




NEAIR

32ND ANNUAL CONFERENCE

NOVEMBER 6 – 8, 2005, THE SARATOGA, SARATOGA SPRINGS, NY



The Race For Answers:

Clarity Versus Information Overload

YOUR RACE STEWARDS

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Welcome to Saratoga Springs! It is with much excitement that I invite you to sample the rich professional development and local offerings outlined in this Conference Program.

As you have probably noticed by now, Saratoga Springs is known as a racing town, inspiring our theme “The Race for Answers: Clarity versus Information Overload.” Program Chair Mitch Nesler and Associate Program Chair Bruce Szelest have done an outstanding job creating a strong program around this theme. Our keynote speakers, John Lombardi and Joseph Moore, will challenge you to think about the information you provide and its utility, both external and internal to your institution. With more than 50 concurrent sessions, approximately 20 poster sessions, and numerous Special Interest Groups (SIGs) and Table Topics, you have a formidable challenge ahead of you in your race for answers – finding clarity of schedule amidst the wealth of sessions. We will wrap up the conference with the reflections of Past Presidents in our closing plenary session, and no NEAIR conference would be complete without our traditional raffle at the end of the conference.

Please take an opportunity to explore our lovely host city, Saratoga Springs, New York. You will find many wonderful shops and restaurants along Broadway, Saratoga’s award winning main street. Within a short drive are the famous spas and springs that have earned Saratoga its reputation as a place for rejuvenation and renewal. Local Arrangements Chair Kelli Parmley has done an outstanding job of preparing for your meals and the facilities here in the hotel as well as providing a variety of resources to help you explore the local area; we hope that the “Night at the Races” Welcome Reception sets the stage for a wonderful Saratoga experience. Visit the local arrangements table to find information on restaurants, shopping, attractions, and walking/running routes.

This year Nancy Ludwig arranged for 17 Pre-Conference Workshops to offer a variety of opportunities for professional development; if you haven’t registered for a workshop you may still do so by inquiring at the Registration Desk. Skidmore College (and Joe Stankovich) is our host for the technology enhanced workshops – please note that transportation via shuttle is available for these workshops, look for the signs designating the shuttle drop off and pick up spots.

You’ll have an opportunity to learn more about the “tools of our trade” by visiting our Sponsoring Vendors’ exhibits, located in the Gallery. Tim Walsh has gathered a group of 12 vendors who have contributed to the success of our conference through their financial support as well as their attendance so that members may learn more about their products. We encourage you to visit with them and while you do so to get your “Vendor Passport” punched so that you may enter the drawing for a free workshop at the Philadelphia conference.

As you mingle with colleagues, let me direct your attention to a few nametag designations. Mentees (typically those who are relatively new to the profession) will have racing related stickers on their nametags while mentors can be spotted by their light green ribbons. Persons who have contributed to NEAIR as committee members or on the conference team will have ribbons this year, an addition to our now traditional set of ribbons for leadership positions and presenters. For those wishing to become more involved with the association, I encourage you to make contact with these persons. Additionally, we will hold a Table Topic on Tuesday morning in which leadership and committee positions will be discussed.

I hope you enjoy your stay in Saratoga Springs and that you find the conference a rewarding professional development activity. I encourage you to complete the conference evaluations so that Mindy Wang, our Evaluation Chair, may help us to understand the strengths and areas for improvement in the conference. And now, its post time...

Best wishes for a great race,

Michelle Appel, NEAIR President

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Saturday, November 5, 2005	
<i>Conference Registration Located in Hotel Lobby</i>	<i>12:30 – 5:30 PM</i>
<u>Newcomers to Institutional Research I</u> 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. The workshop will be taught by persons representing three segments of higher education (public, private, community college) and will include sector specific breakout sessions during the workshop. <i>Workshop</i>	Michelle Appel <i>University of Maryland</i> Gayle Fink <i>University System of Maryland</i> James Trainer <i>Villanova University</i> 1:00 - 4:00 PM Man O'War
<u>Data Management, Reporting and Data Mining</u> This workshop will cover the basics of storing data, reporting information to constituents, and data mining. We will discuss naming conventions, and the benefits and costs of data warehouses compared to legacy files. There will also be an introductory explanation of data mining and a demonstration of a decision tree built in SPSS Answer Tree, and in Statistica. SPSS syntax file examples will be given and there will be time for discussion. <i>Workshop</i>	Richard J. Reeves <i>Cornell University</i> 1:00 - 4:00 PM Spectacular Bid
<u>Using MS Access for Data Clean up, Recoding, and Summarization: A Delaware Study Test Case</u> Learn how to use basic Access tools (Tables, Queries, etc.) to identify and correct data, perform mass recoding of records, and summarize detail data as needed. Preparation of data for the Delaware Study (National Study of Instructional Costs and Productivity) will be used as a test case. <i>Workshop</i>	Laura Uerling <i>Stonehill College</i> 1:00 - 4:00 PM Skidmore Dana 181
<u>Data 101</u> This basic data analysis course will cover descriptive statistics (mean, median, mode, variation, and standard deviation, the normal curve), data cleaning, and the use and misuse of descriptive statistics. Excel and SPSS output will be examined. <i>Workshop</i>	Linda Mallory <i>US Naval Academy</i> 1:00 - 4:00 PM Skidmore Harder 108
<u>How to Conduct Your Surveys on the Web with WebSurveyor</u> This workshop will provide hands-on experience in creating and administering web surveys using WebSurveyor and analyzing obtained data. Some best practices in survey design, technical tips, the effects of web surveying on institutional research offices in terms of cost, time, workload, and other related considerations will also be discussed. Attendees are encouraged to bring examples of surveys or specific survey items they would like to put on the web. <i>Workshop</i>	Heather S. Roscoe <i>Tufts University</i> Sean Mahoney <i>WebSurveyor Corp.</i> 1:00 - 4:00 PM Skidmore Harder 101

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Saturday, November 5, 2005	
<i>Mentor Program Participants Meeting (Mentees and Mentors)</i>	4:00 – 5:00 PM
Welcome Reception “A Night at the Races”	5:00 – 6:30 PM Alydar/Citation
<i>Saturday Evening Dinner Groups</i>	7:00 PM - ?
Sunday, November 6, 2005	
<i>Conference Registration Located in Hotel Lobby</i>	8:00 AM – 4:30 PM
<p><u>Newcomers to Institutional Research II</u></p> <p>This workshop is the second half of the workshop for Institutional Research newcomers that began on Saturday, November 5, 2005.</p> <p><i>Workshop</i></p>	<p>Michelle Appel <i>University of Maryland</i></p> <p>Gayle Fink <i>University System of Maryland</i></p> <p>James Trainer <i>Villanova University</i></p> <p>9:00 AM - 12 NOON Man O'War</p>
<p><u>Planning and Analysis as Essential Components of Institutional and Programmatic Accreditation</u></p> <p>Regional and programmatic accrediting bodies expect clear written evidence of systematic strategic planning and analysis that assesses the effectiveness of that planning. This workshop provides solid grounding in the components of effective planning with an array of examples of the institutional research strategies and products that must underpin that planning.</p> <p><i>Workshop</i></p>	<p>Michael F. Middaugh <i>University of Delaware</i></p> <p>9:00 AM - 12 NOON Secretariat</p>
<p><u>Research Design Ideas for Institutional Researchers</u></p> <p>This workshop will demonstrate to transform data collection activities into decision-oriented research projects. Specific objectives include enabling participants to translate data into information; to transform reporting into research; and to prepare methodologically sound, practically useful research reports for their institutions. The intended audience includes institutional researchers who are seeking effective ways to ensure that their work makes an impact on planning and policy decisions.</p> <p><i>Workshop</i></p>	<p>Anne Marie Delaney <i>Babson College</i></p> <p>9:00 AM - 12 NOON Spectacular Bid</p>
<p><u>Juggling 101: Managing a Small Institutional Research Office</u></p> <p>Many colleges survive with one or two person IR shops charged with completing mandated reporting and guidebooks while still providing timely information to relevant decision makers. This workshop will provide practical tips on using organizational and technological tools for time and workload management to maximize office productivity.</p> <p><i>Workshop</i></p>	<p>Mary Louise Gerek <i>Nazareth College</i></p> <p>9:00 AM - 12 NOON Affirmed</p>


