

November 13-16, 2004
Sheraton Harborside Hotel, Portsmouth, NH

Guiding Light for the Future: IR Community of Practice

31st Annual Conference



NEAIR

North East Association for Institutional Research

**North East Association for Institutional Research
Annual Conference**

Guiding Light for the Future: IR Community of Practice

November 13-16, 2004

**Sheraton Harborside Hotel
Portsmouth, NH**

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Mitchell Nesler, Pre-Conference Workshops Coordinator
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Stephen Porter, Best Paper Coordinator
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40 East Main Street, Box 352 • Newark, DE 19711

November 2004

Dear Colleagues,

Welcome to Portsmouth and the 31st Annual NEAIR Conference.

The 2004 Conference Planning Team has been hard at work for several months and do we have a fantastic conference planned for you! The team consists of Program Chair, Heather Isaacs; Local Arrangements Chair, Julie Alig; Associate Program Chair, Jessica Shedd; Workshop Coordinator, Mitch Nesler; and Vendor Coordinator, Tim Walsh. Planning a conference is not an easy task. Conference planning requires countless hours of organizing, coordinating and planning, right down to the smallest detail. This talented group of professionals has planned a wonderful conference for you. I would like to take this opportunity to thank them on behalf of our organization for sharing their time and expertise with us. I would also like to take this time to thank our dedicated and talented administrative assistant, Beth Simpson. As many of you may have personally experienced, Beth is always there to help us and is critically important in the conference planning process.

The success of the conference is now in your hands as a conference attendee or presenter. Each conference attendee needs to engage actively in all that the conference has to offer and I know that all our presenters will do a wonderful job presenting us with new thoughts, findings, or practical applications. I trust that you will enjoy this year's theme "*Guiding Light for the Future: IR Community of Practice*." Networking and providing a strong IR community of practice is vital to all of us. It is our hope that this year's conference that celebrates our IR community of practice will continue to foster an environment where we can continually learn from one another and benefit from each other's knowledge and expertise.

After you have attended sessions, presented thought provoking material, asked thought provoking questions and challenged assumptions, I encourage you take the time to enjoy the other important aspect of the conference – networking and relaxing. Take the time to relax, refresh, renew, and reenergize. Greet old friends and make new acquaintances. Continue the NEAIR tradition of extending a welcoming hand of friendship to conference newcomers or if you are new to NEAIR, introduce yourself to an "old-timer." This year you will know them by the service pins that they will be wearing, as we celebrate those individuals who have been members of NEAIR for 10 or more years by presenting them with a gold lapel pin and those individuals who have been members of NEAIR for 5 or more years will receive a silver pin! Also don't forget our vendors. They will be available throughout the conference, stop by the booths and chat or attend a vendor showcase.

NEAIR is a wonderful organization that is made up of talented professionals. It has been my pleasure to serve as your president this year. If there is anything that I can do to make your conference experience enjoyable, please stop me and ask, I welcome the opportunity to assist you. In closing, I extend to you my best wishes for a great conference. I know that you are in for a special treat in Portsmouth.

Sincerely,

Mary Ann Coughlin
NEAIR President

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Saturday, November 13, 2004	
12:30 – 5:30 pm <i>Hotel Lobby</i>	Conference Registration
1:00 – 4:00 pm <i>Lear Room</i> Anne Marie Delaney Director of Institutional Research Babson College	Research Design Ideas for Institutional Research (Part I) The primary goal of this workshop is to enhance institutional researchers' capacity to produce policy relevant studies for planning and decision-making. This 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. Pre-conference Workshop
1:00 – 4:00 pm <i>Thaxter Room</i> Mitchell S. Nesler Assistant Vice President for Academic Affairs for Academic Planning and Outcomes Assessment Empire State College – State University of New York	Developing a Systematic Outcomes Assessment Plan How do you advance an outcomes assessment program when faculty believe it is externally mandated? SUNY has initiated an "assessment in the major program," in which institutions must demonstrate that students are achieving learning outcomes. The initial experience of Empire State College with this mandate is reviewed. Pre-conference Workshop
1:00 – 4:00 pm <i>New Hampshire Community and Technical College</i> Janice A. Plotczyk Team Leader, IPEDS Data Collection National Center for Education Statistics	IPEDS Train the Trainer (Invitational Event) This workshop will introduce IPEDS Trainers to the latest changes of the IPEDS Peer Analysis System. After this workshop Trainers will be well equipped to teach those involved with IPEDS reporting how to utilize the Peer Analysis System. Pre-conference Workshop
1:00 – 4:00 pm <i>New Hampshire Community and Technical College</i> Linda Mallory Research Analyst US Naval Academy	Data 101 This basic data analysis course will cover descriptive statistics (mean, mode, median, variation, and standard deviation as well as the normal curve), data cleaning, and the use and misuse of descriptive statistics. Excel and SPSS output will be examined. Pre-conference Workshop
4:15 – 5:00 pm <i>Gardner Room</i>	2004–05 Mentor Program Participants Meeting Mentees and Mentors
5:00 – 6:30 pm <i>Harbor's Edge Room</i>	Welcome Reception
7:00 pm – ?	Saturday Evening Dinner Groups

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Sunday, November 14, 2004	
<p><i>8:00 – 4:30 pm</i> <i>Hotel Lobby</i></p>	<p>Conference Registration</p>
<p><i>9:00 am – noon</i> <i>Gardner Room</i></p> <p>James F. Trainer Director of Planning and Assessment Villanova University</p> <p>Gayle Fink Director of Planning, Research and Evaluation Community Colleges of Baltimore County</p> <p>Michelle Appel Senior Research and Policy Analyst University of Maryland</p>	<p>Newcomers to Institutional Research (Part I)</p> <p>This workshop is designed for new practitioners and addresses key components of IR including: defining critical issues; identifying sources of data; developing standard institutional information/reports; and conducting effective assessment/evaluation activities. This workshop will be taught by persons representing three segments of higher education (public, private, community college).</p> <p style="text-align: right;">Pre-conference Workshop</p>
<p><i>9:00 am – noon</i> <i>Lear Room</i></p> <p>Anne Marie Delaney Director of Institutional Research Babson College</p>	<p>Research Design Ideas for Institutional Research (Part II)</p> <p>The primary goal of this workshop is to enhance institutional researchers' capacity to produce policy relevant studies for planning and decision-making. This 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.</p> <p style="text-align: right;">Pre-conference Workshop</p>
<p><i>9:00 am – noon</i> <i>Wentworth Room</i></p> <p>Carol Trosset Director of Institutional Research Hampshire College</p>	<p>Qualitative Analysis Methods</p> <p>Institutional researchers are increasingly asked to work with data gathered from survey comments and interviews. There are systematic methods for analyzing these data, but they are not widely understood. This workshop will demonstrate and teach basic qualitative analysis methods. Participants will work with several data sets to practice these skills.</p> <p style="text-align: right;">Pre-conference Workshop</p>
<p><i>9:00 am – noon</i> <i>New Hampshire Community and Technical College</i></p> <p>Manish N. Sharma Institutional Research Analyst University of Connecticut</p>	<p>An Introduction to Excel Visual Basic</p> <p>This workshop is an introduction to programming in Excel Visual Basic. Topics to be covered include exploring the VBA editor environment, recording VBA code, editing recorded macros, programming control statements, and creating custom user interfaces. Hands-on exercises are used to write Visual Basic code and explore each topic.</p> <p style="text-align: right;">Pre-conference Workshop</p>

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Sunday, November 14, 2004 (continued)	
<p>9:00 am – noon New Hampshire Community and Technical College</p> <p>Meihua Zhai Director of Institutional Research & Reporting George Mason University</p> <p>Ye Ji Database Administrator Kean University</p>	<p>Building Dynamic Enrollment Reports with ASP (Part I)</p> <p>Intended for IR professionals with some knowledge and strong interest in dynamic web site design and web data management, this workshop is designed to provide a step-by-step instruction and hands-on experience to develop a dynamic on-line querying report using ASP and MS Access.</p> <p style="text-align: right;">Pre-conference Workshop</p>
<p>9:00 am – noon New Hampshire Community and Technical College</p> <p>Mary Ann Coughlin Associate Professor of Statistics Springfield College</p>	<p>Intermediate Statistics for Institutional Research</p> <p>Intermediate concepts in statistics will be covered in a way that is useful in this half day workshop. The workshop will focus on applications of ANOVA, factor analysis, and regression analysis.</p> <p style="text-align: right;">Pre-conference Workshop</p>
<p>9:00 am – noon New Hampshire Community and Technical College</p> <p>Michael Duggan Director of Enrollment Research and Planning Suffolk University</p> <p>Ira Tyszler Dean Touro College</p>	<p>The New, Improved IPEDS Peer Analysis System</p> <p>The National Center for Education statistics will release updates and changes to the Peer Analysis System this fall. This will be your first opportunity to learn what's new and conduct hands-on exercises.</p> <p style="text-align: right;">Pre-conference Workshop</p>
<p>Noon – 5:00 pm Ballroom Lobby</p>	<p>Vendors' Displays</p>
<p>Noon – 1:30 pm</p>	<p>Lunch Break</p>


