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ABSTRACT
        These two newsletters for 1997 highlight the following
topics and issues. The July issue reports that community and technical
colleges are moving to performance funding as a result of the 1997 Washington
state legislature including a performance evaluation proviso for all pubic
higher education institutions. Another article is featured on data mining, a
process of extracting unknown and comprehensible information from large
databases in order to make decisions, is of increasing interest to the
educational community. Other topics on empowering research and distance
education in Oregon are also covered. In the November issue, the front-page
article discusses the learning revolution by which the learner and goals of
learning are placed first. The article is followed by procedural
recommendations and discussion questions. Information on workforce training
is also mentioned and advertised as a sound and worthwhile investment. The
Association for Institutional Research's (AIR) 1998 Grant Program is
announced and detailed. Both newsletters also highlight regional news and
messages from the president. (JJL)

Parameters

Newsletter of the National Council for Research and Planning, 1997

Karen Spinetta

Editor

Oakton Community College

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Community & Technical Colleges Move to Performance Funding

The 1997 Washington state legislature included a performance evaluation proviso in the 1997-99 budget for all public higher education institutions. The legislature requires that the Washington State Board for Community and Technical Colleges reserve a set amount of the 1998-99 funds until colleges demonstrate improved performance in productivity (transfer rates and wages for vocational graduates), retention (course completion rates), and efficiency (credits to degree). The amount held in reserve is an average of $130,000 per college or about 1 percent of the base budget. The legislation also requires that a smaller amount be held in reserve for the 1997-98 year until implementation plans for performance funding have been submitted.

The legislature established specific targets in the four performance areas, though these ambitious long-term goals were not written as expectations for the next year or two. Specific targets are:

* Median wages for former vocational students at $12/hour
* 67% transfer rates to colleges within the state
* 85% average core course completion rate
* 95% efficiency rate (GEI, Graduation Efficiency Index) in credits earned compared to credits required for the degree.

Not only are these very ambitious goals, but they require substantial definitional work. Who, for example, is to be included in the denominator when calculating a transfer rate? How many years should elapse from initial entry or exit in calculating that rate? Rather than specify these details, the legislature asked the State Board to develop a proposal in this regard. The legislature also left to the State Board the matter of what observed variance in these indicators should constitute a "demonstration of improved" efficiency and quality of educational programs.

Over the summer, a task force composed of college presidents, college institutional researchers, faculty, Instruction and Student Services Commission representatives, and State Board staff will address these issues. The task force will define protocols for measures and progress toward the performance goals. The group will also identify any recommended changes for the performance indicators or the goals for consideration during the 1999 legislative session.

The legislature also wrote performance goals for public four-year institutions in Washington. The Higher Education Coordinating Board is responsible for implementing the requirements for the four-year institutions. For further information contact Loretta Seppanen SEPPANEN_LORETTA/SBCTC@ctc.ctc.edu ■

State Structures for the Governance of Higher Education

A Comparative Study prepared for the California Higher Education Policy Center, analyzes how historical factors, system design and governance structures of seven state systems influence higher education performance in the achievement of state policy objectives. The research centered on the following questions:

* How do existing state higher education structures accomplish state public policy objectives?
* What are the mechanisms for establishing state priorities and for assessing higher education's performance on these priorities?
* What strategies do elected leaders use to influence the performance of the state's higher education system, and how are these systems affected by the higher education governance structure?
* How does contextual change influence the priorities states pursue through the resources they invest in higher education?
* What is the relationship between performance and the governance structure?

The seven state systems differ in the way they use the four key work processes—information management, budgeting, program planning, and articulation. The study distinguishes four distinct categories: federal (Illinois and Texas), unified (Georgia) and confederated systems (California, Florida, and New York) and confederated institutions (Michigan).