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<p><u>Intermediate Excel Visual Basic</u></p> <p>This hands-on workshop uses Excel Visual Basic's powerful capabilities for developing applications. Topics covered will include designing and modifying data on an Excel sheet; working with multiple Excel data sheets; coding variables, cell ranges, and control statements; creating user forms and controls and working with Visual Basic event procedures.</p> <p><i>Workshop</i></p>	<p>Manish Sharma <i>University of Connecticut</i></p> <p>9:00 AM - 12 NOON Skidmore Dana 181</p>
<p><u>IPEDS Intermediate</u></p> <p>This workshop will discuss how to get useful data from the IPEDS system. The workshop will present methods for using the IPEDS Peer Analysis System, the Expert Peer Tool, the Data Set Cutting Tool, as well as the College Opportunities On-line system. Participants will be able to try out these different tools on-line and to go over the basic steps for accessing IPEDS data.</p> <p><i>Workshop</i></p>	<p>Michael Duggan <i>Suffolk University</i></p> <p>9:00 AM - 12 NOON Skidmore Harder 108</p>
<p><i>Vendors Located on Ground Floor – Gallery and Gallery Horse</i></p>	<p><i>12 NOON – 5:00 PM</i></p>
<p><i>Lunch Break</i></p>	<p><i>12 NOON – 1:30 PM</i></p>
<p><u>Assessing Alumni Outcomes</u></p> <p>This workshop assists the participants in the selection of methods and instruments for examining an array of alumni outcomes. The workshop describes the value of alumni studies; reviews the relevant alumni outcomes identified in various studies; considers the advantages and disadvantages of locally designed vs. published survey instruments; examines the contents of the leading published instruments; and shares ideas for disseminating results.</p> <p><i>Workshop</i></p>	<p>J. Fredericks Volkwein <i>Pennsylvania State University</i> Vicki L. Baker <i>Pennsylvania State University</i></p> <p>1:30 - 4:30 PM Man O'War</p>
<p><u>Practical Approaches to Assessment</u></p> <p>This workshop introduces participants to assessment at the institutional, program and course levels. Expected learning outcomes include: identifying and describing assessment concepts and terms, applying assessment concepts to real situations, utilizing professional knowledge to provide appropriate support to faculty and staff. Specific assessment instruments and effective strategies for engaging and integrating outcomes assessment at your institution will also be discussed.</p> <p><i>Workshop</i></p>	<p>Gayle Fink <i>University System of Maryland</i></p> <p>1:30 - 4:30 PM Secretariat</p>
<p><u>The Theory and Practice of Focus Groups</u></p> <p>We will address the appropriate usage and limitations of qualitative research and focus groups. Practice: creating a protocol, organizing and conducting the focus groups, and report-writing techniques. Participants will role-play being effective focus group leaders. Examples of successful focus group materials will be shared.</p> <p><i>Workshop</i></p>	<p>Rena Cheskis-Gold <i>Demographic Perspectives</i></p> <p>1:30 - 4:30 PM Spectacular Bid</p>





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<p><u>Presidential Colloquium: What Hath Thou Wrought...Lately?</u></p> <p>How can IR and planning offices offer new contributions that will be appreciated by and useful to our stakeholders? Participants should come prepared to briefly describe success stories: innovative, value-added, yet doable projects and practices (beyond the usual, established reports) that might, as ideas, be useful take-aways for colleagues.</p> <p><i>Colloquium for Experienced Practitioners</i></p>	<p>Michelle Appel <i>University of Maryland</i></p> <p>Michael J. Dooris <i>Pennsylvania State University</i></p> <p>James Trainer <i>Villanova University</i></p> <p>2:00 – 4:00 PM Affirmed</p>
<p><u>Cold Fusion Introduction</u></p> <p>In this work session you will learn how to write Cold Fusion query web pages for simple reports. You will also learn how to use forms with Cold Fusion to collect data from users. Finally, you will learn how to keep track of user actions for an entire browsing session.</p> <p><i>Workshop</i></p>	<p>Eric Spear <i>University of Maryland</i></p> <p>1:30 - 4:30 PM Skidmore Dana 181</p>
<p><u>IPEDS for Newcomers</u></p> <p>This workshop will be an introduction to NCES/IPEDS data and the tools developed to access the data through the Peer Analysis System (PAS), the Dataset Cutting Tool (DCT), the Executive Peer Tool (ExPT), and the College Opportunities Online (COOL). The latest changes introduced by NCES/IPEDS will also be covered and participants will have the opportunity to practice hands-on exercises.</p> <p><i>Workshop</i></p>	<p>Lu Phillips <i>Lorain County Community College</i></p> <p>1:30 - 4:30 PM Skidmore Harder 108</p>
<p><u>Nonparametric Statistical Methods</u></p> <p>This workshop introduces common nonparametric statistical tests. Unlike many parametric methods that require data to follow normal distribution, nonparametric methods assume no knowledge of distribution of the data and provide the necessary alternative analysis methods for data that does not follow a normal distribution or that has a sample size.</p> <p><i>Workshop</i></p>	<p>Manish Sharma <i>University of Connecticut</i></p> <p>1:30 - 4:30 PM Skidmore Harder 101</p>
<p><u>Public Relations, Accountability, and Measurement: What Do You Want? How Do You Get It?</u></p> <p><i>John Lombardi – University of Massachusetts</i></p> <p>Dr. Lombardi will be speaking about his pioneering work with respect to higher education performance and accountability and how that translates into institutional marketability. He has created an alternative approach to the measures of accountability in higher education popularized in college guidebooks.</p> <p><i>Opening Plenary Session</i></p>	 <p>Dr. Lombardi</p> <p>5:00 – 6:15 PM Whitney/Alabama</p>
<p><i>Reception - Pavilion/Foyer</i></p>	<p>6:15 – 7:45 PM</p>
<p><i>Banquet - Travers/Whitney/Alabama</i></p>	<p>7:45 – 10:15 PM</p>

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Monday, November 7, 2005	
<p><u>Consortium on Financing Higher Education (COFHE)</u></p> <p><i>Special Interest Group Breakfast – By Invitation Only</i></p>	<p>Tony Broh <i>COFHE</i></p> <p>Jennifer Pedone <i>COFHE</i></p> <p>7:00 – 8:00AM Man O'War</p>
Hot Breakfast - Travers/Whitney/Alabama	7:00 – 8:30 AM
<i>Conference Registration Located in Hotel Lobby</i>	<i>8:00 AM – 4:30 PM</i>
<i>Vendors Located on Ground Floor – Gallery and Gallery Horse</i>	<i>8:00 AM – 6:30 PM</i>
<p><u>Community College Assessment Panel</u></p> <p><i>Gayle Fink – University System of Maryland</i> <i>Brian-Donohue Lynch - Quinebaug Valley Community College</i> <i>Susan Bello – Nassau Community College</i></p> <p>Because of external pressures from accrediting bodies, all institutions are or will be heavily involved in learning outcomes assessment. However, this should not be the primary reason to engage in outcomes assessment. Come find out from three community college IR professionals their experiences in creating a culture of assessment with faculty through course level and general education assessment as well as documenting student learning outcomes.</p> <p><i>Invited Speakers</i></p>	<div style="display: flex; justify-content: space-around;">   </div> <p>Dr. Fink Dr. Bello</p>  <p>Dr. Donohue-Lynch</p> <p>8:00 – 8:45 AM Alydar/Citation</p>
<p><u>What's Ahead for the Upcoming U.S. News & World Report's America's Best Colleges Rankings?</u></p> <p><i>Robert Morse – U.S. News and World Report</i></p> <p>A discussion of key methodology issues and changes that were implemented in the rankings published in August 2005. U.S. News will also discuss its future publishing plans, communications with the IR community, the Carnegie Classification changes and methodology changes and presentation issues that are being considered for the rankings to be published in 2006.</p> <p><i>Invited Speaker</i></p>	 <p>Mr. Morse</p> <p>8:00 - 8:45 AM Secretariat/Spectacular Bid</p>

