



North Carolina Association for Institutional Research

# Newsletter

Volume 18  
Number 2

January, 2002  
Carol Gosselin, Editor

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## ***Announcing the NCAIR 2002 Conference Preliminary Program***

### ***Planning for Uncertainties***

When: March 18-20, 2002

Where: Sheraton Greensboro at Four Seasons  
3121 High Point Road  
Greensboro, NC 27407

Dear Colleagues,

I am pleased to announce a very interesting and full agenda for the 2002 annual NCAIR conference, themed **Planning for Uncertainties**. We are offering a pre-conference workshop Monday afternoon on the new SACS guidelines, lead by Dr. E. Roy Epperson, Vice President for Administrative Affairs at High Point University. The conference will officially open with our keynote address at 4:30 pm from Chancellor William V. Muse of East Carolina University. Please look for the brief on Dr. Muse elsewhere in this newsletter. Following Dr. Muse's address we will move to a reception with hors d'oeuvres and cash bar. Later in the evening a hospitality room in the hotel will be hosted by NCAIR's president, Nerissa Rivera.

Tuesday will be full with presentations and activities throughout the day. Presentation topics include a faculty salary equity study; choosing assessment

surveys; facilities and space planning; impact of part-time faculty; induced course-load matrix; integrated program review, planning and budgeting; student employment and persistence; and enrollment forecasting. Software demonstrations will look at the Excel pivot table and several applications of the MS Access database, including development of an index of files and reports across offices, as well as implementation of an IR office activities and workload database. You will find a more full description of these programs and demonstrations immediately following this letter. Business Tuesday will conclude with a panel discussion from several senior NCAIR authorities (a.k.a. old-timers), who will share with us their thoughts and predictions on the future direction and needs of institutional research and the academic arena. Tuesday evening will be topped off with dinner and dancing to the music of the Charlie Culbreath Orchestra. The hospitality room will be available also for the night owls.

Wednesday will open with a breakfast buffet, NCAIR awards, NCAIR business meeting and transition of new officers. Following breakfast we will move to sector meetings of the public, private and community colleges. The conference will end with the executive officers committee meeting.

The room rate for the 2002 conference at the Sheraton Greensboro at Four Seasons begins Sunday, March 17<sup>th</sup> and remains in effect through the

end of the conference Wednesday March 20<sup>th</sup>: \$107.00 for single, double, triple, or quadruple occupancy. Reservations at the conference rate are guaranteed only through February 15<sup>th</sup>, so make yours now! Please note there is a 72-hour cancellation policy. You can make your reservation at 1-800-242-6556; be sure to identify yourself with the NCAIR conference.

I look forward to seeing all of you at the conference. I believe you will find the breadth and depth of topics on the program, the knowledge and expertise of our presenters, as well as the opportunities for networking and professional exchange to be outstanding and valuable assets to your professional development.

Sarah Carrigan  
2002 Program Chair  
[sarah\\_carrigan@uncg.edu](mailto:sarah_carrigan@uncg.edu)  
1-336-256-0397

### ***Pre-conference Workshop:***

*The New SACS guidelines*

***Dr. E. Roy Epperson, Vice President for Administrative Affairs, High Point University***

“Three years ago, the Steering Committee of the Accreditation Review Project, authorized by the Executive Council of the Commission on Colleges and led by Dr. Thomas Cortis, president of Samford University, met in Atlanta to evaluate the Commission’s current *Criteria for Accreditation* to determine whether incremental modifications would continue to serve the Commission’s purpose in the dynamic learning environment, or whether the changing academy would necessitate an overhaul of the accreditation criteria and its process. After studying the changes occurring in the higher education community and evaluating the relevancy of the current standards, the Committee began an extensive review

process to develop indicators that could better determine the quality of institutions in this changing landscape.

[...]The resulting document, *Principles of Accreditation: Foundation for Quality Enhancement*, reflects input from those individuals, as well as from representative groups within higher education.”