The report calls for stronger state coordination of public colleges and notes that states that have central boards with clearly defined authority (Illinois and Georgia) respond better to state needs and goals and to budget pressures than do decentralized systems or boards with limited authority (California and New York). The study found little relationship between how much states spend on colleges and how well the colleges perform. "Coordinating boards that are not simply higher education or state government—that is, part of both higher education and state government—do a better job of balancing the public interest against professional values and institutional concerns than do subsystems or institutional governing boards that spend much of

their time competing with other subsystems or protecting the institutions they govern from the influence of state government," the report said. The ability of systems to balance statewide interests with institutional concerns depended largely on strong leadership in the central office, supportive political leaders, and steady increases in state funds. The analysts found that colleges were generally most affordable in states, such as Florida, Georgia, Illinois, and Texas, where one agency was responsible for "representing the public interest in decisions that affect institutions." California Higher Education Policy Center, 160 West Santa Clara Street, Suite 704, San Jose, CA 95113 http://www.policycenter.org/ ■

From the Incoming President

NCRP Goals 1997-98

- Support AACC's research agenda
- Continue to Publish the *Journal of Applied Research in the Community College, Parameters,* and the NCRP Directory
- Increase NCRP's presence on the Internet and expand resources available
- Collaborate with members and peer organizations as NCRP initiatives are developed
- Sponsor high quality sessions at the AACC Convention and the AIR Forum
- Recognize outstanding research and planning practitioners and chief executive officers
- Serve as a clearinghouse for sample surveys and questionnaires
- Conduct a national project
- Provide a comprehensive array of services to NCRP members
- Expand NCRP's membership base

I look forward to a productive year and hope that NCRP can provide you with information and contacts professionally helpful to you. I welcome your suggestions as to how the organization can continue to serve you.

For 1997-98, I have proposed two national projects: (1) a report on state performance indicators and (2) a collection of surveys--environmental scanning, student climate, faculty evaluations, etc. Accountability and measures of institutional effectiveness are becoming increasingly important, in particular as states move

toward performance-based funding. Loretta Seppanen from the Washington State Board and former NCRP president, has agreed to update her 1993 study on performance indicators. A discussion/critique of what the states are doing from a college perspective and the problematic aspects of the requirements from a campus perspective will be addressed. You may contact Loretta (360/753-3685) or me if you have suggestions or would like to assist with the study. If you have surveys/questionnaires that you would like to have posted on the NCRP website, please send them to me (preferably e-mail). Please include comments on strengths and weaknesses of the instruments, the suggested audience, and any other helpful information in conducting the survey. Researchers are continually looking for effective surveys and this compilation would be a good resource.
—Katrin Spinetta ■

From the Outgoing President

I have certainly enjoyed the opportunity to serve as president of NCRP during 1996-97. It has been a privilege and a pleasure to work with such a knowledgeable and dedicated group of officers, directors and volunteers. Thanks to the efforts of all those who have contributed their expertise and energy, NCRP ends the year with membership at an all time high and in a very solid financial position. The President's Annual Report, available on the Internet (http://www.peralta.cc.ca.us/indev/oid.htm) provides an opportunity for us to describe the progress NCRP has made toward the goals established by the Executive Board. If you would like a printed copy of the annual report, contact me (217/785-0154) or Katrin Spinetta (510/466-7300). *—Scott Parke* ■

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Data Mining

Data Mining, the "process of extracting valid, previously unknown, and ultimately comprehensible information from large databases and using it to make crucial decisions," is frequently used by the business sector to improve a company's market presence and to differentiate its products and services. This "mining" process is of increasing interest to the educational community and seen as an additional tool in identifying such things as hidden relationships, new trends and previously undetected patterns hidden within a data store. As larger data sets are made available through data warehousing, educational researchers may be well-served by exploring data mining software to extend their analytical capabilities, escaping the confines of verification-driven systems.

IBM's Intelligent Miner software, for example, (http://www.software.ibm.com/data/intelli-mine/factsheet.html) enables users to identify hidden correlations in their data by performing predictive modeling, database segmentation, link analysis and deviation detection using a variety of data mining techniques. The software enables clustering, partitioning a database so that records that have similar characteristics are grouped together. Two techniques of this type are provided: Demographic clustering and Neural clustering. Another technique is classification: given examples of objects belonging to different groups, a profile of each group can be developed in terms of attributes of the objects. This profile is then used to predict the group of a new object. Two techniques of this type are supported: Tree induction and Neural Induction. The software enables value prediction: given a database of records, the dependency of one attribute's value upon the values of other attributes in the same record can be developed, and automatically generate a model that can predict that specific attribute's value for a new record. Other techniques include, association discovery, sequential pattern discovery, and similar time sequence discovery. The IBM Intelligent Miner tool kit consists of powerful algorithms and processing techniques that enable application developers to analyze data stored in databases through deviation detection, classification and predictive modelling or association discovery, sequential pattern discovery and database segmentation.