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<p><u>Good Data, Wrong Questions: The Role of IR in Higher Education Policy</u> <i>Joseph Moore – Empire State College, State University of New York</i></p> <p>Drawing upon US Census Bureau and NCES data, Dr. Moore will suggest that the current, selective use of data to support specific higher education policies and practices may not be serving the larger public good. He will also question whether the scope of work for most institutional researchers is too narrow, resulting in the provision of institutionally self-serving data to higher education leaders and policy makers.</p> <p><i>Plenary Session</i></p>	 <p>Dr. Moore</p> <p>9:00 - 10:30 AM Travers/Whitney/Alabama</p>
<p><i>Break on Ground Floor - Gallery</i></p>	<p>10:30 – 10:45 AM</p>
<p><u>Current Issues in Higher Education Data Policy from the AIR Higher Education Data Policy Committee</u></p> <p>Three members of the AIR Higher Education Data Policy Committee (HEDPC) will talk about ‘hot topics’ including Reauthorization of the Higher Education Act, the IPEDS Unit record proposal, changes in the Carnegie Classification scheme, NCAA reporting and other late breaking issues that emerge by the time of the conference.</p> <p><i>Workshare Panel</i></p>	<p>Jennifer Brown <i>University of Massachusetts, Boston</i></p> <p>Peggye Cohen <i>George Washington University</i></p> <p>Jim Ferguson <i>Bates College</i></p> <p>10:50 - 11:30 AM Affirmed</p>
<p><u>The Pennsylvania State System of Higher Education’s Performance Funding Program 2005-2006</u></p> <p>Annual performance funding links targeted performance to certain distribution of funds for the Pennsylvania State System of Higher Education’s 14 universities. By providing financial incentives to improving performance in target areas, the System has chosen to move the 14 universities in strategically desirable directions.</p> <p><i>Contributed paper</i></p>	<p>Thomas O. Armstrong <i>Pennsylvania State System of Higher Education</i></p> <p>10:50 - 11:30 AM Alydar</p>
<p><u>Using FYI Surveys to Inform about First Year Experience</u></p> <p>This is a case analysis of 3-year longitudinal data from the First Year Initiative Survey. Consistent data have indicated the freshman seminar program’s steady progress and effectiveness. The assessment results have presented strong evidence that the seminar programming is necessary to help students with smooth transition to college, and that awarding academic credit for successful completion would ensure student commitment to academic engagement.</p> <p><i>Workshare</i></p>	<p>Xiangping Kong <i>St. Thomas Aquinas College</i></p> <p>10:50 - 11:30 AM Citation</p>

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<p><u>Developing a Systematic Methodology for Selecting Peer Institutions for a Connecticut Community College</u></p> <p>Selecting peer institutions is a challenging task for all higher education institutions. This paper examines the application of a hybrid methodology utilizing cluster analyses in conjunction with NCES peer analysis tools for a Connecticut Community College. Encountered experiences as well theoretical support from the literature are presented.</p> <p><i>Contributed Paper</i></p>	<p>George Rezendes <i>Three Rivers Community College</i></p> <p>10:50 - 11:30 AM Man O'War</p>
<p><u>Targeting Alumni for Association Membership</u></p> <p>Using data from the Penn State Alumni Association warehouse and mass mailing response data, characteristics of alumni who were likely to become members of the Association were identified. Based on these, several targeted mailings were sent. Membership rates from the targeted mailings are presented and discussed.</p> <p><i>Contributed Paper</i></p>	<p>Marianne Guidos <i>Pennsylvania State University</i></p> <p>10:50 - 11:30 AM Ruffian</p>
<p><u>On-Line Course Evaluations</u></p> <p>We can provide high quality course evaluations to assess your school's faculty and classes. The evaluation form will ask exactly the questions your school wants, and it is possible to have a different evaluation form for every class. Teachers can log in and ask their own questions. We can even guarantee a great response rate!</p> <p><i>Vendor</i></p>	<p>Larry Piegza <i>On-Line Course Evaluations</i></p> <p>10:50 - 11:30 AM Seattle Slew</p>
<p><u>Tracking Community College Students from Mid to Late Academic Career</u></p> <p>This research emphasizes tracking non-traditional cohorts (non-degree, transfer, and part-time students who have earned 20-34 credits toward the degree). They are followed for 5 years and patterns of success, including transfer and graduation, are examined. The results are compared with results from traditionally defined cohorts (first-time, full-time) to identify factors contributing to long-term success.</p> <p><i>Contributed Paper</i></p>	<p>Keith Guerin <i>Raritan Valley Community College</i></p> <p>10:50 - 11:30 AM Secretariat</p>
<p><u>Minority Student Retention: Resources for Practitioners</u> <i>Alan Seidman – Center for the Study of College Student Retention</i></p> <p>An overview of the main research findings concerning minority retention and graduation is given. Additionally, relevant student retention data is given, what can be done to help improve college student retention of all students; including a reading list, formation of a retention committee, and the Seidman formula for student success.</p> <p><i>Invited Speaker</i></p>	 <p>Dr. Seidman</p> <p>10:50 - 11:30 AM Spectacular Bid</p>


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<p><u>Academic Writing Assessment at A Selective Public College: Exploring Consequential & Cut Score Validity of The Pre-Test Writing Prompt And The SAT Verbal And Math Test Over A Two-Year Period</u></p> <p>We performed a cut score validity analysis for a pre-test writing prompt and the SAT V and SAT M for academic writing course placement. We are attempting to understand the impact of the writing course and 'writing across the curriculum' initiatives on student learning. The discussion will review pertinent findings and discuss related issues.</p> <p><i>Workshare</i></p>	<p>Raymond Barclay <i>The College of New Jersey</i></p> <p>Alan Socha <i>The College of New Jersey</i></p> <p>11:40 AM - 12:20 PM Affirmed</p>
<p><u>NSSE's Benchmarks – One Size Fits All?</u></p> <p>This study uses multiple regression analysis to argue that three of the five NSSE benchmarks are constructed in such a way as to create bias toward traditional student populations. By including items that are skewed toward the goals of traditional students, NSSE penalizes institutions with a high concentration of nontraditional, especially older, students.</p> <p><i>Contributed Paper</i></p>	<p>Nava Lerer <i>Adelphi University</i></p> <p>Kathryn Talley <i>Adelphi University</i></p> <p>11:40 AM - 12:20 PM Alydar</p>
<p><u>Web-based collection of Instructional and Non-Instructional Faculty Data</u></p> <p>This workshare demonstrates a web-based data collection process for faculty workload information at a research I institution. The data are reported to the state legislature. Data are collected at the individual record level and aggregated by department, college and university. The new web-based collection has improved data integrity, turnaround time for reports, and breadth of analysis.</p> <p><i>Workshare</i></p>	<p>Denise Nadasen <i>University of Maryland</i></p> <p>Eric Spear <i>University of Maryland</i></p> <p>11:40 AM – 12:20 PM Citation</p>
<p><u>NEAIR Governance - Revisions for the Future</u></p> <p>This year the NEAIR Steering Committee created an ad hoc committee to review the NEAIR governance documents related to the elections process and the recruitment of NEAIR leaders. The committee made several recommendations to the Steering Committee. Several have been presented to the NEAIR membership and will be voted upon at the Annual Business Meeting. Members of the ad hoc governance group will present the proposed changes to our governance structure.</p> <p><i>Workshare</i></p>	<p>Mary Ann Coughlin <i>Springfield College</i></p> <p>11:40 AM - 12:20 PM Man O'War</p>