From **Principles of Accreditation: Foundations for Quality Enhancement**,

<http://www.sacscoc.org/accrrevproj.asp>

Dr. Epperson will discuss the changes, and their practical applications, of the Southern Association for Colleges and Schools (SACS) accreditation guidelines set to go into effect in 2004.

### ***Conference Program Topics:***

#### **Facilities and Space Planning for the Bond Referendum Buildings**

##### **Paper Presentation**

**Lewis Carson, Associate Director UPA, NC State**

The process of planning for the Bond Referendum Buildings is the combination of Institutional Research and Facilities Planning. The Process constructed a base year and then projected useful categories to 2010 for use in the allocations of space.

This presentation follows the initial planning process of a major building phase at a large public institution. The process includes extensive collaboration between the University Architect’s Office and Institutional Research in using data to guide planning decisions. The planning phase is still underway and construction on some buildings will start in parallel, this presentation takes the audience through the initial year of the planning process.

### **The 2001 Faculty Salary Equity Study -- What We've Learned**

#### **Paper Presentation**

**Carol Gosselin, University Planning and Analysis, North Carolina State University**  
**Karen P. Helm, Director, University Planning and Analysis, North Carolina State University**

NC State hired a consultant to work with University Planning and Analysis on a university faculty salary equity study based on the Fall 2000 Personnel Data File. This paper reviews the process used, challenges faced, lessons learned, and results of that study.

### **Student Term-time Employment and Persistence to the Sophomore Year: A University Study**

#### **Paper Presentation**

**Patrick S. Hughes, Ed.D., NC State University**

The purpose of this research was to determine: (a) the status of student off-campus term-time employment at NC State University during academic year 1995-96, (b) variables associated with employment intensity, and (c) how student employment compared with other variables in its ability to explain or predict persistence. This research was limited to traditional full-time freshmen residing both on-campus and off-campus at a land grant university in an urban area of relatively low unemployment. Data were merged from university records, financial aid data, student survey, and NC wage and salary data. Analyses included descriptive statistics, full-versus-reduced model-building with ANCOVA for the employment study, and likelihood ratio model-building with logistic regression for the persistence study.

### **When Forecasting Doesn't Pan Out: Mining for Answers: A Follow-Up**

#### **Paper Presentation**

**James W. Kleckley, Assoc Dir/Planning & Institutional Research, East Carolina University**  
**Claudia W. McCann, Assistant Dean of Undergraduate Studies, East Carolina University**

Projecting enrollment in higher education is an art requiring rigorous historical trend analysis; coordination with future population demographics; consideration of campus mission and policy; understanding of admission standards and retention; and adherence to administrative and legislative policies. For many institutions the forecasting procedure is directly linked to appropriations, which alone awards this process a high degree of importance and visibility. Effective management of the institution's resources occurs when the forecasting process produces results that fall within specified parameters. However, when the process fails, an institution may suddenly find itself scrambling to meet the resource needs of students, faculty, and staff. This paper will explore the causes and consequences of a shortfall from the forecast's projected enrollment, the process developed to determine the factors that generated the high projection, how future enrollment projections were subsequently modified, and the success, or not, of these modifications.

### **Assessing with Surveys - Which Ones to Use**

#### **Paper Presentation**

**Ross A. Griffith, Director of Institutional Research and Academic Ad, Wake Forest University**

**Nancy Whelchel, Coordinator for Survey Research, North Carolina State University**

Colleges and universities continually wrestle with the challenge of choosing the best surveys for assessment purposes based upon their unique needs and budgets. This presentation will include the pros and cons of different types of surveys available nationally as well

as examples of results used for continuous improvement at North Carolina State University and Wake Forest University respectively. Providing examples of results and subsequent changes as a consequence of assessment should demonstrate that use of these surveys "closed the loop" at NC State and Wake Forest. Discussion also will take place about the pros and cons of institutionally created surveys.