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Sunday, November 14, 2004 (continued)	
<p><i>1:30 – 4:30 pm</i> <i>Gardner Room</i></p> <p>James F. Trainer Director of Planning and Assessment Villanova University</p> <p>Gayle Fink Director of Planning, Research and Evaluation Community Colleges of Baltimore County</p> <p>Michelle Appel Senior Research and Policy Analyst University of Maryland</p>	<p>Newcomers to Institutional Research (Part II)</p> <p>This workshop is designed for new practitioners and addresses key components of IR including: defining critical issues; identifying sources of data; developing standard institutional information/reports; and conducting effective assessment/evaluation activities. This workshop will be taught by persons representing three segments of higher education (public, private, community college).</p> <p style="text-align: right;">Pre-conference Workshop</p>
<p><i>1:30 – 4:30 pm</i> <i>Lear Room</i></p> <p>Michael F. Middaugh Assistant Vice President of Institutional Research and Planning University of Delaware</p>	<p>Planning and Analysis as Essential Components of Accreditation Activity</p> <p>Self study leading to accreditation is a thorough, conscientious introspection rooted in information that defines institutional direction. This workshop provides practical recommendations for ensuring effective planning analysis from a seasoned institutional researcher who is also a Commissioner on the Middle States Commission on Higher Education.</p> <p style="text-align: right;">Pre-conference Workshop</p>
<p><i>1:30 – 4:30 pm</i> <i>Thaxter Room</i></p> <p>Rena Cheskis-Gold Consultant Demographic Perspectives</p>	<p>Graphic Presentation for Institutional Researchers</p> <p>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.</p> <p style="text-align: right;">Pre-conference Workshop</p>
<p><i>1:30 – 4:30 pm</i> <i>Wentworth Room</i></p> <p>Donald A. Gillespie Director of Institutional Research Fordham University</p> <p>Cherry Danielson Research Fellow, Center of Inquiry Wabash College</p>	<p>Taking the Extra Mile: How to Turn an Institutional Research Project Into a Scholarly Paper</p> <p>This workshop will discuss using the literature review as a basis for converting office projects into scholarly research, explore the uses of different research designs and methods, review the organization of a scientific paper, and discuss the APA Style and the recommendations of the APA Task Force on statistical inference.</p> <p style="text-align: right;">Pre-conference Workshop</p>



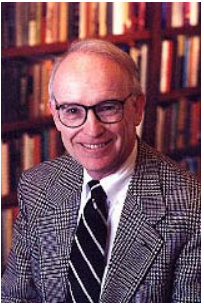
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Sunday, November 14, 2004 (continued)	
<p>1:30 – 4:30 pm <i>New Hampshire Community and Technical College</i></p> <p>James C. Ford Higher Education Consultant SAS Institute Inc.</p> <p>Susan A. Walsh Higher Education Consultant SAS Institute Inc.</p>	<p>Data Mining Using SAS/Enterprise Miner Service</p> <p>Data mining has been used by universities in a number of areas, including but not limited to enrollment management, retention and graduation analysis, and donation prediction. This workshop will give you an overview of the data mining process as well as introduce the capabilities of SAS Enterprise Miner.</p> <p style="text-align: right;">Pre-conference Workshop</p>
<p>1:30 – 4:30 pm <i>New Hampshire Community and Technical College</i></p> <p>Meihua Zhai Director of Institutional Research & Reporting George Mason University</p> <p>Ye Ji Database Administrator Kean University</p>	<p>Building Dynamic Enrollment Reports with ASP (Part II)</p> <p>Intended for IR professionals with some knowledge and strong interest in dynamic web site design and web data management, this workshop is designed to provide a step-by-step instruction and hands-on experience to develop a dynamic on-line querying report using ASP and MS Access.</p> <p style="text-align: right;">Pre-conference Workshop</p>
<p>3:30 – 4:30 pm <i>Amphitheatre</i></p> <p>Dr. Marc Chun Research Scientist RAND Council for Aid to Education</p> <p>James Padilla Project Associate Collegiate Learning Assessment for RAND Council for Aid to Education</p>	<p>Collegiate Learning Assessment (CLA)</p> <p>A new set of assessment tools are now available for measuring institutional contributions to undergraduate student learning. RAND's Collegiate Learning Assessment (CLA) project presents measures that are performance-based, administered wholly online, and chart growth in critical thinking, analytic reasoning and written communication skills. The measures stimulate real-world scenarios, and through open-ended responses, assess students' demonstrated ability. The discussion will focus on ways the CLA can be used in institutional self-assessment and inter-institutional comparisons as a means to support curricular reform and academic program improvement (including studies of the retention and academic success of minority students).</p> <p style="text-align: right;">Vendor Showcase</p>
<p>5:00 – 5:45 pm <i>Ballroom Lobby</i></p>	<p>Reception</p>


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Sunday, November 14, 2004 (continued)	
<p>6:00 – 7:15 pm <i>Ballroom</i></p>  <p>Peggy L. Maki Educational Consultant and Assessment Field Editor Stylus Publishing, LLC</p>	<p>The Roles and Responsibilities of Institutional Researchers in Assessing Student Learning as a Core Institutional Process of Discovery</p> <p>How institutional researchers collaboratively work with faculty and other educators at an institution is key to developing well-anchored assessment efforts that provide valuable results about how well students achieve an institution's stated learning outcomes. This plenary will focus on the various roles and responsibilities of institutional researchers that characterize a core institutional process of discovery about student learning – from helping to identify when, where, and how to assess student learning; to analyzing and presenting results of assessment; to identifying other sources of data about students that assist in the interpretation of assessment results; to establishing a new cycle of inquiry to ascertain the efficacy of changes in educational practice.</p> <p style="text-align: right;">Opening Plenary Session</p>
<p>7:15 – 10:00 pm <i>Ballroom</i></p>	<p>Banquet Dinner</p>
Monday, November 15, 2004	
<p>7:00 – 8:00 am <i>To be announced</i></p>	<p>COFHE Breakfast</p> <p>By Invitation Only</p> <p style="text-align: right;">Special Interest Group</p>
<p>7:30 – 8:30 am <i>Ballroom</i></p>	<p>Hot Breakfast Buffet</p>
<p>8:00 am – 4:30 pm <i>Hotel Lobby</i></p>	<p>Conference Registration</p>
<p>8:00 am– 4:30 pm <i>Ballroom Lobby</i></p>	<p>Vendors' Displays</p>

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Monday, November 15, 2004 (continued)	
<p>8:00 – 8:45 am <i>Harbor's Edge Room</i></p>  <p>Robert J. Morse Director of Data Research U.S. News & World Report</p>	<p>What's Ahead for the Upcoming U.S. News & World Report's America's Best Colleges Rankings?</p> <p>A discussion of key methodology issues and changes that were implemented in the rankings published in August 2004. U.S. News will also discuss its future publishing plans, methodology changes and presentation issues that are being considered for the rankings to be published in 2005.</p> <p style="text-align: right;">Pre-plenary Session</p>
<p>9:00 – 10:30 am <i>Lear Room</i></p>  <p>Trudy Bers Senior Director of Research, Curriculum and Planning Oakton Community College</p>	<p>IR and the Community College: What's Unique and What's Not</p> <p>Often IR professionals perceive community colleges to be distinct entities whose research issues and concerns are germane only to this sector of postsecondary education. In this session we'll discuss what's unique about community colleges and what's not, how research in and about community colleges can be used in decision-making and scholarship, and how community college researchers might identify and work with colleagues with similar interests, regardless of sector.</p> <p style="text-align: right;">Plenary Session</p>
<p>9:00 – 10:30 am <i>Thaxter Room</i></p>  <p>Larry G. Jones Senior Public Service Associate The University of Georgia</p>	<p>Academic and Institutional Research Theory and Practice: Where is the "Twain" Station?</p> <p>Though not always clearly articulated, there seems to be a difference in opinion about what constitutes "academic" and "institutional" research in higher education. Rather than accept Rudyard Kipling's conclusion that "...East is East and West is West and ne'er the twain shall meet" (The Ballad of East and West) the purpose of this session is to examine the real and imagined differences between "academic" and "institutional" research with the goal of improving the research contribution of both to the literature and practice of higher education.</p> <p style="text-align: right;">Plenary Session</p>