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<p><u>Impact of Student Satisfaction on Retention and Graduation at Medium and Large Community Colleges</u></p> <p>Utilizing data from the SUNY Student Opinion Survey (SOS) from 2000 and 2003 at four community colleges, predictor variables associated with student success are analyzed. Variables associated with retention and graduation are identified so that institutions can, based upon the results, revise current practices to enhance student success.</p> <p><i>Contributed Paper</i></p>	<p>Julie Meyer Rao <i>Monroe Community College</i></p> <p>Ruth Andes <i>Genesee Community College</i></p> <p>11:40 AM - 12:20 PM Ruffian</p>
<p>National Student Clearinghouse: Student Tracker</p> <p>The National Student Clearinghouse is a not-for-profit organization 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. StudentTracker is an institutional research and management service that support studies examining the migratory patterns of students from high school through post-secondary education.</p> <p><i>Vendor</i></p>	<p>Pam Gilligan <i>National Student Clearinghouse</i></p> <p>11:40 AM - 12:20 PM Seattle Slew</p>
<p><u>The effect of student financial aid on the retention of minority students from sophomore to junior year</u></p> <p>A presentation of research currently in progress that is investigating the factors that influence a minority student's retention to the third year, specifically the amount and type of financial aid offered.</p> <p><i>Workshare</i></p>	<p>Denise A. Krallman <i>Miami University</i></p> <p>11:40 AM - 12:20 PM Secretariat</p>
<p><u>IPEDS: Recent Changes and Future Challenges</u></p> <p><i>Janice Plotczyck - NCES</i></p> <p>This panel will focus on the efforts that NCES is making to provide quicker, better, and more useful data. Topics for discussion include changes to future data collections, the possible impact of HEA reauthorization, and current IPEDS projects of interest to the IR community. New data dissemination tools available for use will be demonstrated.</p> <p><i>Invited Speaker</i></p>	 <p>Ms. Plotczyck</p> <p>11:40 AM - 12:20 PM Spectacular Bid</p>
<p><i>Luncheon and Business Meeting – Whitney/Alabama/Travers</i></p>	<p>12:30 – 1:45 PM</p>

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<p><u>Using the Data We Have: Understanding Self-Selection with CIRP Data</u></p> <p>Have you ever thought of using the CIRP to understand the self-selection nature of our student sub-populations? In a study of living-learning communities, student types were computed from Astin's (1993) model. Significant mean differences of the LLC and non-LLC groups demonstrated a concentration of particular student types in LLCs.</p> <p><i>Contributed Paper</i></p>	<p>Cherry Danielson <i>Wabash College</i></p> <p>2:00 - 2:50 PM Affirmed</p>
<p><u>Retrieving Banner Data at Historical Points-in-Time</u></p> <p>For several years after going "live" with SunGard SCT Banner, I was told at IR gatherings that it was impossible to create date-by-date comparisons of data without having a data warehouse. Collaborating with CCC's Vice President of Finance, Corning created enrollment comparison reports by date without using a warehouse.</p> <p><i>Workshare</i></p>	<p>Maren Hess <i>Corning Community College</i></p> <p>2:00 - 2:50 PM Alydar</p>
<p><u>Exploring the Relationship between the Institutional Review Board and Institutional Research</u></p> <p>Many institutional researchers are engaged in state- or federally-mandated survey research activities to support assessment and other administrative objectives. Often, the institutional researcher has not included the Institutional Review Board (IRB) in approving the research. We will explore the requirements concerning the IRB and when the researcher must include their review and approval in the process.</p> <p><i>Workshare</i></p>	<p>John Porter <i>State University of New York</i> Elizabeth Bringsjord <i>State University of New York</i></p> <p>2:00 - 2:50 PM Citation</p>
<p><u>The Demographic Perfect Storm: Who's Knocking at the College Door and Who is Not??</u></p> <p>By the year 2016, only 55% of all high school graduates will be Caucasian. The Demographic changes in the northeast will be even more significant. This session will explore the changes in racial, ethnic, income and gender changes that are projected through 2018 and their impact on all sectors of higher education.</p> <p><i>Workshare</i></p>	<p>Becky Brodigan <i>Middlebury College</i></p> <p>2:00 – 2:50 PM Man O'War</p>
<p><u>NEAIR 2004 Best First Paper – <i>Jerret LeMay – Stopouts and Readmits: Using Student Record and NSC Data to Predict Reenrollment</i></u></p>	<p>2:00 – 2:50 PM <i>Ruffian</i></p>

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Monday, November 7, 2005	
<p><u>Scantron: Class Climate</u></p> <p>Scantron has evolved into a leading technology solutions provider for education, business and government markets, offering a full range of advanced software, hardware and services aimed at testing, assessment and systems maintenance. Class Climate helps corporate training departments and educational institutions perform fast and effective course evaluations on paper and online.</p> <p><i>Vendor</i></p>	<p>Rich Vesga <i>Scantron</i></p> <p>2:00 - 2:50 PM Seattle Slew</p>
<p><u>Responding to Michigan; Measuring Racial Diversity and Critical Mass</u></p> <p>The paper reviews literature on the contribution of racial heterogeneity in campus populations to educational outcomes and the concept of having a "critical mass" of minorities. Critical mass is measured via the use of "diversity index." Comparisons are drawn between an entering freshman's home zip code and the campus.</p> <p><i>Contributed paper</i></p>	<p>Kyland Howard <i>University of Maryland</i> Sharon LaVoy <i>University of Maryland</i> Andrea Levy <i>University of Maryland</i></p> <p>2:00 – 2:50 PM Secretariat</p>
<p><u>Current Trends in Specialized Accreditation</u> <i>Mary Beth Hanner and Altaf Memon – Excelsior College</i></p> <p>Trends in accreditation standards in Nursing, Business, and Technology will be reviewed. Accreditors require for submission certain specialized data pertaining to the academic programs and institutions for accreditation. Similar data is also required for maintenance of the accreditation. Often times, this data needs to be provided by IR offices. The data that is usually required will be reviewed providing suggestions for the types of data an IR office should collect.</p> <p><i>Invited Speakers</i></p>	<div style="text-align: center;">  </div> <p>Dr. Hanner Dr. Memon</p> <p>2:00 - 2:50 PM Spectacular Bid</p>
<p><i>Break - Gallery</i></p>	<p>2:50 – 3:10 PM</p>
<p><u>IR A La Carte: Picking and Choosing from the Best Practices Buffet</u></p> <p>A new IR office describes how it sampled some of the best practices in the field of institutional research in order to establish its own operation. Our presentation pays tribute to notable IR offices and will describe how we have adopted others' techniques to launch our own IR office.</p> <p><i>Workshare</i></p>	<p>Kelli Armstrong <i>Boston College</i> Christine Buscemi <i>Boston College</i></p> <p>3:15 – 4:00 PM Affirmed</p>
<p><u>Actual Student Learning Outcomes: Breaking Through to Institutional Visibility, Clarity, and Rich Meaning</u></p> <p>This session will focus on the model and early experience of implementing a data system (eLumen) for student learning outcomes assessment. The system has been piloted at nine colleges in the U.S. over the past two years; specifically, the experience of one of these colleges--Quinebaug Valley Community College, Danielson, CT--will be explained and discussed.</p> <p><i>Workshare</i></p>	<p>Brian Donohue-Lynch <i>Quinebaug Valley Community College</i></p> <p>3:15 – 4:00 PM Alydar</p>