### **Impact of Part-time Faculty on Freshman Performance, Satisfaction and Retention**

#### **Paper Presentation**

**Noelle Kehrberg, Director, University Planning, Western Carolina University**  
**Kay Turpin, Applications Programmer, Western Carolina University**

The increasing use of part-time faculty in higher education has been well documented. However, few studies have attempted to measure the impact of part-time faculty (PTF) on students. This study identified the exposure of first-time freshmen (FTF) to part-time faculty and related exposure to performance, satisfaction and retention. A majority of FTF had 50% or more of their fall courses taught by PTF. While there was a significant negative correlation between exposure to PTF and first-year grade point average, this relationship disappeared when academic preparation of the students was considered. Exposure to PTF had little effect on student-reported academic experiences and first-year retention.

### **Induced Courseload Matrix: SCH Distributions**

#### **Paper Presentation**

**Robert Ussery, Assistant VC and Dir of Institutional Research, NCA&T State University**  
**Evelyn Tinsley, Applications Analyst Programmer, NCA&T State University**

Student credit hour distributions in higher education are receiving attention in national studies such as the Delaware Cost Study, state funding models, and at

colleges and universities. An induced course load matrix may be used to distribute SCHs along various dimensions including department, major, discipline, level and cost category. This study begins with the origins of the ICLM, explores possible uses of the information and contrasts at least two different technological methods of creating the matrix.

### **Show Me the Money: An Integrated System for Program Review, Planning, and Budgeting**

#### **Paper Presentation**

**Kathy Baker Smith, Vice-President, Educational Support Services, Guilford Technical Community College**  
**Patricia Abell, Director, Institutional Research and Planning, Guilford Technical**

This presentation will describe a fully integrated program review/planning/budgeting model in use for the past six years at Guilford Technical Community College. Mission, environmental scanning, program review and assessment guide the development of annual objectives and action plans. The budget in turn is developed from the prioritized objectives. In order to learn from the model, beginners and advanced practitioners alike will use a check sheet to critique their own processes. Computer based templates, examples, and other materials will help participants absorb the details of this successful approach.

**Implementing an Electronic File Index Database  
Software Demonstration**

**Robert Ussery, Assistant VC and Director of  
Institutional Research, NCA&T State University**  
**Alton Rucker, Senior Research Associate,  
NCA&T State University**

The development and implementation of a MS Access database to index file folders is demonstrated. Shared access allows staff to view file titles sorted by various criteria and to search the database for keywords. Linking to a project database is also covered.

**IR Activities Report Using MS Access:  
Revisited**

**Software Demonstration**  
**Alton Rucker, Senior Research Associate, NC  
A&T State University**  
**Robert Ussery, Assistant VC and Director of  
Institutional Research, NC A&T State  
University**

Tracking the weekly, monthly, and yearly work activities of the IR staff is a valuable asset to the staff and administration. A year after development and implementation, the IR WorkBoard has proven to be very useful for examining work load, tracking types activities, easily accessible to all, efficient and report capable.

**An Introduction to Microsoft Excel Pivot Tables  
Software Demonstration**

**Robert E. Fry, Assistant to the Chancellor for  
Planning, UNC Wilmington**

Many enhancements have been made to Excel since Microsoft first introduced this spreadsheet program in the mid-80's. One of its most powerful tools, Pivot Tables, was introduced in 1997 and enhanced in the latest releases. Using this tool, a researcher can generate ad hoc reports and graphics that then can be modified, copied and pasted into Excel or other software products. This session will introduce the

basic steps used in the development of a working Pivot Table example and, through audience participation, demonstrate its flexibility and use as an interactive research tool.

***William V. (Bill) Muse, Chancellor, East  
Carolina State University – Keynote  
Speaker***



On February 9, 2001, Dr. Muse was approved as the tenth chief executive officer of East Carolina University in Greenville, North Carolina, and he began his duties at ECU on August 1, 2001.

A native of Mississippi, Dr. Muse attended elementary and secondary schools in both Mississippi and Louisiana, graduating from Delhi (LA) High School in 1956, and receiving a B.S. degree in accounting from Northwestern State University in Natchitoches, Louisiana, in 1960.