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Monday, November 15, 2004 (continued)	
<p>9:00 – 10:30 am <i>Amphitheatre</i></p> <p>John H. Milam, Jr. President HigherEd.org, Inc.</p>	<p>Changing Technologies and Transforming IR for Knowledge Management</p> <p>New and emerging technologies are dramatically changing the nature and role of IR. At this session, Dr. Milam presents a vision in which IR professionals become the critical knowledge workers necessary for effective knowledge management and organizational learning in colleges and universities. From data warehouses to data mining to digital dashboards of performance measures, there is intense interest in KM strategies and tools to help institutions seize opportunities for improvement, efficiency, and competitive advantage. This session tells a story about how you can become a KM guru and creating lasting changes at your institution. Be careful what you wish for!</p> <p style="text-align: right;">Plenary Session</p>
<p>9:00 – 10:30 am <i>Harbor's Edge Room</i></p> <div style="text-align: center;">  </div> <p>Michelle D. Gilliard Executive Advisor Mg Associates</p>	<p>What's the Buzz?: Data and Information Resources for Small Private Colleges</p> <p>Today's institutional research environment is overflowing with survey instruments and other products to measure the student experience, faculty life, and organizational performance. For smaller to mid-sized private institutions with limited institutional research resources – both human and fiscal, determining which data and information resources to use can be overwhelming. This session will provide information on the surveys and resources that may be particularly useful for smaller to mid-sized private institutions, the tendency for these resources to be used within the sector, and the ways in which some resources are being used on campuses for decision-making.</p> <p style="text-align: right;">Plenary Session</p>
<p>10:30 – 10:45 am <i>Ballroom Lobby</i></p>	<p>Break</p>
<p>10:50 – 11:30 am <i>Gardner Room</i></p> <p>Kenneth Redd Director of Research & Policy Analysis National Association of Student Financial Aid Administrators</p> <p>Carla Miller Research Assistant National Association of Student Financial Aid Administrators</p>	<p>Financial Aid Awards and Services to Graduate and Professional Students in 2002–03: Results from the 2003 Survey of Graduate Aid Policies, Practices, and Procedures (SOGAPPP)</p> <p>The 2003 SOGAPPP examines financial aid awards and services to graduate/professional students in 2002-2003. Topics discussed include: percentage of students who receive aid; distribution of aid through fellowship, assistantship, and loan programs; cumulative debt after graduation; loan repayment burdens after graduation; and consumer credit counseling and other financial services.</p> <p style="text-align: right;">Contributed Paper</p>

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Monday, November 15, 2004 (continued)	
<p>10:50 – 11:30 am <i>Lear Room</i></p> <p>Michael McLaughlin District Manager Nuventive</p> <p>Dave Moriarty Software Development Manager Nuventive</p>	<p>iWebfolio (Electronic Portfolio Management System) and TracDat (Assessment Management Software)</p> <p>Nuventive is an education-focused technology company that currently offers two web-based software solutions, <i>TracDat</i> (Institutional Planning and Assessment Management) and <i>iWebfolio</i> (Electronic Portfolio System), which allow students, educators, institutions and parents to effectively examine, improve and manage the learning process. <i>iWebfolio</i> is a web-based tool that gives the individuals a personalized, flexible online portfolio to store and present a lifetime's worth of educational and professional experience. <i>TracDat</i> is a web-based assessment management software tool that has templates within to assure a uniformity of reporting that simplifies collection, review, management, and utilization of data.</p> <p style="text-align: right;">Vendor Showcase</p>
<p>10:50 – 11:30 am <i>Thaxter Room</i></p> <p>Alicia Dowd Assistant Professor University of Massachusetts, Boston</p> <p>Vincent P. Tong Director of Institutional Research and Affirmative Action Officer Gateway Community College</p> <p>John L. Grant Director of Institutional Research and Advancement Cape Cod Community College</p>	<p>Developing Peer Comparison and Benchmarking Systems for Institutional Effectiveness</p> <p>Examines current practices in peer group creation and analysis and recommends ways to build on current practice for the purpose of informing institutional effectiveness. Discusses the characteristics of three national and two state benchmarking projects and considers what can be learned about administrative and instructional practice from these efforts.</p> <p style="text-align: right;">Workshare</p>
<p>10:50 – 11:30 am <i>Wentworth Room</i></p> <p>Heather Kim Senior Researcher Yale University</p> <p>Joseph Gordon Deputy Dean of Yale College and Dean of Undergraduate Education Yale University</p>	<p>Transforming External Assessment Pressures Into Meaningful Institutional Activities: An In-Depth Look at Student Learning Experience and Student Success</p> <p>This study intends to show how an institution can transform external assessment pressures into meaningful institutional activities. This study attempted to measure student success and student learning experience in the broadest possible way and to relate them to the full text of life in college, including both academic and co-curricular experiences.</p> <p style="text-align: right;">Workshare</p>

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Monday, November 15, 2004 (continued)	
<p>10:50 – 11:30 am <i>Amphitheatre</i></p> <p>Robert H. Thornton Dean of Outreach Services Housatonic Community College</p> <p>Laurie Hadad Research Analyst Housatonic Community College</p>	<p>Research, Environmental Scanning, and Legislative Advocacy</p> <p>This is the Age of Accountability, performance measures, and outcomes assessments. In its current and future practices, the IR community can employ research and environmental scanning to prepare innovative legislative advocacy campaigns. Housatonic's case study will share concrete examples of such an effective outreach effort.</p> <p style="text-align: right;">Workshare</p>
<p>10:50 – 11:30 am <i>Harbor's Edge Room</i></p> <p>Anne Marie Delaney Director of Institutional Research Babson College</p>	<p>Discovering What Makes a Difference in the First Year of College: Insights to Enlighten Planning</p> <p>Based on analyses of data from 268 students who completed the Cooperative Institutional Research Program (CIRP) and Your First Year in College (YFCY) surveys, this paper presents a model for studying the freshman year experience; discovering variations among students; and identifying determinants of overall satisfaction.</p> <p style="text-align: right;">Contributed Paper</p>
<p>10:50 – 11:30 am <i>Woodbury Room</i></p>  <p>Jacquelyn Stirn Retired/Consultant</p>	<p>The Give and Take of Data</p> <p>This session will provide information on the use of data from a variety of sources and the challenges to be faced when comparing data for different types of institutions and populations. Examples from the presenter's recent experience at WICHE and with IPEDS data will be used.</p> <p style="text-align: right;">Invited Speaker</p>
<p>10:50 – 11:30 am <i>Warner Room</i></p> <p>Roland Hall Assistant Director of Planning & Institutional Research Georgetown University</p>	<p>Faculty Course Evaluations: A Case Study</p> <p>College and universities have administered online faculty course evaluations with mixed success. Lower response rates are common with online administration, compared to the traditional in-class paper-and-pencil evaluation. This session will demonstrate how one university successfully piloted an online faculty course evaluation.</p> <p style="text-align: right;">Workshare</p>

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Monday, November 15, 2004 (continued)	
<p><i>11:40 am – 12:20 pm</i> <i>Gardner Room</i></p> <p>Corby A. Coperthwaite Director of Planning and Assessment Connecticut Community College System</p> <p>Gayle Fink Director of Planning, Research & Evaluation The Community College of Baltimore County</p> <p>C. Nathan Marti Senior Research Associate The Community College Survey of Student Engagement</p> <p>Janet Nickels Director of Institutional Research Carroll Community College</p> <p>George Rezendes Director of Institutional Research Three Rivers Community College</p>	<p>Using CCSSE Results for Improving Institutional Effectiveness Through Internal and External Benchmarking</p> <p>The Community College Survey of Student Engagement (CCSSE) is designed to assess institutional effectiveness and assist colleges in identifying their strengths and weaknesses. A brief introduction and overview of the survey instruments and data collection methods will be followed by panelists sharing examples of what their institution has learned from the survey and how they have used the results in practice.</p> <p style="text-align: right;">Workshare</p>
<p><i>11:40 am – 12:20 pm</i> <i>Lear Room</i></p> <p>Lisa O’Leary Research Analyst Tufts University</p> <p>Jessica Sharkness Research Analyst Tufts University</p>	<p>How to Win Friends and Influence People: Perspectives, Lessons, and Suggestions for IR Newcomers</p> <p>Many IR offices are currently evolving from one-person shops to more complex operations that include Research Analysts – many of whom are completely new to the field. This workshare will provide insight from new analysts about the adjustment process into IR that will benefit both seasoned professionals as well as newcomers.</p> <p style="text-align: right;">Workshare</p>
<p><i>11:40 am – 12:20 pm</i> <i>Thaxter Room</i></p> <p>Alan Sturtz Director of Institutional Research and Planning Connecticut State University System Office</p>	<p>Changing Lanes on the Educational Superhighway: A View of Student Swirl</p> <p>The growth of multi-institutional attendance and discontinuous enrollment poses a challenge to the current linear approach to college retention and graduation rates. It has a level of failure built-in and may not measure institutional effectiveness. This paper will present an emerging paradigm of student-centered success based on multiple points of entry.</p> <p style="text-align: right;">Contributed Paper</p>

