endless unconfirmed outcomes, and unfortunately, in the process it has lost its meaning. This table topic session engages in a discussion of how institutional researchers might assist with defining and identifying the value and outcomes of a liberal arts education.</p> <p style="text-align: right;">Table Topic</p>
<p><i>8:00 - 8:45 am</i> <i>Salons III &amp; IV</i></p> <p><b>Gayle Fink</b> NCRP President and Director The Community College of Baltimore County</p>	<p><b>National Council for Research and Planning (NCRP)</b></p> <p>Join community college colleagues and learn about NCRP, the only national organization that exists exclusively to serve institutional research and planning professionals in 2-year, postsecondary educational institutions. Learn about recent organizational changes and member services. Issues related to community college IR professionals will also be discussed.</p> <p style="text-align: right;">Special Interest Group</p>
<p><i>8:00 - 8:45 am</i> <i>Salons III &amp; IV</i></p> <p><b>Heather Jasmin</b> Information Technologist II Keene State College</p>	<p><b>Datatel Users</b></p> <p>Join fellow Datatel clients in an informal conversation about the practice of institutional research in the Colleague environment. Use this opportunity to raise questions, find support, and share suggestions and strategies with your NEAIR colleagues.</p> <p style="text-align: right;">Special Interest Group</p>
<p><i>8:00 - 8:45 am</i> <i>Salons III &amp; IV</i></p> <p><b>Catherine J. Alvord</b> Research/Planning Associate Cornell University</p>	<p><b>SUNY-AIRPO</b></p> <p>Members of AIRPO and other interested NEAIR members are invited to attend. Committee Chairs and state group leaders will have an opportunity to report. This provides an opportunity to discuss areas of common concern and interest in matters related to Institutional Research in New York State institutions of higher education.</p> <p style="text-align: right;">Special Interest Group</p>
<p><i>8:00 - 8:45 am</i> <i>Salons III &amp; IV</i></p> <p><b>Heather Kelly Isaacs</b> Institutional Research Analyst University of Delaware</p> <p><b>Julie Alig</b> Director, Institutional Research Saint Anselm College</p>	<p><b>Focus Group for 2004 NEAIR Conference Planning</b></p> <p>By Invitation Only</p> <p style="text-align: right;">Table Topic</p>

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Tuesday, November 18, 2003 (continued)	
<p>8:00 - 8:45 am <i>Salons III &amp; IV</i></p> <p><b>James F. Trainer</b> Director of Planning and Assessment Villanova University</p> <p><b>Don Gillespie</b> Director of Institutional Research Fordham University</p>	<p><b>Catholic Higher Education Research Cooperative (CHERC)</b></p> <p>After meeting informally for each of the past nine years institutional researchers from catholic colleges and universities from across the country have come together to create the Catholic Higher Education Research Cooperative (CHERC). This SIG will provide an opportunity for interested parties to meet their colleagues and to discuss the organizational plans and research agenda for CHERC's first year of formal operation and beyond.</p> <p style="text-align: right;">Special Interest Group</p>
<p>8:00 - 8:45 am <i>Salons III &amp; IV</i></p> <p><b>Alan J. Sturtz</b> Director, Institutional Research &amp; Planning Connecticut State University System Office</p>	<p><b>Policy Driven by Data</b></p> <p>An issue was raised by a university to charge a separate fee to students who are enrolled in basic skills proficiency (remedial) courses. The premise for this was that the cost of offering these courses was a major drain on scarce fiscal resources. A counterproposal was made that not only were remedial courses beneficial, they were actually a revenue-producing product with beneficial results for the student and the university. This Table Topic session will discuss the issue of data, or the lack thereof, should be a key component of policy decisions made by a university's board of trustees and the different data analyses that were used to make the case.</p> <p style="text-align: right;">Table Topic</p>
<p>8:00 - 8:45 am <i>Salons III &amp; IV</i></p> <p><b>Peggye Cohen</b> Assistant Vice President for Institutional Research George Washington University</p> <p><b>Phyllis Fitzpatrick</b> Director of Management Information Fairfield University</p>	<p><b>Banner SIG</b></p> <p>This session will provide an opportunity to continue conversation with your NEAIR/Banner colleagues. It's an open forum conducive to the exchange of ideas, seeking help, and providing assistance.</p> <p style="text-align: right;">Special Interest Group</p>
Break Out Sessions	
<p>9:00 - 9:50 am <i>Columbia Room</i></p> <p><b>H. Leon Hill</b> Director of Institutional Research and Assessment Montgomery County Community College</p> <p><b>Marian Weston</b> Research Analyst Montgomery County Community College</p>	<p><b>Does It Really Make a Difference? Designing Measures to Assess Outcomes for New Technologies Introduced in the Classroom</b></p> <p>The purpose of the presentation is to discuss ideas/concepts on how to measure the effectiveness of implementing new technology in the classroom. This would include understanding the effect the technology has on various student outcomes within the course. In addition, measures would also be needed to assess the faculty member's work productivity and satisfaction with utilizing the technology in the classroom.</p> <p style="text-align: right;">Workshare</p>