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<p><u>Survey Participation: A Study of Student Experiences and Response Tendencies</u></p> <p>A multi-method study was developed to understand students' experiences and response tendencies with institutionally-related surveys. This study utilized focus groups, telephone and in-person interviews to understand why students respond and their suggestions to improve response rates. This paper discusses the background, methodology, and findings of the study.</p> <p><i>Contributed Paper</i></p>	<p>Allison M. Walters <i>University of Delaware</i></p> <p>Heather Kelly Issacs <i>University of Delaware</i></p> <p>3:15 – 4:00 PM Citation</p>
<p><u>Identifying the Non-traditional Segment of the Population Potentially Benefiting from Higher Education Services: An Important Aspect of the State's Economic Future</u></p> <p>This study explores identifying the non-traditional segment of the population potentially benefiting from higher education services. Using enrollment and census 2000 population data the per capita size and the service rate per thousand population were calculated by counties for the population who are beyond the traditional college age and lack a college degree.</p> <p><i>Workshare</i></p>	<p>David Lamphere <i>State University of New York</i></p> <p>3:15 – 4:00 PM Man O'War</p>
<p><u>Talking in Tongues: Helping Campus and Strategic Planners and Architects Speak the Same Language as Institutional Researchers</u></p> <p>Institutional Research isn't always a partner in campus planning. How much of this is because we don't speak the same language? Interviews with professionals who attended the recent Society for College and University Planning 2005 meetings will shed light on how planners/architects organize and talk about data.</p> <p><i>Workshare</i></p>	<p>Rena Cheskis-Gold <i>Demographic Perspectives</i></p> <p>3:15 – 4:00 PM Ruffian</p>
<p><u>Beyond 20/20, Inc.</u></p> <p>Today administrators want to be able to analyze data in a way that highlights complex relationships and allows in-depth analysis in an identified area of interest. We will demonstrate how our software helps post-secondary institutions address these issues by organizing complex data in simple, intuitive settings that support their analysis requirements and allows sharing of information.</p> <p><i>Vendor</i></p>	<p>Catherine Avery <i>Beyond 20/20, Inc.</i></p> <p>3:15 – 4:00 PM Seattle Slew</p>
<p><u>Using Factor Analysis to Clarify Operational Constructs for Measuring Mission</u></p> <p>The process of blending qualitative and quantitative research methods to develop the new 17-item Mission Perception Inventory (MPI) is described, as are the steps involved in building an NSSE consortium to administer it. Also described is the successful outcome of factor analysis on the results to determine the internal reliability of the instrument and the presence of operational constructs within.</p> <p><i>Contributed Paper</i></p>	<p>Ellen M. Boylan <i>Marywood University</i></p> <p>3:15 – 4:00 PM Secretariat</p>

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Queer Inquiries: Key IR Questions on GLBT Issues

Joyce Elliott and Deborah Amory – Empire State College, State University of New York

Colleges and universities must understand how everyone experiences our institutions, with the goal of identifying factors that lead to academic or employment success. Gay, lesbian, bisexual and transgendered (GLBT) students and staff are an important, interesting and uniquely challenging group to study. Currently, there is no information overload with regard to GLBT populations, and there is only an emergent clarity about the questions to ask or the methodologies to employ. This session will identify key questions for institutional research on GLBT issues.

Invited Speakers



Dr. Elliott Dr. Amory

3:15 – 4:00 PM
Spectacular Bid

Show Me the Money! Using a Senior Survey to Better Understand Alumni Gift Giving

This study utilizes factor analysis in an effort to discover what types of undergraduate behaviors and/or involvement are most strongly related to alumni gift giving. Survey data collected from the Georgetown University graduating classes of 1989 and 1996 was used to ensure that alumni have had ample time to make contributions.

Contributed Paper

Mark J. Bissonnette
Georgetown University

4:10 – 5:00 PM
Affirmed

Dashboards 101: Examples and Advice for Developing an Institutional Dashboard

Recently, dashboards have become a popular management tool for colleges. This presentation will highlight many examples of dashboards, their importance and utilization, the process of selecting indicators, incorporating peer data, and technical tips. This presentation might be of particular interest to those interested in creating a dashboard at their institution.

Contributed Paper

Dawn Geronimo Terkla
Heather Roscoe
Jessica A. Sharkness
Lisa S. O’Leary
Thomas P. McGuinness
Tufts University

4:10 – 5:00 PM
Alydar

Working Smarter with IPEDS: Demonstration of the AGB Benchmarking Service

See a demonstration of this easy-to-use web-based service featuring customized, benchmarking information using IPEDS and other data for self-selected peers. Generate comparison groups, custom graphic reports, and pre-designed reports; print from the web or copy output into other applications. Save comparison groups and reports online, for future use.


Workshare

Merrill Schwartz
Association of Governing Boards of Universities and Colleges

4:10 – 5:00 PM
Man O’War

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<p><u>Out-of-Classroom Faculty Activity Study: A Look at Two Data Collection Cycles and a Verification Study</u></p> <p>This paper will discuss results of the 2002 and 2003 Faculty Activity Study. The goal of the Study is to provide evidence regarding program productivity, as well as encourage more effective management in higher education. Examples of how participating institutions are using the Faculty Activity Study will be highlighted.</p> <p><i>Contributed Paper</i></p>	<p>Heather Kelly Issacs <i>University of Delaware</i> Michael F. Middaugh <i>University of Delaware</i></p> <p>4:10 – 5:00 PM Citation</p>
<p><u>Tracking Doctoral Student Progress</u></p> <p>Systematic information about progress towards the doctoral degree is limited at a time where there are increasing demands for this information. We are developing a system to track graduate retention. Demands driving this, issues unique to graduate education, and technical challenges in developing such a system are discussed.</p> <p><i>Workshare</i></p>	<p>Marilyn H. Blaustein <i>University of Massachusetts, Amherst</i> Alan H. McArdle <i>University of Massachusetts, Amherst</i></p> <p>4:10 – 5:00 PM Ruffian</p>
<p><u>SAS Enterprise Guide: a point-and-click way to access the power of SAS software</u></p> <p>SAS is the leader in providing a new generation of business intelligence software and services that create true enterprise intelligence. SAS Higher Education Consulting works with universities and colleges to assist with the use of their software on campus, including curriculum consulting, academic trainer's kits, and other partnering opportunities.</p> <p><i>Vendor</i></p>	<p>Jerry Oglesby SAS</p> <p>4:10 – 5:00 PM Seattle Slew</p>
<p><u>Two Birds with One Stone: Merging Strategic Planning and Accreditation Self-Study at Connecticut College</u></p> <p>This session highlights Connecticut College's efforts to design and implement a tool for assessing progress on our new strategic plan—a data matrix indicating conjunctures of the plan's initiatives and each of the NEASC standards. The presentation will indicate its use as a way to consolidate and unify a wide range amount of institutional data in a single user-friendly format.</p> <p><i>Workshare</i></p>	<p>John D. Nugent <i>Connecticut College</i></p> <p>4:10 – 5:00 PM Secretariat</p>
<p><u>Connecting the Numbers</u> <i>Susan Menditto - NACUBO</i></p> <p>In times of accounting profession changes, shrinking resources, and stake-holder requests for transparency create challenge and opportunities for those with certain roles in higher education. We have been integrating managerial analysis, internal and external financial reporting, performance measurement and into professional development, publication and advocacy efforts. This will cover these efforts and explores opportunities for IR to collaborate with business office colleagues.</p> <p><i>Invited Speaker</i></p>	 <p>Ms. Menditto</p> <p>4:10 – 5:00 PM Spectacular Bid</p>
<p>Poster Session & Data with a Twist Reception – Gr. Fl. Gallery</p>	<p>5:15 – 6:30 PM</p>