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Monday, November 15, 2004 (continued)	
<p>11:40 am – 12:20 pm Wentworth Room</p> <p>Allison Ohme Institutional Research Analyst University of Delaware</p>	<p>The Economic Impact of a University on Its Community and State: Examining Trends Four Years Later</p> <p>In fall 2003, the University of Delaware conducted an economic impact study – replicating their 1999 study – to determine the impact that student, faculty, staff, and University expenditures have on the local community and state. This paper discusses the methodology and current results, while examining the trends of impact since 1999.</p> <p style="text-align: right;">Contributed Paper</p>
<p>11:40 am – 12:20 pm Amphitheatre</p> <p>Daniel Nugent Management Information Associate Pennsylvania State University</p>	<p>An Application of Churn Modeling to Predict Faculty Turnover</p> <p>"Churn modeling" is a data mining technique being used by some companies to address the issue of customer turnover. This session will present a summary of my recent research in the application of this technique for faculty retention by identifying faculty members who are most likely to leave the institution.</p> <p style="text-align: right;">Contributed Paper</p>
<p>11:40 am – 12:20 pm Harbor's Edge Room</p> <p>Susan Martin Coordinator, Enrollment Management Research Johns Hopkins University</p>	<p>A Pragmatic Exploration of the Sophomore Year Experience</p> <p>This session provides a description of a recent web survey and focus group project designed to explore the sophomore year experience at Johns Hopkins University. The pragmatic nature of the research design, process used to involve various individuals in the data analysis, and the presentations used to disseminate the findings will be highlighted.</p> <p style="text-align: right;">Workshare</p>
<p>11:40 am – 12:20 pm Woodbury Room</p>  <p>Karen Webber Bauer Director of Institutional Research and Associate Professor University of Georgia</p>	<p>Issues and Analyses Faced by Institutional Research at a Large, Multiuniversity – The University of Georgia</p> <p>The roles and subsequent issues tackled by IR offices may depend, in part, on size of the IR office. In this session, the presenter will briefly discuss the variety of challenges, roles, and tasks completed by staff in the IR Office of a large research extensive institution, The University of Georgia. This informal discussion session will highlight the breadth of topics covered in a large IR office and discuss the advantages and challenges of directing a large staff.</p> <p style="text-align: right;">Invited Speaker</p>

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Monday, November 15, 2004 (continued)	
<p>11:40 am – 12:20 pm <i>Warner Room</i></p> <p>Pamela Gilligan Director, Northeast Region National Student Clearing House</p>	<p>Enrollment Search, Successful Outcomes</p> <p>The National Student Clearinghouse is a not-for-profit organization operating nationwide and serving over 91 percent of American higher education and more than 2,800 colleges and universities. We are the preeminent provider of standardized and automated enrollment and degree verification services for colleges and universities. We also provide institutional research and management services that support studies examining the migratory patterns of students from high school through post-secondary education.</p> <p style="text-align: right;">Vendor Showcase</p>
<p>12:30 – 1:45 pm <i>Ballroom</i></p>	<p>Luncheon and Business Meeting</p>
<p>2:00 – 2:50 pm <i>Gardner Room</i></p> <p>Laura Uerling Assistant Director of Institutional Research & System Analysis Stonehill College</p>	<p>Getting the Most Out of Your Delaware Study Data: A Small College Solution</p> <p>Turn the burden of preparing your Delaware Study submission into an institutional asset! The author will share data management tips and techniques that can transform the faculty, course and cost data compiled for the Delaware Study into a flexible data source for many other planning and analysis needs.</p> <p style="text-align: right;">Workshare</p>
<p>2:00 – 2:50 pm <i>Lear Room</i></p> <p>Ebenezer F. Kolajo Director of Institutional Research Cecil Community College</p>	<p>A Prima Facie Analysis of Structural Employment Diversity Trend at Maryland Public Higher Education Institutions</p> <p>This paper applies the Equal Employment Opportunity's disparate impact method to employment trends in Maryland Public Higher Education Institutions. The paper compares and contrasts employment diversity trends between public, four-year institutions and community colleges in Maryland. Results show that the four-year institutions are more responsive to diverse employment practices.</p> <p style="text-align: right;">Contributed Paper</p>
<p>2:00 – 2:50 pm <i>Thaxter Room</i></p> <p>Qing Lin Mack Director of Institutional Research Asnuntuck Community College</p>	<p>What We Learned From Non-Returning Students at a Two-Year College</p> <p>With the support of a NEAIR research grant and the use of the NSC Enrollment Search, a cohort of students who didn't graduate, didn't transfer to another college, and didn't return to the College in a 3-year period was identified. Findings and recommendations from the research project will be discussed.</p> <p style="text-align: right;">Contributed Paper</p>

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Monday, November 15, 2004 (continued)	
<p>2:00 – 2:50 pm <i>Wentworth Room</i></p> <p>Jingxia Li Associate Professor Chifeng University</p> <p>Yuxiang Lui Director of Institutional Assessment St. John's University</p>	<p>Undergraduate Curriculum and Curricular Assessment</p> <p>This presentation consists of two parts: 1) undergraduate curriculum, and 2) curricular assessment. Part One introduces the three major components of undergraduate curriculum and the philosophy underlying it. Part Two covers the seven principles of undergraduate education and the assessment tools developed based on the principles.</p> <p style="text-align: right;">Workshare</p>
<p>2:00 – 2:50 pm <i>Amphitheatre</i></p> <p>Cristi L. Carson Director of Institutional Research Keene State College</p>	<p>Effective Uses of "Effect Sizes" in Interpreting Outcomes and Setting Benchmarks</p> <p>After reviewing the historical debates surrounding the use of statistical significance tests, the author will demonstrate the relationships between significant tests, effect sizes and power. This will be followed by practical examples that will illustrate the usefulness of effect sizes in interpreting student outcomes and establishing benchmarks for performance indicators.</p> <p style="text-align: right;">Contributed Paper</p>
<p>2:00 – 2:50 pm <i>Harbor's Edge Room</i></p> <p>Christine Cote Director of Office of Institutional Research Bowdoin College</p> <p>Mark Freeman Director of Institutional Research and Assessment Colby College</p> <p>James Ferguson Director of Institutional Planning and Analysis Bates College</p>	<p>Several Colleges Collaborate to Assess "Study Abroad": Influential Factors, Experiences, and Outcomes</p> <p>With support from NEASC and Mellon, several liberal arts colleges collaborated to begin an assessment of "study abroad." Survey results showed several differences among the colleges that are useful for thinking about curriculum and support structures. Such collaborative assessment has value for comparing educational models.</p> <p style="text-align: right;">Workshare</p>
<p>2:00 – 2:50 pm <i>Woodbury Room</i></p> <p>Marianne F. Cwalina Executive Director of Finance Bentley College</p>	<p>Strategic Planning and Budgeting 101</p> <p>Variables that affect financial strategy include demographic and enrollment changes, customer sensitivity to pricing, return on investments and assets, capital resources and debt requirements, to name a few. We will identify sources and uses of funds available to provide you with a basic understanding of operating budgets and financial statements.</p> <p style="text-align: right;">Invited Speaker</p>


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Monday, November 15, 2004 (continued)	
<p>2:00 – 2:50 pm Warner Room</p> <p>Mary Ann Coughlin President NEAIR</p>	<p>Establishing an IR Community of Practice</p> <p>Were you interested in more than one Community of Practice Session? Well, now is your chance to get a summary of all that went on each of the Community of Practice session. Each community of practice session will be summarized and key themes will be highlighted. The session will allow for interaction between session attendees and our community of practice leaders.</p> <p style="text-align: right;">Plenary Summary Workshare</p>
<p>2:50 – 3:00 pm Ballroom Lobby</p>	<p>Break</p>
<p>3:00 – 3:50 pm Gardner Room</p> <p>Jean Marriott Research & Planning Analyst Carroll Community College</p> <p>Janet Nickels Director of Office of Institutional Research Carroll Community College</p> <p>Gayle Fink Director of Planning, Research & Evaluation The Community College of Baltimore County</p> <p>Ebenezer Kolajo Director of Institutional Research Cecil Community College</p>	<p>The Community College Survey of Student Engagement (CCSSE) and Its Value Within the Maryland System</p> <p>After administration of the CCSSE survey, how are Maryland community colleges using CCSSE benchmarks to target institutional policies and student behaviors correlated with student learning and retention? Three Maryland community colleges of various sizes will share 2004 results and discuss ways in which the survey findings will impact institutional effectiveness.</p> <p style="text-align: right;">Workshare</p>
<p>3:00 – 3:50 pm Lear Room</p> <p>Karen A. DeMonte Institutional Research Analyst University of Delaware</p>	<p>Academic Department Profiles: Creating a Budget Support Notebook Web Site</p> <p>The Budget Support Notebook web site contains information on instructional, research, and service revenues and expenditures for each college and academic department as well as information on instructional workload and productivity measures. This demonstration will show how the online pages are created via applications merging data from various sources.</p> <p style="text-align: right;">Workshare</p>