After work experience as an accountant with Interstate Oil Pipeline Company in Shreveport, Louisiana, he attended the University of Arkansas earning an MBA in 1961 and a Ph.D. in Business Administration in 1966.

In 1964, Dr. Muse joined the faculty of the School of Industrial Management at Georgia Tech. In 1965, he

moved to Ohio University where he served as Chairman of the Department of Marketing and Director of the Division of Research. In 1970, he was selected as the first Dean of the College of Business at Appalachian State University in Boone, North Carolina, and was responsible for organizing and developing the new college. Assuming this post at age 31, he was one of the youngest business school deans in the nation.

From 1973-79, Dr. Muse served as Dean of the College of Business Administration at the University of Nebraska at Omaha. During the 1977-78 year, he was one of 50 individuals selected to go to Washington, D.C. to serve as a Presidential Exchange Executive and worked with the U.S. Office of Education. In July 1979, Dr. Muse moved to Texas A & M University as Dean of the College of Business Administration. Under his leadership, this college grew to become the fifth largest business school in the nation in terms of full-time undergraduate enrollment. On February 1, 1983, he was appointed Vice Chancellor for Academic Programs of the Texas A & M University System.

From 1984-92, Dr. Muse served as President of the University of Akron, the third largest university in Ohio with a total enrollment of approximately 30,000 students. At Akron, he provided leadership for significant gains in the enhancement of academic programs, growth in minority enrollment, expansion of private fund raising, and increased recognition of the university.

Prior to accepting the position at East Carolina University, Dr. Muse served as President of Auburn University, the largest university in Alabama with an enrollment of more than 22,000 students on the main campus in Auburn, and more than 5,300 at Auburn University in Montgomery. In Alabama, he served as a member of the Board of Directors of the Alabama Power Company, American Cast Iron Pipe Company, SouthTrust Bank, the Alabama School of

Mathematics and Science, and the Alabama Council on Adult Education, and was president of the Southeastern Conference (SEC).

Dr. Muse is the author of three books and numerous articles in the areas of higher education, management, and marketing, he was selected as an "Outstanding Young Man of America" in 1972 and is listed in "Who's Who in America." Dr. Muse served as President of the Southern Business Administration Association in 1982-83. He is a former president of Tau Kappa Epsilon Fraternity, former Chairman of the Board of Teke Educational Foundation, and currently serves as director.

He and his wife, Marlene, are the parents of three adult children and have two grandchildren.



### ***President's Corner By Nerissa Rivera***

On behalf of the NCAIR Executive Board I would like to extend to all our membership best wishes for a Happy and Healthy New Year. As we begin this New Year I want to urge all of you to mark your calendars for our upcoming annual conference, March 18-20, 2002 in Greensboro. Sarah Carrigan is doing a marvelous job putting together an exciting and informative conference. Details about the conference and the registration materials are found in the newsletter.

Inside this issue of the newsletter you will also find the slate of candidates for officers to the Executive Board. Please make sure that you return your ballot. My thanks to all the candidates for graciously accepting this call to serve the membership of NCAIR as officers of our organization.

My year as your president has been very rewarding both personally and professionally. It has afforded me the opportunity to meet and build stronger collegial relationships with many of you. This has truly been one of the greatest benefits of holding this office. My professional life has also undergone some challenges as I seriously considered a job opportunity that would have taken me out of academe. I'm happy to say that my decision was to stay at Duke University as I felt that the university offered greater professional challenges than the private sector.

The state continues its budget woes and CFO's at both the UNC campuses and the community college system expect the state to mandate another budget reversion this spring. Unfortunately the outlook for 2002-2003 does not appear to be improved with projected budgets expected to remain flat or have small increases. These budget woes have hit at a time when enrollments at both the UNC system schools and the community colleges have increased. In response tuition rates are expected to increase with students and their families shouldering most if not all of these additional costs. North Carolina's public institutions have long been dedicated to providing their state's citizenry with access to higher education at a reasonable cost. As enrollments continue to rise in the face of a recessionary economy and continuing shortfalls in the state budget, North Carolina's elected officials will have to revisit the state's commitment to higher education.