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<p><u>An Exploratory Survey of Graduate Student Experiences and Satisfaction</u></p> <p>In the Spring of 2005, graduate students at Miami University completed a 74-question online survey assessing graduate students' experiences and satisfaction. This survey, the results of which were presented to multiple campus organizations, represents the first step in better assessing the experiences of graduate students at a predominately undergraduate institution.</p> <p><i>Poster #1</i></p>	<p>Andrea I. Bakker <i>Miami University</i></p> <p>Denise A. Krallman <i>Miami University</i></p> <p>5:15 - 6:30 PM Ground Floor Gallery</p>
<p><u>Packaging Assessment - For Meaning and Impact</u></p> <p>This workshare will describe one institution's effort to strategically deliver its assessment program/reports. A conceptual framework, specific assessment activities, and document design considerations will be outlined. Relevant work samples will be displayed. Attendees will have the opportunity to share similar programs and/or discuss potential applications for their own campuses.</p> <p><i>Poster #2</i></p>	<p>Brian J. Bartolini <i>Providence College</i></p> <p>5:15 - 6:30 PM Ground Floor Gallery</p>
<p><u>The Role of IR in Supporting the Self-Study Process: A Chair's Perspective</u></p> <p>IR offices can organize well in advance to support an institution's reaccreditation process and need for information. This presentation will focus on organizing tools that can be put into place before the self-study process begins and other long-range strategies that will minimize the impact of additional responsibilities.</p> <p><i>Poster #3</i></p>	<p>Barbara Sadowski <i>Marywood University</i></p> <p>5:15 - 6:30 PM Ground Floor Gallery</p>
<p><u>Analyzing Non-Traditional Enrollments for Administrative Decision-Making: Trends in Distance Learning and Extension Center Course-Taking at a Large, Suburban Community College</u></p> <p>Many community colleges have established extension centers and multiplied online courses to maximize enrollments. Assessment of results is difficult, however: Do increasing off-campus and distance learning enrollments mean new students or merely the redistribution of previous students? This workshare proposes credit hour analysis as the clearest means of program assessment.</p> <p><i>Poster #4</i></p>	<p>Karl Boughan <i>Prince George's Community College</i></p> <p>5:15 - 6:30 PM Ground Floor Gallery</p>
<p><u>UMass Boston CIRP Selected Results</u></p> <p>UMass Boston participated in CIRP in fall 2003 and fall 2004. The survey was administered in freshmen orientation with a response rate of 88%. The poster presentation will highlight selected findings and give examples of how we presented the data to various administrators.</p> <p><i>Poster #5</i></p>	<p>Dianne Cleary <i>University of Massachusetts, Boston</i></p> <p>5:15 - 6:30 PM Ground Floor Gallery</p>

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<p><u>Assessing the Mission: Cost-Income Ratio</u></p> <p>A cost-income ratio is one institutional outcome that is assessed annually in this private higher education institution whose mission includes providing education with a "superior degree of efficiency" and "maintain the lowest feasible cost." From an institutional research and assessment perspective, the calculations and their use will be explained.</p> <p><i>Poster #6</i></p>	<p>Charlyn Fisher <i>York College of Pennsylvania</i></p> <p>5:15 - 6:30 PM Ground Floor Gallery</p>
<p><u>Changing the Grading Scale: Does it Make a Difference?</u></p> <p>A change in the grading scale was approved during the 2003-04 academic year to add 3.5 and 2.5 grades to a 4-0 scale. Comparisons to the previous Fall and Spring terms were made during 2004-05 and these results will be shared. Analysis will continue through 2005-06.</p> <p><i>Poster #7</i></p>	<p>Charlyn Fisher <i>York College of Pennsylvania</i></p> <p>5:15 - 6:30 PM Ground Floor Gallery</p>
<p><u>Metrics for Academic Planning</u></p> <p>Summary of the origin, uses and issues related to the development and application of academic planning trend metrics at a public research university.</p> <p><i>Poster #8</i></p>	<p>Nancy Griffin <i>University of Connecticut</i></p> <p>5:15 - 6:30 PM Ground Floor Gallery</p>
<p><u>Questioning Your Data: Methods for Improving "Clarity"</u></p> <p>Rigorous review of self-reported data may not always be practical. But "questioning" your data... and data providers.... may have significant benefits on the resulting data quality. Using the Spring 2005 IPEDS surveys as a case study, we explore the benefits of re-contacting respondents to explore concerns with their data submissions.</p> <p><i>Poster #9</i></p>	<p>James Issac <i>RTI International</i></p> <p>5:15 - 6:30 PM Ground Floor Gallery</p>
<p><u>Benchmarking through the use of IPEDS Peer Analysis Tool (PAT) data and cluster and regression analysis.</u></p> <p>Using the IPEDS Peer Analysis Tool to identify peer institutions through the use of cluster analysis, regression analysis was utilized to determine benchmarking criteria</p> <p><i>Poster #10</i></p>	<p>Arthur Kramer <i>New Jersey City University</i></p> <p>5:15 - 6:30 PM Ground Floor Gallery</p>
<p><u>Gauging the Impact of Student Characteristics on Faculty Course Evaluations</u></p> <p>This session will discuss methods to analyze and report on quantitative measures used for faculty course evaluations with special attention to gauging the impact of student characteristics.</p> <p><i>Poster #11</i></p>	<p>Laura Benson Marotta <i>University at Albany</i></p> <p>5:15 - 6:30 PM Ground Floor Gallery</p>

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<p><u>Strategic thinking at a Community College: an every day job for all employees with the Balance Scorecard.</u></p> <p>This paper will discuss the development and implementation of a strategy map at a Connecticut Community College utilizing Kaplan & Norton's Balanced Scorecard. Actual experiences along with the supporting theoretical background about communicating the college's strategic plan to all employees, measuring institutional effectiveness, and managing institutional process will be presented.</p> <p><i>Poster #12</i></p>	<p>George Rezendes <i>Three Rivers Community College</i></p> <p>5:15 - 6:30 PM Ground Floor Gallery</p>
<p><u>Evaluation of Concurrent Enrollment Partnerships with High Schools</u></p> <p>Discussion of the IR role in evaluation of its university's High School Cooperative Program. Surveys were administered to college students who had taken any college courses in high school, to high school teachers of college courses, and to high school students enrolled in courses for college credit.</p> <p><i>Poster #13</i></p>	<p>Pam Roelfs <i>University of Connecticut</i></p> <p>5:15 - 6:30 PM Ground Floor Gallery</p>
<p><u>Maintaining a Request Database</u></p> <p>Created in Microsoft Access, the Request Database serves to track the progress of incoming data requests, both internal and external, as well as provide information for use in annual reports, including a summary or workload, and assessment evaluations.</p> <p><i>Poster #14</i></p>	<p>Kirsten A. Rowe <i>SUNY New Paltz</i></p> <p>5:15 - 6:30 PM Ground Floor Gallery</p>
<p><u>NEAIR Membership Web Survey Results</u></p> <p>The results of the NEAIR Web Survey will be discussed.</p> <p><i>Poster #15</i></p>	<p>Jessica Shedd <i>NACUBO</i> Kirsten A. Rowe <i>SUNY New Paltz</i> Susan Martin <i>University of Maryland, Baltimore County</i></p> <p>5:15 - 6:30 Ground Floor Gallery</p>
<p><u>Misleading at Best: The Impact of FSSE Data Presentation on Analysis and Interpretation of Findings</u></p> <p>This study illustrates the analytical errors and potential for flawed policy choices that may arise from a misleading presentation of data, using as its example the 2004 Faculty Study of Student Engagement (FSSE) summary reports as provided to participating institutions by the Indiana University Center for Postsecondary Research.</p> <p><i>Poster #16</i></p>	<p>Kathryn Talley <i>Adelphi University</i> Nava Lerer <i>Adelphi University</i></p> <p>5:15 - 6:30 PM Ground Floor Gallery</p>