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Monday, November 15, 2004 (continued)	
<p>3:00 – 3:50 pm <i>Thaxter Room</i></p> <p>Nathan Schneeberger Research Associate Excelsior College</p> <p>Mitch Nesler Assistant Vice President for Academic Affairs Empire State College – State University of New York</p>	<p>Computer Related Behaviors and Attitudes Among Virtual University Students: Tracking Changes Over Time</p> <p>The Computer Behavior Survey (CBS) is a survey conducted by the Excelsior College Outcomes Assessment Unit. In 2004, over 1,000 surveys were collected from students asking questions about computer usage, attitudes, and proficiencies. This survey shows how computer related behaviors in the student body have changed since 2001.</p> <p style="text-align: right;">Contributed Paper</p>
<p>3:00 – 3:50 pm <i>Wentworth Room</i></p> <p>J. Fredericks Volkwein Professor & Senior Scientist Pennsylvania State University</p> <p>Kyle Sweitzer Graduate Research Assistant Pennsylvania State University</p>	<p>The Guidebook Ratings Game: The Influences on Institutional Prestige and Reputation</p> <p>This study examines institutional characteristics and college guidebook ratings and their component measures to determine which variables exert the greatest influence on each rating in four guidebooks and U.S. News & World Report.</p> <p style="text-align: right;">Contributed Paper</p>
<p>3:00 – 3:50 pm <i>Amphitheatre</i></p> <p>Edward Chapel Associate Vice President for Instructional Technology Montclair State University</p> <p>Gurvinder Khaneja Associate Director of Institutional Research Montclair State University</p>	<p>Effective Resource Allocation and Planning Using GIS Mapping Software</p> <p>Mapping software produces visual analyses of data that are valuable for planning and lobbying efforts. This session explores the relationship between the state and the institution, using ArcInfo software. Different scenarios will be presented to depict how mapping helped Montclair better serve its educational mission and that of the state legislators.</p> <p style="text-align: right;">Workshare</p>
<p>3:00 – 3:50 pm <i>Harbor's Edge Room</i></p> <p>Martha A. Stassen Director of Assessment University of Massachusetts, Amherst</p>	<p>Race/Ethnicity in the Classroom: Undergraduate Students' Experiences with Faculty and Each Other</p> <p>As a part of a large public research university's assessment of campus responsiveness to diversity, we surveyed undergraduates about their course-related experiences and their perceptions of the general institutional climate. The high response rate for all racial/ethnic groups allows us to examine variation by race/ethnicity and provides insight into pedagogical issues.</p> <p style="text-align: right;">Contributed Paper</p>

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Monday, November 15, 2004 (continued)	
<p>3:00 – 3:50 pm <i>Woodbury Room</i></p>  <p>Jennifer A. Brown Director of Institutional Research and Policy Studies University of Massachusetts, Boston</p>	<p>Institutional Review Boards – IR Benefit or IR Burden?</p> <p>Institutional Review Boards have the responsibility of protecting the rights and welfare of human research subjects. They are found on all campuses on which research is conducted and many IR offices are thinking about how their work intersects with IRB requirements. In this session, we'll talk about the origins of IRB's, the ethical underpinnings of IRB concerns, and the responsibilities of all practitioners of research with human participants.</p> <p style="text-align: right;">Invited Speaker</p>
<p>3:00 – 3:50 pm <i>Warner Room</i></p> <p>Stella Smith General Director Snap Surveys</p>	<p>Survey Software for All Your Survey Needs: Paper, Scanning, Web, Email, PDA and Telephone</p> <p>Snap Surveys helps you streamline the survey process so you can focus on survey results. We have been helping researchers and educators in more than 50 countries worldwide for over 20 years. Snap offers fully integrated survey software with on screen questionnaire design, data collection and analysis for all types of surveys: Paper, Scanning, E-mail, Intranet, Internet, PDA, CATI. Expanding Snap is easy and simply entails purchasing the additional module needed. Importing and exporting to any application software or database package that supports comma separated, tab separated, triple S and SPSS file formats is a snap. Intuitive, fully integrated and very affordable.</p> <p style="text-align: right;">Vendor Showcase</p>
<p>3:50 – 4:00 pm <i>Ballroom Lobby</i></p>	<p>Break</p>

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Monday, November 15, 2004 (continued)	
<p>4:00 – 4:50 pm <i>Gardner Room</i></p> <p>Thomas Armstrong Associate Director for Strategic Data Analysis and Reporting PA State System of Higher Education</p> <p>Lou Bohl-Fabian Director of System Research and Analysis PA State System of Higher Education</p> <p>Peter Garland Vice Chancellor for Academic and Student Affairs PA State System of Higher Education</p> <p>Khalil Yazdi Vice Chancellor for Information Technology PA State System of Higher Education</p>	<p>The Integration of Performance Evaluation and Planning: Pennsylvania State System of Higher Education's System Accountability Report 2003-2004</p> <p>Annual performance reporting should be integrated with planning to provide stakeholders with a more complete understanding of university and System strengths and weaknesses as measured through quantitative and qualitative performance indicators. The linkage of performance reporting with strategic planning goals and objectives ensures that the university and System are improving performance in goal areas that have been chosen to move the organization in strategically desirable directions.</p> <p style="text-align: right;">Contributed Paper</p>
<p>4:00 – 4:50 pm <i>Lear Room</i></p> <p>Michael J. Dooris Director of Planning Research & Assessment Pennsylvania State University</p> <p>Kyle Sweitzer Graduate Research Assistant Pennsylvania State University</p>	<p>The "Silent Revolution" and Teaching by Full-Time Non- Standing Faculty</p> <p>In 1969, 98 percent of newly hired full-time faculty were on the tenure-track. Today, the majority of full-time hires are off-track. The literature is only beginning to pay attention to this massive change. This paper examines the causes and ramifications of this development, and explores possible actions for institutional leaders.</p> <p style="text-align: right;">Contributed Paper</p>
<p>4:00 – 4:50 pm <i>Thaxter Room</i></p> <p>Carol Trosset Director of Institutional Research Hampshire College</p>	<p>Advising Students: Styles, Goals, and Outcomes</p> <p>Students and professors were interviewed about their experiences of advising. Student survey data were also used to determine students' goals for their advising relationships. Results revealed several styles of relationship, each with different goals. Preliminary investigation of the outcomes of advising relates students' curricular choices to different types of relationship.</p> <p style="text-align: right;">Contributed Paper</p>
<p>4:00 – 4:50 pm <i>Wentworth Room</i></p> <p>Philip Beardsley Independent Consultant</p>	<p>An Assessment of the Research Utility of the Peterson Data Base, with Special Attention to Evaluating Academic and Other Services</p> <p>Using a master file to which Petersons generously provided access, this study explores the utility of these data for evaluating student services and researching a variety of other issues in higher education.</p> <p style="text-align: right;">Workshare</p>

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Monday, November 15, 2004 (continued)	
<p>4:00 – 4:50 pm <i>Amphitheatre</i></p> <p>Janice A. Plotczyk Team Leader, IPEDS Data Collection National Center for Education Statistics</p>	<p>IPEDS: New Strategies for Data Collection and New Tools for Institutional Researchers</p> <p>This session will focus on the efforts that NCES is taking to better address the need for accountability and the challenges that may come with the reauthorization of the Higher Education Amendments. Discussion will include changes to future data collections and the incorporation of suggestions made by the Technical Review Panels. Some really cool tools and some new features that make using IPEDS data easier will also be demonstrated.</p> <p style="text-align: right;">Invited Speaker</p>
<p>4:00 – 4:50 pm <i>Harbor's Edge Room</i></p> <p>Dawn Terkla Executive Director of IR, Tufts University</p> <p>Heather S. Roscoe Senior Research Analyst, Tufts University</p> <p>Kelli J. Armstrong Director of IR, Boston College</p> <p>Marjorie Wiseman Sr Associate Director, Northeastern University</p> <p>Jane Etish-Andrews Director, International Office, Tufts University</p> <p>Ann Monahan Overseas Student Officer, Nat'l Univ of Ireland, Galway</p> <p>Uulkje de Jong Senior Researcher, University of Amsterdam</p> <p>J.P. Hoekstra Director of IR, University of Amsterdam</p> <p>Angel J. Calderon Head, IR Consultancy Unit, RMIT University</p> <p>Andrew Brion Business Analyst, RMIT University</p> <p>Peggye Cohen Assistant VP for IR, George Washington Univ</p>	<p>International Undergraduate Student Experiences: A Multi-National View</p> <p>This paper describes the results of a multi-institutional effort devoted to understanding the experiences of international undergraduates at four US institutions and three non-US institutions. The authors examine whether differences exist between native and non-native speakers, country of citizenship, and US and non-US institutions.</p> <p style="text-align: right;">Contributed Paper</p>

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Monday, November 15, 2004 (continued)	
<p>4:00 – 4:50 pm <i>Woodbury Room</i></p> <p>Alicia C. Dowd Assistant Professor University of Massachusetts, Boston</p> <p>Laura Ventimiglia Dean of Academic Assessment, Curriculum, and Special Programs North Shore Community College</p>	<p>A Cost Analysis of College-Readiness Remediation Under High Stakes Testing</p> <p>Colleges and universities are beginning to address challenges to the sustainability of our society that come from resource use and environmental impacts of people and institutions. IR will play a critical role in producing and disseminating the information that will permit colleges and universities to be effective in these initiatives.</p> <p style="text-align: right;">Contributed Paper</p>
<p>4:00 – 4:50 pm <i>Warner Room</i></p> <p>Patricia Berrini Product Specialist Principia Products</p>	<p>Remark Office OMR and Remark Web Survey</p> <p>Do you collect data from paper evaluation forms, online surveys, and other research instruments? Software from Principia Products can save you time, reduce keying errors and produce useful analysis, graphics, and reports. This software uses an image scanner to collect checkbox responses, bar codes and comment images from your forms. Remark Web Survey makes it very easy to create great-looking on-line surveys, post them to the Internet and collect the data.</p> <p style="text-align: right;">Vendor Showcase</p>
<p>5:15 – 6:30 pm <i>Ballroom</i></p>	<p>Data with a Twist Reception – Includes Poster Session</p>
<p>5:15 – 6:00 pm <i>Ballroom with the Data with a Twist Reception</i></p> <p>Michelle Appel Senior Research and Policy Analyst University of Maryland</p> <p>Jessica Shedd Director of Research and Policy Analysis National Association of College and University Business Officers</p> <p>Angela Hamlin Senior Research and Policy Analyst University of Maryland</p> <p>Kyland Howard Senior Research and Policy Analyst University of Maryland</p>	<p>Breaking Out of the IR Box – One Office's Entrepreneurial Expedition into the Market Research World</p> <p>In instances where an institutional unit needs research skills for projects outside the IR mission, the IR skill set can be used to generate revenue. This poster illustrates the fee-for-service arrangement between an IR office and a unit in need of market research.</p> <p style="text-align: right;">Poster</p>