As IR professionals, these issues challenge us to help and inform our institutions as together we face the current and future uncertainties of public funding for higher education. Unfortunately I know of no magic models, or formulae that can provide quick or painless strategies to counteract these uncertainties. These current circumstances urge us not to blind ourselves to what can be based on "that's the way it's always been done". Now more than ever we need to become creative and innovative thinkers to help our

institutions survive these current crises and to help them continuously evolve to meet the exigencies of the future.

I look forward to seeing all of you at the conference in March.

Nerissa Rivera

### ***Reaffirmation of Accreditation Using the Alternate Self-Study Model***

***Mark Puterbaugh***

**Davidson County Community College  
Member-At-Large, Community Colleges**

Every college and university in North Carolina that wishes to be regionally accredited must receive its accreditation through the Southern Association of Colleges and Schools Commission on Colleges (SACS), the recognized regional accrediting organization for the 11-state area from Virginia to Texas. After an institution receives its first accreditation and subsequent reaffirmation of accreditation, it is required to complete a self-study and be visited by a reaffirmation team on a ten-year cycle. The reaffirmation team, which is composed of peers from other SACS accredited colleges and universities, examines the Self-Study and visits the college to assess its compliance with the "must" statements contained in the Criteria for Accreditation.

Davidson County Community College (DCCC) is preparing for its visit by a SACS reaffirmation of accreditation team on February 25-28, 2002. In pursuing its reaffirmation of accreditation, DCCC had a choice, as all SACS member institutions have had in recent years, of using the traditional model or the alternate self-study model. The traditional model, which is used by most colleges seeking reaffirmation

of accreditation, is comprehensive and focuses on documenting compliance with the Criteria for Accreditation and on identifying and implementing quality enhancements as a part of the comprehensive review. The alternate self-study model also requires institutions to thoroughly document compliance with the Criteria; however, the process is addressed in audit form. In addition, the college chooses a strategic topic to study which will result in college-wide benefits and enhancements to the area of study chosen by the institution.

In July of 1999 a cross-functional group of DCCC faculty and staff met to consider using the alternate model for the College's self-study as an opportunity to focus on a strategic area for change and improvement. After deciding that the alternate model would provide the greatest benefit to DCCC because of successful outcomes from previous work on collegewide strategic initiatives, the group chose the topic, "Essential Skills for Lifelong Learning" from four possible topics it had discussed. All of the topics focused on common themes which emerged in institutional planning and evaluation activities such as annual program review. The purpose of the study was to improve the connection between the current student population entering DCCC and the College's curriculum programs and related services designed to enhance students' educational and employment opportunities. More specifically, the self-study was to focus on identifying essential skills for learning success, assessing student readiness for learning, validating their attainment of essential skills, and aligning College programs and services to improve the connection between developmental studies and curriculum programs. DCCC submitted a proposal to the SACS Commission on Colleges for the alternate self-study in October 1999 and was subsequently approved.

The self-study process was officially launched on February 2, 2000 when the SACS liaison to DCCC visited the College to "kick-off" the process. The purpose of this meeting was to provide guidance and

to officially signify the start of the self-study. Shortly after that, three committees were formed to provide direction and operationalize the self-study process: Steering Committee, Compliance Committee, and Strategic Study Committee.

The role of the Steering Committee was to inform the campus community of the various activities that occur during the self-study process, to map the progress of the self-study, to respond to the various activities of the committees, and to identify other committees to assist in the self-study process. In short, the Steering Committee oversaw the entire self-study process.

The purpose of the Compliance Committee was to coordinate the process of assessing DCCC's compliance with the Criteria for Accreditation and to provide documentation to demonstrate compliance. The final product of the Compliance Committee was the self-study document summarizing the Criteria audit.