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<b>Tuesday, November 18, 2003 (continued)</b>	
<p>9:00 - 9:50 am <i>Courageous Room</i></p> <p><b>Kevin W. Sayers</b> Director of Institutional Research &amp; Effectiveness Capital University</p>	<p><b>Connecting Written Comments and Survey Research Analyses: A Software Demonstration of Nvivo 2.0</b></p> <p>Institutional researchers often struggle with what to do with written comments from survey research. How do they relate to quantitative indicators? How can quantitative and qualitative analyses be linked? Is there software that manages sets of quantitative and qualitative data collectively? A demonstration of Nvivo seeks to answer these questions.</p> <p style="text-align: right;">Workshare</p>
<p>9:00 - 9:50 am <i>Enterprise Room</i></p> <p><b>Diane J. Goldsmith</b> Dean, Planning, Research, and Assessment Connecticut Distance Learning Consortium</p> <p><b>Carolyn Rogers-Ward</b> Online Student Services Coordinator Connecticut Distance Learning Consortium</p>	<p><b>The Use of Asynchronous Threaded Discussion Forums in Institutional Research</b></p> <p>This workshare will demonstrate the use of asynchronous discussion forum software in qualitative research, discuss the advantages and disadvantages of using such forums, the preparation needed to help participants be successful in using this technology, and what we have learned from our successes and mistakes in two different research projects.</p> <p style="text-align: right;">Workshare</p>
<p>9:00 - 9:50 am <i>Freedom Room</i></p> <p><b>Stephen R. Porter</b> Director, Office of Institutional Research Wesleyan University</p> <p><b>Michael E. Whitcomb</b> Assistant Director, Office of Institutional Research Wesleyan University</p>	<p><b>2002 NEAIR Best Paper Award</b></p> <p><b>The Impact of Contact Type on Web Survey Response Rates</b></p> <p>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.</p> <p style="text-align: right;">Contributed Paper</p>
<p>9:00 - 9:50 am <i>Middletown Suite</i></p> <p><b>Janet Nickels</b> Director of Institutional Research Carroll Community College</p> <p><b>Jean Marriott</b> Research and Planning Analyst Carroll Community College</p>	<p><b>Student Outcomes in Distance Learning: A Case Study</b></p> <p>This presentation will examine the growth of online courses in a community college setting. In tandem, distance learning outcomes, such as student achievement, satisfaction, and retention will be studied. Implications of findings will lead the community college in charting out next steps to grow and improve distance learning.</p> <p style="text-align: right;">Workshare</p>