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Monday, November 15, 2004 (continued)	
<p>5:15 – 6:00 pm <i>Ballroom with the Data with a Twist Reception</i></p> <p>Michelle Appel Senior Research and Policy Analyst University of Maryland</p>	<p>Understanding the Undecided: Exploring the Myth and Realities of Students Who Enroll in an Unspecified Letters and Sciences Major</p> <p>This poster describes a project that was born out of anecdotal concerns about the performance of the University's undecided Letters and Sciences (LTSC) students after they enroll in other majors. The study was useful in informing the University community about the true characteristics and successes of these students.</p> <p style="text-align: right;">Poster</p>
<p>5:15 – 6:00 pm <i>Ballroom with the Data with a Twist Reception</i></p> <p>Shu-Ling Chen Director of Institutional Research University of Massachusetts</p> <p>Karen Leonard Assistant Director of Institutional Research and Assessment Bridgewater State College</p> <p>Rebecca Mushet Staff Assistant Bridgewater State College</p>	<p>Institutional Research Resources in Support of Academic Program Review</p> <p>Bridgewater State College's Office of Institutional Research and Assessment provides data and assistance in support of the institution's systematic effort to review academic programs. This poster provides concrete examples of the program review schedule, guidelines, data packet, alumni survey instrument and results used in the program review process.</p> <p style="text-align: right;">Poster</p>
<p>5:15 – 6:00 pm <i>Ballroom with the Data with a Twist Reception</i></p> <p>Anita Dubey Research Analyst American University</p> <p>Karen Jones Director of Office of Institutional Research and Assessment American University</p>	<p>A Comprehensive Approach to Maximize Response Rate for Graduation Survey and Using Its Results to Evaluate Learning Outcomes</p> <p>Surveying graduating students can be an important tool for assessing student learning. This poster will illustrate the strategy that one institution used to enhance the response rate for its graduation survey by coordinating efforts from various campus units. Strategies for customizing the survey to facilitate measuring departmental learning outcomes will also be discussed.</p> <p style="text-align: right;">Poster</p>
<p>5:15 – 6:00 pm <i>Ballroom with the Data with a Twist Reception</i></p> <p>Heather Jasmin Information Technologist II Keene State College</p> <p>Tracy Kaletsky Data Analyst Keene State College</p>	<p>IR=Idea Recycling: Past Conference Ideas We Ran With</p> <p>This poster will display some of the successful projects and office management strategies we have put in place after seeing them demonstrated at past conferences. Just a few of the featured items: our new Factbook and Factbook Announcement, our Access-based IR Log, and web-based surveys.</p> <p style="text-align: right;">Poster</p>

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Monday, November 15, 2004 (continued)	
<p>5:15 – 6:00 pm <i>Ballroom with the Data with a Twist Reception</i></p> <p>Denise Nadasen Associate Director of Institutional Research & Planning University of Maryland, College Park</p> <p>Jessica Shedd Director of Research and Policy Analysis National Association of College and University Business Officers</p>	<p>Estimating Classroom Space Needs: Two Models at One University</p> <p>This poster session will demonstrate two methods of estimating classroom space needs. The current practice is to estimate space needs and compare with the actual space available. The validation approach takes the existing classroom space and estimates the number of students that the existing space can accommodate and compares it with the actual full time equivalent student.</p> <p style="text-align: right;">Poster</p>
<p>5:15 – 6:00 pm <i>Ballroom with the Data with a Twist Reception</i></p> <p>Heather S. Roscoe Senior Research Analyst Tufts University</p>	<p>Postcards from Spain: My Experience at the EAIR Forum in Barcelona, A Journey Made Possible by a NEAIR Conference Grant</p> <p>This poster will share my experiences of attending the EAIR forum in Barcelona in September 2004 as a result of my NEAIR conference grant.</p> <p style="text-align: right;">Poster</p>
<p>5:15 – 6:00 pm <i>Ballroom with the Data with a Twist Reception</i></p> <p>Kevin W. Sayers Director of Institutional Research and Effectiveness Capital University</p> <p>Raeal Moore Research Analyst Capital University</p>	<p>Understanding the College Selection Process: A Brief Survey of Non-Matriculantes Prior to the Fall Enrollment Season</p> <p>Last year's admissions season has been described as one of the most competitive, unique, and troubling ever. The Understanding the College Selection Process poster session will share one University's survey effort at measuring student reasoning in the college selection process prior to the busy fall enrollment season.</p> <p style="text-align: right;">Poster</p>

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Monday, November 15, 2004 (continued)	
<p>5:15 – 6:00 pm <i>Ballroom with the Data with a Twist Reception</i></p> <p>Laura Uerling Assistant Director of Institutional Research & System Analysis Stonehill College</p>	<p>A Comparison of Part-time Undergraduate Degree Programs in the Northeast</p> <p>This study reviews part-time undergraduate degree programs at 24 Southern New England institutions, focusing on program administration, course delivery, admissions requirements, tuition discounting and instructor type. Two basic models of program administration and course delivery are identified. The cost and planning implications of the models will also be discussed.</p> <p style="text-align: right;">Poster</p>
<p>6:30 pm – ?</p>	<p>Monday Evening Dinner Groups</p>
<p>6:30 pm <i>Meet in Hotel Lobby</i></p> <p>Linda Mallory Research Analyst US Naval Academy</p>	<p>MdAir (Maryland Association for Institutional Research) SIG Dinner Group</p> <p style="text-align: right;">Special Interest Group</p>
Tuesday, November 16, 2004	
<p>7:30 – 8:45 am <i>Ballroom</i></p>	<p>Hot Breakfast Buffet</p>
<p>8:00 – 11:00 am <i>Hotel Lobby</i></p>	<p>Conference Registration</p>
<p>8:00 – 8:45 am <i>Ballroom & Other Locations As Indicated</i></p>	<p>Table Topics and Special Interest Groups</p>
<p>8:00 – 8:45 am <i>Ballroom</i></p> <p>Shu-Ling Chen Director of Institutional Research University of Massachusetts</p> <p>Karen Leonard Assistant Director of Institutional Research and Assessment Bridgewater State College</p>	<p>Using Results of a Student Satisfaction Survey to Promote Program Improvements</p> <p>Bridgewater State College recently conducted a student satisfaction survey using the Noel-Levitz Student Satisfaction Inventory™. We will discuss the challenges of surveying students on a predominantly commuter campus, how we used and disseminated the results, and how campus discussions led to a focus on improving academic advising at the College.</p> <p style="text-align: right;">Table Topic</p>

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Tuesday, November 16, 2004 (continued)	
<p>8:00 – 8:45 am <i>Ballroom</i></p> <p>Jennifer Frank Director of Institutional Research Loyola College in Maryland</p> <p>Tricia Ross Research Analyst Loyola College in Maryland</p>	<p>Assessing Expectations and Perceptions of Campus Life: Using New Student and Parent Surveys During Summer Orientation</p> <p>This table topic discussion explores the use of surveys to assess the expectations and perceptions of incoming students and parents about various aspects of campus life. Differences between student and parent responses will be examined and institutional use of the data will be discussed.</p> <p style="text-align: right;">Table Topic</p>
<p>8:00 – 8:45 am <i>Ballroom</i></p> <p>Bruce Haimowitz Data Specialist UMass Boston</p>	<p>5 Tips for Newcomers to IPEDS</p> <p>Newcomers to IPEDS reporting can be overwhelmed by the challenge of filing their first-round of IPEDS reports. There are numerous reports to file that touch all parts of a university's data systems. Learn tips and share information with other newcomers to IPEDS reporting.</p> <p style="text-align: right;">Table Topic</p>
<p>8:00 – 8:45 am <i>Ballroom</i></p> <p>Chad May Coordinator, Office of Institutional Research Cabrini College</p>	<p>Comparative Analyses: A First-Timer's Experience</p> <p>Comparative analyses are common tasks of all Institutional Researchers. This table topic session will be an opportunity to discuss the many new resources for assisting us in doing comparative analyses. In addition this session will present one researcher's first experience with developing a peer and aspirant group of institutions.</p> <p style="text-align: right;">Table Topic</p>
<p>8:00 – 8:45 am <i>Ballroom</i></p> <p>Kelli Parmley Director of Institutional Research New Paltz – State University of New York</p> <p>Mitch Nesler Assistant Vice President for Academic Affairs Empire State College – State University of New York</p> <p>Bruce Szelest Associate Director of Institutional Research Albany – State University of New York</p>	<p>Focus Group for 2005 NEAIR Conference Planning</p> <p>By Invitation Only</p> <p style="text-align: right;">Table Topic</p>