The third and final committee, the Strategic Study Committee, had as its charge to oversee the study of the strategic topic and to coordinate all activities related to it. To assist in this process, five subcommittees (Evaluation, Assessment, Communication, Coordination, and Advising) were formed to examine issues related to developmental studies. Each subcommittee performed its work and gave updates at periodic Strategic Study Committee meetings. The final product of the Strategic Study Committee was the document, "Essential Skills for Lifelong Learning."

The three committees began their work in February of 2000 and have continued working through December 2001 when the Self-Study and Strategic Study reports were completed and sent to the publisher. DCCC had a preliminary site visit by the chair of the SACS visiting team in mid-December to confirm the College's readiness to receive the visiting team and to



meet with individuals and groups involved with the two study reports.

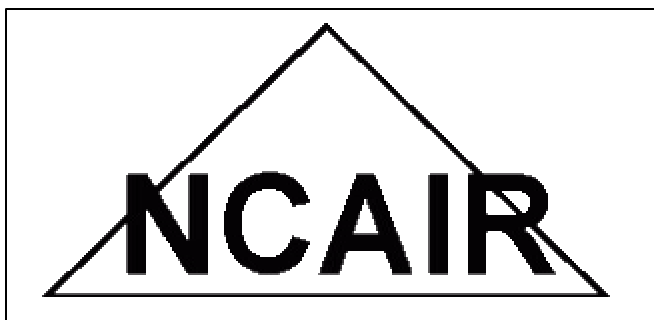
The alternate self-study model, though it can be a more complex process because it involves the production of two self-study documents instead of one, has produced benefits for DCCC. First, the College has learned much about its developmental studies program and the students who are in it. Faculty and staff have a better understanding of the factors that contribute to the success or failure of students in developmental courses. As a result of information learned during this study, advising workshops have been held for faculty and staff to address issues specific to developmental students. Grades earned in selected developmental courses have been examined to determine the relationship between the grade earned in the developmental course and the grade earned in the subsequent non-developmental course. Also, non-cognitive factors that can influence student success have been identified and incorporated into the student advising process. Perhaps most important of all is the transformation which has occurred in faculty and staff attitudes toward students who are underprepared for college-level work. Prior to the strategic study, faculty and staff frequently expressed frustration and disappointment in response to the increasing numbers of DCCC students who required remediation before being admitted to their College program of study. "What has happened to the quality of student that we used to get?" we asked. As a result of the study, faculty and staff have come to embrace the students who need remediation. "These ARE our students," we say, while holding fast to proven indicators of success and creating and improving a system to help students take the next step in their educational and career pathways.

On the compliance side, DCCC completed a thorough review of every one of the "must" statements in the *Criteria for Accreditation* and has documented compliance with each statement. In the course of assessing the College's compliance with the *Criteria*, improvements have been made that were identified as a result of the self-study process.

In addition, several DCCC faculty and staff have prepared for the upcoming SACS visit by serving on SACS review teams at other colleges seeking reaffirmation of accreditation. Finally, faculty and staff members from DCCC regularly attend the SACS Commission on Colleges Annual Meeting each December as a professional development experience to learn about best practices and emerging issues.

To sum up, the self-study process has been a positive experience for the College, reflecting the College's commitment to "survive, succeed, and prosper in the process." Faculty and staff are currently continuing preparations for the February reaffirmation visit.

(Note: An effort begun more than two years ago to review the SACS Commission on College's *Criteria for Accreditation* for validity and relevancy and to study the peer review process resulted in formal approval in December at the SACS 2001 Commission on Colleges Annual Meeting in New Orleans. The new approach is summarized in the publication *Principles of Accreditation: Foundations for Quality Enhancement*, and the new standards and process will be used for accreditation and reaffirmation processes beginning in 2004.)