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<b>Tuesday, November 18, 2003 (continued)</b>	
<p><i>9:00 - 9:50 am</i> <i>Stars &amp; Stripes Room</i></p> <p><b>Robert K. Myers</b> Associate Vice President for Institutional Assessment Berklee College of Music</p>	<p><b>Research, Assessment, and Faculty Involvement: Showing Improvement and Growth</b></p> <p>Institutional research and faculty involvement in assessment are perceived by many as meaningless make-work exercises. This is absolutely true, unless the results are used to improve teaching, learning, and institutional effectiveness. Faculty and IR administrators have been so put upon by assessment jargon and procedures that no one wants to waste time with top-down, generalized assessment, which is too often conducted for its own sake or to show off to accreditors. From the viewpoint of a formerly frustrated assessment officer, you will hear how we developed an approach to assessment that involved faculty doing what they do best, how this approach gained the approval of the NEASC, and how you can apply the principles to broader-based liberal arts colleges and universities.</p> <p style="text-align: right;">Contributed Paper</p>
<p><i>9:00 - 9:50 am</i> <i>Weatherly Room</i></p> <p><b>Brian Johnston</b> Research Analyst The Catholic University of America</p>	<p><b>Ensuring the Accuracy of Student Data in the PeopleSoft Student Administration System</b></p> <p>How the Catholic University of America's Office of Institutional Research leverages the organization tables used to set up the PeopleSoft Student Administration System to insure the integrity of individual student data. The session will review typical methods used to pull various types of student enrollment information from the system, and will show how to use organization tables to build a series of internal and external checks of student data prior to its use in university reporting. Internal checks, used to maintain the integrity of live data in the system, and external checks, used to verify the accuracy of census data for institutional reporting, will both receive an equal amount of attention during the session since both are vital to the role of the Institutional Researcher. This session will also highlight how accurate organization tables are and how they can be as a useful planning tool for the university community.</p> <p style="text-align: right;">Workshare</p>
<p><i>10:00 - 10:50 am</i> <i>Columbia Room</i></p> <p><b>Ellen Boylan-Fick</b> Assistant Director Institutional Research Marywood University</p> <p><b>Charlotte Woodward</b> Data Analyst Marywood University</p>	<p><b>Using the Web to Boost IR Efficiency and Reach</b></p> <p>There are several easy and practical innovations you can make to enhance and improve IR operations inside-out, changes that can also quickly elevate your profile and reputation as a valuable resource for those you serve on and off campus. This session will present a number of excellent tips and tactics for boosting IR efficiency and reach, such as: building a system in intranet information exchange that has varying levels of access and security; creating an internal web site for accreditation documents; and incorporating use of the best data management tools and programs to help you look sharp and be accessible.</p> <p style="text-align: right;">Contributed Paper</p>

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<b>Tuesday, November 18, 2003 (continued)</b>	
<p><i>10:00 - 10:50 am</i> <i>Courageous Room</i></p> <p><b>Raymond Barclay</b> Senior Analyst The College of New Jersey</p> <p><b>Paula A.Y. Maas</b> Assistant Dean, School of Science The College of New Jersey</p>	<p><b>Understanding Gateway Course Effects in Biology: An Application of Multilevel Modeling to Curriculum Assessment</b></p> <p>An institutional research office can play a critical role in curriculum innovation when able to provide technical assistance to curriculum planners who need to develop complex instructional assessment models that account for the multiple levels of data in estimating group effects. To this end, we are undertaking a retrospective cohort study aimed at understanding gateway course impacts within a biology program curriculum via a two-tiered multilevel modeling procedure (course-level and instructor-level).</p> <p style="text-align: right;">Contributed Paper</p>
<p><i>10:00 - 10:50 am</i> <i>Enterprise Room</i></p> <p><b>Kathryn Doherty</b> Coordinator, Learning Outcomes Assessment Howard Community College</p>	<p><b>Redesigning an Assessment Program: Connecting the Dots for Middle States Review</b></p> <p>This workshare looks at one institution's approach to addressing the new Middle States requirements in outcomes assessment. On a campus with an existing, and successful, assessment program, the challenge becomes connecting the dots in a way that demonstrates to Middle States the effectiveness, continuity and ties to strategic planning that underlie and support the outcomes assessment process. Presentation will focus on practical, hands-on application, integration with existing programs, and demonstration of successful redesign.</p> <p style="text-align: right;">Workshare</p>
<p><i>10:00 - 10:50 am</i> <i>Freedom Room</i></p> <p><b>Kathleen Keenan</b> Director, Institutional Research Massachusetts College of Art</p>	<p><b>IR's Excellent Adventure in Institutional Change</b></p> <p>This is a flippant title for a serious workshare—but it does accurately describe a project that was both an adventure and excellent. The session will discuss Institutional Research participation in a five-year process that led to definition of a new, more autonomous status for Massachusetts College of Art within the state's public higher education system. The new status, granted to Mass Art in legislation enacted with the FY 2004 state budget, is based on a new financial model and enrollment management plan, and is being implemented beginning in the fall of 2004. The session will focus on roles for IR in a change process: what skills and resources can IR contribute to planning for change, and how we can prepare ourselves as professionals to be effective participants in that process.</p> <p style="text-align: right;">Workshare</p>
<p><i>10:00 - 10:50 am</i> <i>Middletown Suite</i></p> <p><b>David Hemenway</b> Research Associate Connecticut State University System Office</p>	<p><b>Traditional Graduate Surveys - There Must Be a Better Way!</b></p> <p>The author has analyzed a standard graduate survey that has been used for a number of years. He suggests ways of improving the traditional survey instrument and proposes several other sources of basic assessment information. These include research in capstone courses, data from the Universities integrated student information system, information from state agencies and information from the National Student Clearinghouse.</p> <p style="text-align: right;">Contributed Paper</p>