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<p><u>How Best to Present Recent Alumnae/i Profile Data at a Liberal Arts College: Case Study of a “Problem” and a “Solution”</u></p> <p>The Admissions Office has used a Graduating Class Profile that was developed in the Career Development Office. Because the Admissions’ Director was dissatisfied with the existing Profile, Institutional Research worked to revise the presentation format and content using data and statistics from multiple Alumnae/i Surveys.</p> <p><i>Poster #17</i></p>	<p>Gail Wisan <i>Goucher College</i></p> <p>5:15 - 6:30 PM Ground Floor Gallery</p>
<p><u>Who Really Gets out in Four Years? An examination of time-to-degree in the hard sciences and education at a "liberal arts" institution</u></p> <p>This study attempts to bring clarity to several enrollment management issues such as time-to-degree, average credit hour load, and effects of a rigorous core curriculum on several major programs centering on the hard sciences and education.</p> <p><i>Poster #18</i></p>	<p>Pat Mizak <i>Canisius College</i></p> <p>5:15 - 6:30 PM Ground Floor Gallery</p>
<p><u>Pigs, Snakes and the Size of the Box: Finding the Humor in Enrollment Management Challenges</u></p> <p>Enrollment management encompasses more than just determining how many students to admit and how likely they are to yield. Issues around retention, graduation and time to degree can have considerable impact on an institution’s size. This poster will discuss enrollment management challenges faced by a large public institution and the ways in which IR can inform these discussions.</p> <p><i>Poster #19</i></p>	<p>Michelle Appel <i>University of Maryland</i> Angela Hamlin <i>University of Maryland</i></p> <p>5:15 – 6:30 PM Ground Floor Gallery</p>
<p><i>Monday Evening Dinner Groups</i></p>	<p>6:30 PM - ?</p>
<p><u>Maryland Association for Institutional Research</u></p> <p>Maryland Association for Institutional Research</p> <p><i>Special Interest Group Dinner Meeting</i></p>	<p>Michelle Appel <i>University of Maryland</i></p> <p>6:30 PM Meet in Hotel Lobby</p>

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Tuesday, November 8, 2005	
Hot Breakfast Buffet – Travers/Whitney/Alabama	7:30 – 8:45 AM
Dead Presidents Breakfast (By Invitation Only) - Citation	7:30 – 8:45 AM
<i>HEDS Breakfast – Alydar (By Invitation Only)</i>	<i>7:30 – 8:45 AM</i>
<i>Conference Registration Located in Hotel Lobby</i>	<i>8:00 – 11:00 AM</i>
<p><u>Strategies from improving electronic and mail survey response rates</u></p> <p>Session Attendees will learn how to utilize mail and electronic communication to notify students of surveys and to follow-up with non-respondents. Facilitators will share successful techniques and lead discussion of methods that attendees will find useful at their institutions. A tip sheet handout will be provided to all attendees.</p> <p><i>Table Topic</i></p>	<p>Robin Beads <i>American University</i></p> <p>David Kaib <i>American University</i></p> <p>8:00 – 8:45 AM Travers/Whitney/Alabama</p>
<p><u>Building a Better Dashboard</u></p> <p>What makes a dashboard effective? Which indicators are essential? Should a dashboard be a graphic college factbook, or should you have different reports for different areas? Join your colleagues for a discussion of what works, what doesn't, and how to do better. Plan ahead and bring copies to share!</p> <p><i>Table Topic</i></p>	<p>Merrill Schwartz <i>Association of Governing Boards of Universities and Colleges</i></p> <p>8:00 – 8:45 AM Travers/Whitney/Alabama</p>
<p><u>Datatel Users Special Interest Group</u></p> <p>Datatel users will have an opportunity to discuss software issues.</p> <p><i>Special Interest Group</i></p>	<p>Mary Louise Gerek <i>Nazareth College</i></p> <p>8:00 – 8:45 AM Travers/Whitney/Alabama</p>
<p><u>Banner Users SIG</u></p> <p>This session will provide an opportunity to continue conversation with your NEAIR/Banner colleagues. It's an open forum conducive to exchanging ideas, seeking help, and providing assistance. Come with your questions AND your answers. All Banner users – veteran, novice, and potential – are welcome.</p> <p><i>Special Interest Group</i></p>	<p>Peggye Cohen <i>George Washington University</i></p> <p>Phyllis Fitzpatrick <i>Fairfield University</i></p> <p>8:00 – 8:45 AM Travers/Whitney/Alabama</p>
<p><u>SUNY-AIRPO</u></p> <p>State University of New York Association for Institutional Research and Planning Officers will gather for an informal discussion.</p> <p><i>Special Interest Group</i></p>	<p>John Porter <i>State University of New York</i></p> <p>8:00 – 8:45 AM Travers/Whitney/Alabama</p>
<p><u>Finger Lakes/Western New York Associations for IR</u></p> <p>FLAIR/WNYAIR members will gather for an informal meeting.</p> <p><i>Special Interest Group</i></p>	<p>Pat Mizak <i>Canisius College</i></p> <p>8:00 – 8:45 AM Travers/Whitney/Alabama</p>

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<p><u>Catholic Higher Education Research Cooperative</u></p> <p>Members will get together for an informal meeting.</p> <p><i>Special Interest Group</i></p>	<p>James Trainer <i>Villanova University</i></p> <p>Don Gillespie <i>Fordham University</i></p> <p>8:00 – 8:45 AM Travers/Whitney/Alabama</p>
<p><u>NEAIR Opportunities</u></p> <p>The NEAIR leadership will discuss opportunities to get involved in the organization. Learn about exciting opportunities to participate!</p> <p><i>Special Interest Group</i></p>	<p>Mary Ann Coughlin <i>Springfield College</i></p> <p>Martha Gray <i>Ithaca College</i></p> <p>Marjorie Wiseman <i>Northeastern University</i></p> <p>8:00 – 8:45 AM Travers/Whitney/Alabama</p>
<p><u>Focus Group</u></p> <p>Next year's conference team will conduct a focus group to learn about the conference experience of invited participants.</p> <p><i>Group Meeting – By Invitation Only</i></p>	<p>Nancy Ludwig <i>Northeastern University</i></p> <p>Allison M. Walters <i>University of Delaware</i></p> <p>8:00 – 8:45 AM Travers/Whitney/Alabama</p>
<p><u>Measuring Excellence in the First Year of College</u></p> <p>Marywood University and Nazareth College participated in Foundations of Excellence™ in 2003-2004. Researchers at FOE schools engaged in campus-wide collaboration to evaluate first-year programs and articulate standards of excellence. We'll share tools for assessing the first year developed during the Foundations project, and describe its continuing impact on IR and the institutions.</p> <p><i>Workshare</i></p>	<p>Ellen Boylan <i>Marywood University</i></p> <p>Mary Louise Gerek <i>Nazareth College</i></p> <p>9:00 - 9:50 AM Affirmed</p>
<p><u>Creating a Dashboard Indicators Web Page</u></p> <p>Administrators needed to be able to track indicators from the institutional effectiveness plan. A web page on our intranet was chosen for ease of use. The page was designed using HTML and CSS to make chosen indicators easy to modify and update.</p> <p><i>Workshare</i></p>	<p>Charlotte Woodward <i>Marywood University</i></p> <p>9:00 – 9:50 AM Man O'War</p>
<p><u>Distance Learning: Overcoming Obstacles to Education or a New Modality for the Traditional Campus?</u></p> <p>This paper examines the characteristics of the students enrolled in distance learning courses at traditional and non-traditional State University of New York campuses. Examined is the question of whether distance learning is more an alternative modality than a means to overcome physical separation.</p> <p><i>Contributed Paper</i></p>	<p>Craig W. Abbey <i>State University of New York</i></p> <p>9:00 – 9:50 AM Ruffian</p>