2002 Conference: Planning for Uncertainties  
 March 18-20, 2002  
 Sheraton Greensboro at Four Seasons  
 3121 High Point Road  
 Greensboro, NC 27407

Registration Form:

Name: \_\_\_\_\_ Badge Name: \_\_\_\_\_  
 Title: \_\_\_\_\_ Institution: \_\_\_\_\_  
 Address: \_\_\_\_\_ City: \_\_\_\_\_ State & Zip \_\_\_\_\_  
 Telephone: \_\_\_\_\_ Email: \_\_\_\_\_

Is this your first NCAIR conference? Yes \_\_\_ No \_\_\_

Fees	Postmarked By Feb. 25	Postmarked after Feb. 25	Amount Due
Conference Registration Fee (including membership)	\$95.00	\$105.00	\$ _____
Conference Registration Fee only	\$80.00	\$ 90.00	\$ _____
Membership Only	\$15.00	\$ 15.00	\$ _____
Workshop: <b>The New SACS guidelines</b> Monday, March 18 <sup>th</sup> 2-4 pm	\$25.00	\$ 25.00	\$ _____

SPECIAL EVENTS

\*Dinner and Dancing with \_\_\_\_\_ registrant is attending Yes or No  
 The Charlie Culbreath Orchestra \_\_\_\_\_ check for vegetarian option \_\_\_  
 Tuesday, March 19<sup>th</sup> 6:00 pm, special event is included with conference registration  
 Dinner tickets for non-registered guests # \_\_\_\_\_ @ \$25.00 ea \$ \_\_\_\_\_  
 Wednesday Breakfast Buffet: \_\_\_\_\_ registrant is attending Yes or No  
 Breakfast is included with conference registration  
 Breakfast tickets for non-registered guests # \_\_\_\_\_ @ \$15.00 ea \$ \_\_\_\_\_

TOTAL DUE \$ \_\_\_\_\_

Make room reservations for the Sheraton Greensboro at Four Seasons by calling 1-800-242-6556 by February 15, 2002. Please submit payment for the conference with this registration form and make your checks payable to NCAIR.

MAKE CHECK PAYABLE TO NCAIR, SEND REGISTRATION FORM WITH PAYMENT TO:  
 Lily Hwang, Treasurer - NCAIR  
 Central Piedmont Comm. College  
 P.O. Box 35009, Institutional Research

Charlotte, NC 28235-5009

### ***Nominating Committee Report***

The NCAIR nominating committee (Dave Smathers, chair; Lily Hwang, and Nerissa Rivera) has submitted nominations for members of the 2002-2003 Executive Committee. A mail-in voting ballot is included in this newsletter. Ballots will also be available at the registration desk during the annual conference. Election results will be announced during the business meeting of the conference.

The following individuals will continue to serve on the Executive Committee in 2001-2002:

President – Sarah Carrigan

Member-At-Large (All institutions) – Diane Hartge

The nominations for new members of the Executive Committee are as follows:

#### **Candidate for President-Elect, Robert I. Springer**

\* Education: B.S., B.A., M.A., Economics, Old Dominion University.

\* Experience: Director of Institutional Research, Elon University, 1999-Present; Director of Institutional Research and Effectiveness, Reinhardt College, 1996-1999; Analyst/Planner, Old Dominion University, 1992-1994.

\* Professional Affiliations: North Carolina Association of Institutional Research; Southern Association for Institutional Research; Association for Institutional Research.

#### **Candidate for Secretary, Donna Etheridge**

\* Education: M.Ed., Ed.D., Adult and Community College Education, North Carolina State University; B.A., Tennessee Wesleyan College; A.A., Hiwassee Junior College.

\* Experience: Director of Institutional Effectiveness, Mitchell Community College, 1995-Present; Continuing Education Staff Member, Mitchell Community College, 1987-1995; Golden Triangle Vocational-Technical Center of East Mississippi Junior College, 1972-1987.

\* Professional Affiliations: North Carolina Association of Institutional Research; North Carolina Community College Planning and Research Organization.

#### **Candidate for Treasurer, Michael Hadley**

\*Education: B.S. in Political Science from East Carolina University, M.B.A. from East Carolina University.

\*Experience: Assistant Dean for Institutional Research and Effectiveness at Methodist College for 16 months. Prior Coastal Carolina University for 3 years as a Statistical Research Analyst and 3 years in various institutional research, and assessment positions at Francis Marion University.