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Tuesday, November 18, 2003 (continued)	
<p><i>10:00 - 10:50 am</i> <i>Stars &amp; Stripes Room</i></p> <p><b>Robert C. Froh</b> Associate Director New England Association of Schools &amp; Colleges</p> <p><b>Christine Brooks Cote</b> Director of Institutional Research and Registrar Bowdoin College</p> <p><b>Erin Lowery-Corkran</b> Graduate Research Assistant New England Association of Schools &amp; Colleges</p> <p><b>C. Ellen Peters</b> Associate Director for Institutional Research Bates College</p>	<p><b>Working with Faculty to Consider the Impact of Teaching on Student Learning</b></p> <p>The Bates-Bowdin initiative encourages collaboration between selective liberal arts colleges in New England to create a "culture of inquiry." Presenters will describe approaches used to evoke faculty and student questions about teaching that provide direction to inquiry which can be generalized across time and contexts, and modes of inquiry that enable collaboration and comparative analysis across a number of institutions to stimulate advances in curriculum and pedagogy.</p> <p style="text-align: right;">Workshare</p>
<p><i>10:00 - 10:50 am</i> <i>Weatherly Room</i></p> <p><b>Tae Young Han</b> Director, Outcomes Assessment Research Excelsior College</p> <p><b>Nathan Schneeberger</b> Research Associate Excelsior College</p>	<p><b>Students' Workplace Competency Assessments: Utilization of Dual Sources of Information</b></p> <p>This study examined graduates' self-report and supervisors' assessment of work-related college learning outcomes. The relationships between the two ratings were investigated in terms of the graduates' academic experience and individual characteristics. This integrative approach provided richer implications for the institutional quality given the measurement limitations of each method alone.</p> <p style="text-align: right;">Contributed Paper</p>
<p><i>11:00 am</i> <i>Salons III &amp; IV</i></p>	<p><b>Drawing for Gifts and Refreshments</b></p> <p>Conference attendees will have the opportunity to win commemorative gifts from the region, as well as from our conference vendors. You <i>must be present to win</i> for these drawings.</p> <p>Those attendees who have completed their "Vendor Passport" will be eligible to win free registration for a 2004 NEAIR Pre-conference Workshop. All completed passports may be left at the conference registration desk and you <i>need not be present to win</i> for this particular drawing.</p> <p style="text-align: right;">Special Session</p>

# **NEAIR 30<sup>th</sup> Annual Conference**

## **Local Arrangement Committee**

Thomas Frank, Chair, Providence College

Katharine Barnes, Brown University

Gerson Betancourt, Brown University

Gary Boden, University of Rhode Island

Susan Coia-Gailey, Johnson and Wales University

William LeBlanc, Community College of Rhode Island

Richard Prull, Rhode Island College

Andrea Spargo, Bryant College

Cynthia Ward, Johnson and Wales University

## **In Memory Of**



**Charles E. Haskell, Sr.**

**1949 - 2003**

**With grateful appreciation, we recall the warmth and contributions of our beloved colleague, who served the North East Association for Institutional Research admirably as a member and conference facilitator, and as a local arrangements committee member for this conference. Godspeed, Charlie!**