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Saratoga Springs, New York

Tuesday, November 8, 2005	
<p><u>How Do You Calculate Retention for Adults? Moving Beyond the Traditional Model</u></p> <p>Retention calculations are typically based on a 18-22 year old population moving through the academy in a Fall to Fall pattern. Examining data from an adult oriented institution, this paper suggests a new way to calculate adult student retention.</p> <p><i>Contributed Paper</i></p>	<p>Eileen McDonnell <i>Empire State College – State University of New York</i></p> <p>9:00 – 9:50 AM Seattle Slew</p>
<p><u>Developing an Assessment Instrument to Measure Moral Decision-Making</u></p> <p>The US Naval Academy has spent three years evaluating instruments to determine how midshipmen make moral decisions. This session will explain the process of defining an appropriate instrument, modifying the instrument for USNA scenarios, validating the instrument, and constructing research studies from the data.</p> <p><i>Workshare</i></p>	<p>Linda Mallory <i>US Naval Academy</i></p> <p>9:00 – 9:50 AM Secretariat</p>
<p><u>The Impact of the Promise Award (a Need-based Grant) on Student-level Achievement at a Highly Selective Public Four Year College</u></p> <p>Research project focused on the effectiveness of a financial award to first year students implemented in fall, 2004. An empirical investigation on student-level outcomes (financial, academic, cognitive and affective variables): completed analyses and preliminary conclusions will be presented, with feedback solicited on effective and timely information-based institutional decision making.</p> <p><i>Workshare</i></p>	<p>Paula Maas <i>The College of New Jersey</i> Yoelis Morfa <i>The College of New Jersey</i></p> <p>9:00 – 9:50 AM Spectacular Bid</p>
<p><u>And They're Off...Mounting a Learning Outcomes Effort in a Decentralized Environment</u></p> <p>Middle States recently established a standard addressing the assessment of student learning outcomes. Most departments at UM had little experience defining and assessing outcomes in a way that would meet this new standard. This session will outline the now two-year-old and still ongoing process of bringing a place like UM up to speed.</p> <p><i>Workshare</i></p>	<p>Sharon A. La Voy <i>University of Maryland</i></p> <p>10:00 – 10:50 AM Affirmed</p>
<p><u>Students' Reasons for Leaving: Longitudinal perspectives on one-year attrition</u></p> <p>An institution's rate of retention is a closely watched indicator of institutional success. This paper explores the factors that affect students' decisions to voluntarily leave this public research university after one year, using survey data from both the 1997 and 2003 entering first-year cohorts. Differences in reasons by student characteristics are also explored.</p> <p><i>Contributed Paper</i></p>	<p>Martha L. A. Stassen <i>University of Massachusetts, Amherst</i></p> <p>10:00 – 10:50 AM Man O'War</p>

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<p><u>Using Macros in Excel to increase work efficiency and empower end users</u></p> <p>Using macros in Excel to process data and generate reports and charts efficiently and quickly as well as providing the end data user the capability of generating reports on their own and at their convenience.</p> <p><i>Workshare</i></p>	<p>Gurinder Singh <i>University at Albany</i></p> <p>Jeffrey Gerken <i>University at Albany</i></p> <p>10:00 – 10:50 AM Ruffian</p>
<p><u>The Guidebook Ratings Game: The Influences on Institutional Prestige and Reputation (2004 NEAIR Best Paper Award)</u></p> <p>What variables produce institutional prestige? Are they the same for research universities and liberal arts colleges? We expand the 2004 model with recent data and additional predictor variables, such as faculty productivity. The results create regression models explaining over 90% of the variance in USNWR peer reputation score.</p> <p><i>2004 Best paper</i></p>	<p>J. Fredericks Volkwein <i>Pennsylvania State University</i></p> <p>Kyle Sweitzer <i>Pennsylvania State University</i></p> <p>10:00 – 10:50 AM Seattle Slew</p>
<p><u>An Analysis of Out-of-Class Experience Participation and Self-reported Learning Outcomes</u></p> <p>This study examined college students' out-of-class experience participation and compared self-reported general education learning outcomes between the students with and without out-of-class experiences. Statistically significant differences were found in both participation rates and general education learning outcome acquisition. A range of methods was applied in the study.</p> <p><i>Contributed paper</i></p>	<p>Shuang Liu <i>SUNY New Paltz</i></p> <p>Kelli Parmley <i>SUNY New Paltz</i></p> <p>10:00 – 10:50 AM Secretariat</p>
<p><u>Student Swirl: A Maturing Concept</u></p> <p>This builds on previous research by the author, Changing Lanes on the Education Superhighway (2004) and Toward a New Paradigm of Student Attendance (2005), and focuses on the time to degree aspect of student swirl, examining changes in internal attendance patterns of native students and of students who transfer in.</p> <p><i>Contributed Paper</i></p>	<p>Alan J. Sturtz <i>Connecticut State University System Office</i></p> <p>10:00 – 10:50 AM Spectacular Bid</p>
<p><u>Optimizing the Use of Retention Research in Assessment</u></p> <p>This demonstrates how to design retention studies to achieve optimum relevance and use in institutional assessment. Based on a longitudinal retention study of freshmen, the study addresses two assessment related questions. How successful are the admission policies in selecting students who will achieve a high level of academic performance and graduate within six years? How well do college experiences predict students' academic performance and satisfaction with their education?</p> <p><i>Contributed Paper</i></p>	<p>Anne Marie Delaney <i>Babson College</i></p> <p>10:00 – 10:50 AM Citation</p>
<p><i>Break - Gallery</i></p>	<p>10:50 – 11:05 AM</p>

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Closing Plenary: Dead President's Society

Past NEAIR Presidents will conclude the conference with a panel discussion offering their reflections on issues raised during the conference and trends in higher education.

This session will include time for attendee discussion and the traditional NEAIR closing raffle. Session will be moderated by Michelle Appel.

Closing Plenary Session

Jennifer Brown

UMass – Boston

Mary Ann Coughlin

Springfield College

James Trainer

Villanova University

J. Fredricks Volkwein

Pennsylvania State University

11:10 AM – 12:30 PM

Whitney

NEAIR Leadership Team 2004 - 2005

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	Recording Secretary	Sarah Parrott
	Treasurer	Corby Coperthwaite
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	Publications Chair	Gayle Fink
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	Member-At-Large (11/05)	Kelli Armstrong
	Member-At-Large (11/05)	Ellen Peters
	Member-At-Large (11/06)	Julie Alig
	Member-At-Large (11/06)	Phyllis Fitzpatrick
	Member-At-Large (11/06)	Alan Sturtz

ADMINISTRATIVE COORDINATOR (ex-officio) **Beth Simpson**

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Audio Visual Coordinator	
Dinner Groups	Allison Walters
Vendor Coordinator	Tim Walsh

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Chair-Elect (through 11/05)	Phyllis Fitzpatrick
Member (through 11/05)	Gayle Fink
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Member (through 11/04)	Julie Alig
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NOVEMBER 4 – 7, 2006 NEAIR 33RD ANNUAL CONFERENCE



SOARING TO EXCELLENCE
Sheraton Society Hill,
Philadelphia, PA

Conference Planning Team

Marjorie Wiseman, President-Elect
m.wiseman@neu.edu

Allison Walters, Local Arrangements Chair
awalters@udel.edu

Nancy Ludwig, Program Chair
n.ludwig@neu.edu

Ellen Peters, Associate Program Chair
cpeters@bates.edu