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Tuesday, November 16, 2004 (continued)	
<p>8:00 – 8:45 am <i>Ballroom</i></p> <p>Dale Trusheim Associate Director of Institutional Research and Planning University of Delaware</p>	<p>Enrollment Projection Methods</p> <p>This table topic session will address the problem of forecasting enrollment in colleges and universities. A specific method will be discussed and NEAIR members (new and experienced) are invited to share and discuss methodologies in use at their institutions. Newcomers should come away with ideas about how to implement an enrollment projection strategy at their institution.</p> <p style="text-align: right;">Table Topic</p>
<p>8:00 – 8:45 am <i>Ballroom</i></p> <p>Mindy Wang Director of Planning and Institutional Research Catholic University of America</p>	<p>Income Cost Model: A University's Efforts on Cost Effectiveness of Academic Units</p> <p>Explain the methodology of income cost model that we do with the assumptions we made on the existing data to evaluate the effectiveness of each academic unit. I would like to share the experience with colleagues from other institutions and maybe able to find ways to improve the model.</p> <p style="text-align: right;">Table Topic</p>
<p>8:00 – 8:45 am <i>Ballroom</i></p> <p>James F. Trainer Director of Planning and Assessment Villanova University</p> <p>Donald A. Gillespie Director of Institutional Research Fordham University</p>	<p>Catholic Higher Education Research Cooperative (CHERC)</p> <p>This SIG meeting is open to all those with an interest in Catholic higher education. At this session, participants will be given the opportunity to meet others with a similar interest and to discuss emerging issues on their campuses and in the field in general. The session will also include an update on the ongoing activities of the Catholic Higher Education Research Cooperative (CHERC). Finally, the session provides an opportunity for individuals to provide input to the planning of the Annual Catholic College and University Forum for Institutional Research scheduled for April 3-4, 2005.</p> <p style="text-align: right;">Special Interest Group</p>
<p>8:00 – 8:45 am <i>Ballroom</i></p> <p>Jason Casey Director of HEDS Consortium Franklin and Marshall College</p>	<p>Higher Education Data Sharing (HEDS) Consortium</p> <p>This session will provide an opportunity for members of HEDS to discuss ongoing 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 <i>Ballroom</i></p> <p>Gayle Fink Director of Planning, Research & Evaluation The Community College of Baltimore County</p>	<p>National Community College Council for Research and Planning (NCCCRP)</p> <p>Join community college colleagues and learn about NCCCRP, 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>

NEAIR 31st Annual Conference

Tuesday, November 16, 2004 (continued)	
<p>8:00 – 8:45 am <i>Ballroom</i></p> <p>Heather Jasmin Information Technologist II Keene State College</p>	<p>Datatel Users</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>8:00 – 8:45 am <i>Ballroom</i></p> <p>Kelli Parmley Director of Institutional Research New Paltz – State University of New York</p>	<p>SUNY–AIRPO</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 higher education institutions.</p> <p style="text-align: right;">Special Interest Group</p>
<p>8:00 – 8:45 am <i>Gardner Room</i></p> <p>Peggye Cohen Assistant Vice President for Institutional Research George Washington University</p> <p>Phyllis Fitzpatrick Director of Management Information Fairfield University</p>	<p>Banner</p> <p>This session will provide an opportunity to continue conversation with your NEAIR/Banner colleagues. This open forum is conducive to the exchange of ideas and seeking assistance from other Banner users regarding Banner issues/questions from your campus.</p> <p style="text-align: right;">Special Interest Group</p>
<p>8:00 – 8:45 am <i>Thaxter Room</i></p> <p>Kit Mahoney CIRP Survey Coordinator/Business Mgr UCLA Higher Education Research Institute</p>	<p>Cooperative Institutional Research Program (CIRP)</p> <p>A discussion on increasing the effectiveness of CIRP survey data from the Freshman Survey, "Your First College Year" (YFCY) and the College Student Survey (CSS). We will focus on the practical concerns of survey administration and the utilization of these data in institutional decision-making. Specific topics include: improving survey administration strategies; building interest on campus; and using CIRP data for specific campus issues. Participants will be updated on all the CIRP surveys and the triennial HERI Faculty Survey.</p> <p style="text-align: right;">Special Interest Group</p>
<p>8:00 – 8:45 am <i>Harbor's Edge Room</i></p> <p>Becky Brodigan Director of Institutional Research Middlebury College</p> <p>Alan Caniglia Associate Provost Institutional Research, Academic Planning and Registrar Franklin and Marshall College</p>	<p>Division III Athletics</p> <p>The newly created Mellon Foundation College Sports Project will be introduced. Middlebury College will host a "to be created" data base on Division III athletes. The work of the Mellon Project and creation of the database will be discussed, as well as other current issues in Division III athletics.</p> <p style="text-align: right;">Special Interest Group</p>

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Tuesday, November 16, 2004 (continued)	
<p>8:00 – 8:45 am <i>Woodbury Room</i></p> <p>Cherry Danielson Research Fellow, Center of Inquiry Wabash College</p>	<p>Liberal Arts Education Outcomes Assessment</p> <p>The mission of the Center of Inquiry in the Liberal Arts is “to strengthen liberal arts education.” The fundamental questions that we reflect on are: “What outcomes are particular to a liberal arts education?” and “How can we demonstrate those outcomes?” This discussion will consider these two questions.</p> <p style="text-align: right;">Special Interest Group</p>
<p>9:00 – 9:50 am <i>Gardner Room</i></p> <p>Merrill Schwartz Director of Special Projects Association of Governing Boards of Universities and Colleges</p> <p>Mary Ann Coughlin Institutional Research Consultant and Professor Springfield College</p>	<p>AGB Benchmarking Service Software Demonstration</p> <p>See an online demonstration of AGB’s new web-based service featuring customized, benchmarking information using IPEDS and other selected data for multiple years for self-selected peer institutions. Interactive tools enable users to easily generate custom graphic reports and pre-designed quick reports, and easily copy them into other applications.</p> <p style="text-align: right;">Workshare</p>
<p>9:00 – 9:50 am <i>Lear Room</i></p> <p>Peter Feigenbaum Assistant Director of Institutional Research University of Medicine and Dentistry of New Jersey</p> <p>Sheila Eder Executive Director of Faculty Affairs and Institutional Research University of Medicine and Dentistry of New Jersey</p>	<p>A Flexible, Affordable Electronic Faculty Information System is Within Your Reach!</p> <p>Because the BANNER software module for faculty data must be customized at great expense to meet the diverse needs of faculty administration at a complex institution, UMDNJ designed and built its own affordable faculty information system based on Microsoft Access that integrates and complements BANNER faculty data, facilitating IPEDS reporting.</p> <p style="text-align: right;">Workshare</p>
<p>9:00 – 9:50 am <i>Thaxter Room</i></p> <p>Alan J. Whitcomb Director of Institutional Research Mount Ida College</p>	<p>A Case Against College Placement Tests</p> <p>Findings from a current study suggest that higher education institutions may be spending money unnecessarily when using commercial, standardized placement tests to place students into college-level and developmental courses. In fact, the use of placement tests often results in less accurate placement decisions than using students’ high school academic performance measures.</p> <p style="text-align: right;">Contributed Paper</p>

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Tuesday, November 16, 2004 (continued)	
<p>9:00 – 9:50 am Wentworth Room</p> <p>Cynthia Clarke Director of Office of Institutional Research Juniata College</p>	<p>Strategic Presentation: Facilitating the Use of Strategic Indicators</p> <p>Juniata College developed its first Strategic Indicators Report in 1995. The Office of Institutional Research was charged with the preparation and presentation of key indicators on an annual basis. The original list of 12 indicators has been updated to include 42 different measures to more fully assess progress on the College's Strategic Plan.</p> <p style="text-align: right;">Workshare</p>
<p>9:00 – 9:50 am Amphitheatre</p> <p>Linda Graham Project Manager University of Delaware</p> <p>Karen A. DeMonte Institutional Research Analyst University of Delaware</p>	<p>Accessing and Using the Delaware Study Secure Server to Develop Customized Peer Analyses for Multiple Disciplines at Your Institution</p> <p>The University of Delaware has developed a secure website that enables Delaware Study participants to develop customized peer analyses. This workshare will describe the data set, and will provide attendees with the basic tools and skills for developing their own peer analyses.</p> <p style="text-align: right;">Workshare</p>
<p>9:00 – 9:50 am Harbor's Edge Room</p> <p>Vicki Baker Graduate Research Assistant Pennsylvania State University</p> <p>Kyle Sweitzer Graduate Research Assistant Pennsylvania State University</p>	<p>Ph.D. or Bust: An Examination of Doctoral Student Attrition</p> <p>To discuss the issues surrounding doctoral student attrition and to formulate a model that identifies the causes of doctoral attrition. In addition, our aim is to discuss possible interventions and strategies to potentially reduce attrition at the doctoral level.</p> <p style="text-align: right;">Contributed Paper</p>
<p>9:00 – 9:50 am Woodbury Room</p> <p>Stephen Porter Director of Office of Institutional Research Wesleyan University</p> <p>Michael Whitcomb Assistant Director of Office of Institutional Research Wesleyan University</p>	<p>Leveraging Contacts in Web Surveys: Two Experiments</p> <p>This paper describes two experiments designed to understand how e-mail subject line content as well as single-mode and various mixed-mode (e-mail and snail mail) approaches of Web survey administration effect response rates. Results will help guide institutional researchers' decisions regarding Web survey administration.</p> <p style="text-align: right;">Contributed Paper</p>