\*Professional Affiliations: North Carolina Association for Institutional Research, Southern Association for Institutional Research, Association for Institutional Research, South Carolina Association for Institutional Research and South Carolina Higher Education Assessment Network Assessment Network.

#### **Candidate for Member-at-Large, Private Institutions, Kendrick Tatum**

\*Education: B.A. in English from University of North Carolina.

\*Experience: IR at Duke University since 1987, currently hold the position of Institutional Research Analyst.

\*Professional Affiliations: Member of NCAIR since 1992. Also member of: SAIR; AIR; SCUP; AAUDE

**Candidate for Member-at-Large, Community Colleges, Patricia Abell**

\*Education: B.A. in Math from St. Louis University, M.S. in Computer Science from the University of Evansville and is completing (A.B.D.) a PhD at Illinois State University.

\*Experience: Director of Institutional Research and Planning at Guilford Technical Community College for about two years. Prior to her current position she worked for Guilford County Schools in Assessment and Evaluation and also spent about fifteen years in various institutional research, planning, retention research and assessment positions at Illinois State University.

\*Professional Affiliations: North Carolina Association for Institutional Research and North Carolina Community College Planning and Research Organization.

**Candidate for Member-at-Large (Public 4-year) Alton Rucker**

\*Education: B.A. in Sociology from North Carolina A&T State University, M.A. in Sociology from East Carolina University

\*Experience: Senior Research Associate, North Carolina A&T State University, 2000-present. Institutional Researcher, Pitt Community College, Office of IT&S, 1996-2000. Statistical Research Assistant II, ECU Center for HSR&D, 1992-1996.

\*Professional Affiliations: North Carolina Association for Institutional Research.

**NORTH CAROLINA ASSOCIATION FOR INSTITUTIONAL RESEARCH**

**ELECTION OF 2002-2003 EXECUTIVE COMMITTEE MEMBERSHIP**

ARTICLE VII, Section 2 of the By-Laws states “The Nominating Committee shall cause its slate of proposed officers and members-at-large (with any annotations deemed to be desirable) to be sent to each active member not later than thirty (30) days prior to each Annual Conference. Active members, having indicated their choices and/or written in their nominees, shall return their ballots to the Committee by the date specified on the ballot. Upon conclusion of the process, the Committee’s ballots shall be deposited with the Association’s secretary.”

Please vote for each of the following nominated by the Committee or write in the name of your nominee in the space provided. Vitaes of each nominee identified by the Committee are included in this newsletter.

<b>For President-Elect</b>	<b>Vote (X)</b>
Robert Springer, Elon University	
<b>For Secretary</b>	
Donna Etheridge, Mitchell Community College	
<b>For Treasurer</b>	
Michael Hadley, Methodist College	
<b>For Member-at-Large (Private Institutions)</b>	
Kendrick Tatum, Duke University	
<b>For Member-at-Large (Community Colleges)</b>	
Patricia Abell, Guilford Technical Community Coll.	
<b>For Member-at-Large (Public 4-year)</b>	
Alton Rucker, North Carolina A&T University	

Please deposit this ballot at the registration desk during the Annual Conference by March 19, 2002, or mail to the chair of the Nominating Committee by **no later than March 7, 2002**:

David Smathers  
Rockingham Community College  
P.O. Box 38  
Wentworth, NC 27375-0038

Additional ballots will be available at the conference.





***NCAIR Newsletter, January, 2002***

**Carol Gosselin, Newsletter Editor  
Office of University Planning and Analysis  
201 Peele Hall, Box 7002  
North Carolina State University  
Raleigh, NC 27695-7002  
Address Correction Requested**

***NCAIR 2002 Conference Program Committee***

**Sarah Carrigan, UNC-Greensboro, Program Chair  
Robert Fry, UNC-Wilmington  
Ross Griffith, Wake Forest University  
Michael Hadley, Methodist College  
Lily Hwang, Central Piedmont Community College  
Noelle Kehrberg, Western Carolina University  
Claudia McCann, East Carolina University  
Kendrick Tatum, Duke University**