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Tuesday, November 16, 2004 (continued)	
<p>9:00 – 9:50 am Warner Room</p> <p>Karl Boughan Director of Institutional Research Prince George's Community College</p>	<p>Needed–More Cohort "Eggs" in the Outcomes Assessment "Basket": A Comprehensive Comparison of the Academic Attainment of First-Time, Full-Time Fall Students vs. Other Fiscal Year Entrant Groups at a Large, Suburban Community College</p> <p>Does pegging all assessment of community college student performance to the behavior of a <i>single</i> entry cohort (the classic first-time, full-time fall entry group) make either methodological or empirical sense? This workshare presentation reviews the results of research on student six-year outcomes covering the full panoply of constituent entry cohorts for academic year 1997-1998 at Prince George's Community College.</p> <p style="text-align: right;">Workshare</p>
<p>10:00 – 10:50 am Gardner Room</p> <p>Jerret K. LeMay Research Analyst Binghamton University</p>	<p>Stopouts and Readmits: Using Student Record and NSC Data to Predict Re-Enrollment</p> <p>This study investigates undergraduates who stopout from a highly selective public four-year institution. Stopout rates are detailed, followed by a descriptive analysis of enrollment patterns post-stopout. A logistic regression model is built using student record and NSC data to inform enrollment management strategies by predicting the number of readmitted students.</p> <p style="text-align: right;">Contributed Paper</p>
<p>10:00 – 10:50 am Lear Room</p> <p>Mitch S. Nesler Assistant Vice President for Academic Affairs for Academic Planning and Outcomes Assessment Empire State College – State University of New York</p>	<p>External Mandates Versus Continuous Improvement – The Case of SUNY's "Assessment of the Major" Initiative</p> <p>How do you advance an outcomes assessment program when faculty believe it is externally mandated? SUNY has initiated an "assessment in the major program," in which institutions must demonstrate that students are achieving learning outcomes. The initial experience of Empire State College with this mandate is reviewed.</p> <p style="text-align: right;">Contributed Paper</p>

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Tuesday, November 16, 2004 (continued)	
<p><i>10:00 – 10:50 am</i> <i>Thaxter Room</i></p> <p>Martha L. Stassen Director of Assessment University of Massachusetts, Amherst</p> <p>Marilyn Blaustein Director of Institutional Research University of Massachusetts, Amherst</p> <p>Jenny Goodspeed Program Improvement Analyst University of Massachusetts, Amherst</p> <p>Alan McArdle Associate Director Analytic Studies University of Massachusetts, Amherst</p>	<p>Promoting Student Success: Using Data to Connect and Inform Admissions, Advising, and Retention Practices.</p> <p>At our large public research-extensive university we are developing intentional and productive data-driven linkages across the various enrollment management elements on our campus (i.e., admissions goals and decisions, retention prediction, student support, orientation, and advising), using four formerly separate databases to inform institutional practice and facilitate bridges between academic and student affairs.</p> <p style="text-align: right;">Workshare</p>
<p><i>10:00 – 10:50 am</i> <i>Wentworth Room</i></p> <p>Joseph Revelt Director of Institutional Research Millersville University</p>	<p>Challenges and Advancements in Accountability Measures</p> <p>Performance measures are being utilized in many states to meet the demand for accountability in higher education. This study will demonstrate how some of today's most common accountability measures are not statistically valid or reliable measures of institutional performance. Recommendations will be made for developing improved accountability measures.</p> <p style="text-align: right;">Contributed Paper</p>
<p><i>10:00 – 10:50 am</i> <i>Amphitheatre</i></p> <p>Eric Spear Manager, Data Systems University of Maryland, College Park</p>	<p>OIRP Profiles: A Web-Based Query Tool for Reporting and Data Dissemination</p> <p>The Office of Institutional Research and Planning at the University of Maryland, College Park developed an on-line query tool called Profiles. Using a simple browser, a registered user can access a dozen years of data on students, budgets, facilities, and employees, in the aggregate and down to the record level.</p> <p style="text-align: right;">Workshare</p>
<p><i>10:00 – 10:50 am</i> <i>Harbor's Edge Room</i></p> <p>James Fergerson Director of Institutional Planning and Analysis Bates College</p> <p>Karen Johnson Director of Institutional Research Alfred University</p>	<p>Implications of NCAA's Financial Aid Annual Electronic Reporting Requirement for Division III Institutions</p> <p>In 2005, members of NCAA's Division III must submit an annual electronic financial aid report with detailed unit-record financial aid information for all entering students (athletes and non-athletes; aided or not). An NCAA board member and an AIR Higher Data Policy Committee member will discuss implications of this new mandate.</p> <p style="text-align: right;">Workshare</p>

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Tuesday, November 16, 2004 (continued)	
<p>10:00 – 10:50 am Woodbury Room</p> <p>Rena Cheskis-Gold Consultant Demographic Perspectives</p> <p>Beth Shepard-Rabadam Assistant Director of Harvard Planning + Alston Initiative Harvard University</p> <p>Jonathan Austin Principal Austin Architects, LLC</p>	<p>Using Survey Research and Focus Group Results to Create a Graduate Student Housing Plan</p> <p>Harvard Real Estate Services teamed a university planner, survey researcher and architect, each with specialties in campus housing, to prepare a comprehensive evaluation of the university's graduate housing needs. This session will explore the student-survey and focus-group methodologies and their results which led to Harvard's plan to house a greater percentage of students on campus.</p> <p style="text-align: right;">Workshare</p>
<p>10:00 – 10:50 am Warner Room</p> <p>Michael McGuire Executive Director, OPIR Georgetown University</p> <p>Mark Bissonnette Research Associate, OPIR Georgetown University</p>	<p>An Exploratory Study of the Coherence and Predictive Accuracy of Incoming First-Year Student Typologies</p> <p>This study adapted earlier research to develop student typologies based on CIRP Freshman Survey data using factor and cluster analyses, and then examined the later educational outcomes after the sophomore and senior years for students in different initial clusters. Implications for further research and practice will be discussed.</p> <p style="text-align: right;">Contributed Paper</p>
<p>11:00 am Ballroom</p>	<p>Refreshments and Drawing for Gifts</p> <p>Conference attendees will have the opportunity to win commemorative gifts from the region, as well as from our conference vendors. You must be present to win these drawings.</p> <p>Those attendees who have completed their "Vendor Passport" will be eligible to win free registration for a 2005 NEAIR Pre-conference Workshop. All completed passports may be left at the conference registration desk and you need not be present to win for this particular drawing.</p> <p style="text-align: right;">Special Session</p>
<p>Noon – 3:30 pm To Be Announced</p>	<p>NEAIR Steering Committee Meeting</p>

NEAIR Leadership Team 2003 – 2004

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President-Elect Michelle Appel
Recording Secretary Sarah Parrott
Treasurer Corby Coperthwaite
Treasurer-Elect

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Program Chair Heather Isaacs
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Publications Chair-Elect (7/03 - 11/05) David Cheng
Member-At-Large (11/04) Phyllis Fitzpatrick
Member-At-Large (11/04) Qing Mack
Member-At-Large (11/04) Kevin Murphy
Member-At-Large (11/05) Cathy Alvord
Member-At-Large (11/05) Kelli Armstrong
Member-At-Large (11/05) Ellen Peters

ADMINISTRATIVE COORDINATOR (ex-officio) Beth Simpson

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*Associate Program Chair Jessica Shedd
*Best Paper Coordinator Stephen Porter
Pre-Conf Workshop Coord Mitchell Nesler
*Evaluation Coordinator Mindy Wang

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Member (through 11/04) Qing Mack
*Member (through 11/04) David Majka
*Member (through 11/04) Mitchell Nesler

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*Audio Visual Coordinator Julie Alig
*Dinner Groups Cherry Danielson
*Vendor Coordinator Timothy Walsh

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Member – ex officio Beth Simpson
Program Chair Heather Isaacs
Local Arrangements Chair Julie Alig

Nomination (Standing Committee)

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*Member (through 11/04) Jeff Himmelberger
*Member (through 11/04) Linda Junker
*Member (through 11/04) Stephen Porter

Please Note: Only Officers or Steering Committee Members may vote.

* The following individuals are selected members that work with the Steering Committee during the 2003 - 2004 year to develop and implement association programs and activities and may be invited to attend Steering Committee meetings.