However, caution should be used when mining. Along the same lines as the theory that a bunch of chimps locked in a room with a bunch of typewriters could eventually come up with Shakespearean prose, a finance professor at MIT warns: "Given enough time, enough attempts, and enough imagination, almost any pattern can be teased out of any data set." Wrong-headed correlations among financial indicators are common, says the managing director of First Quadrant Corp., who illustrates his point with "Stupid Data-Miner Tricks": for instance, after sifting through a United Nations CD-ROM, he discovered that the single best predictor of the Standard & Poor 500-stock index was butter production in Bangladesh. The problem will only get worse, say industry observers, who point out that more powerful desktop machines will be capable of making even more bizarre statistical predictions. (Business Week, June 16, 1997)

Additional information can be found at the KDNuggets Data Mining and Knowledge Discovery Resource Center (www.kdnuggets.com) which publishes a free electronic newsletter on Data Mining and Knowledge Discovery research and applications; provides S*I*FTWARE, a guide to commercial and public- domain tools for data mining and knowledge discovery; links to other websites, companies, and research projects related to data mining; a Data Mining and Knowledge Discovery journal; recent reference materials, including Advances in Knowledge Discovery and Data Mining book; meetings relevant to Data Mining and Knowledge Discovery, including KDD-97 conference; and DATASETS for testing data mining methods. ■

Empowering Research

Robert B. Barr, Palomar College, who has been advocating a new learning paradigm for institutions of higher education, one focussed on producing learning and student success as opposed to teaching (see "From Teaching to Learning: A new Reality for Community Colleges, *Leadership Abstracts*, March 1995), has also stressed the need for institutional researchers to shift from academic research to what he calls "empowering research." He distinguishes between academic research, whose purpose is to discover the truth and empowering research, whose purpose is to discover what works. For example, successful empowering dropout research discovers what reduces student attrition, he explains, not merely what explains why students dropout.

Academic Research	Empowering Research
• Asks "Why?"	• Asks "How?"
• Objective perspective	• Subjective perspective
• Focuses on causes	• Focuses on responsibility
• Involves explanation	• Involves empowerment

In a research pervasive environment, institutional researchers can also make use of the distinction between levels of research to empower themselves, their institution, and others to produce results. Barr notes that research can be conducted at two levels: individual, and organizational or system. In the case of student dropout research, at the individual level, research investigates the student's choice to persist or dropout. At the organizational level, research defines an attrition rate. Empowering research searches for variables within the college's control that affect student retention. It is action oriented. It wants to know how a result can be accomplished, rather than why things are the way they are. The form the research question takes, explicitly or implicitly, in contrast to the motivation for the research, affects the structure and nature of the research and its usefulness to decision makers.

Academic Research	Empowering Research
Why does a student dropout?	How can a student be enabled to stay?
Why does a college have this dropout rate?	How can a college change this dropout rate?

Academic research might find that the student dropout rate is related to ethnicity, parents' educational attainment, socioeconomic status, personality and other characteristics of the student. While these correlates are valid and may in a sense explain why students dropout, such explanations don't seem to have empowered colleges to retain more students. They only explain why students are leaving. Empowering research distinguishes between factors within or outside of the college's control. It attempts to discover what reduces attrition, not merely what explains why students dropout. For a copy of the article contact Bob Barr <bbarr@palomar.edu> ∎

Distance Education in Oregon

In August of 1996, the Presidents of Oregon's 17 community colleges and the Commissioner of Community College Services formed a coalition for statewide leadership and coordination of distance education. The Strategic Plan of the Oregon Community Colleges for Distance Learning (SPOCCDL) is the response to their charge to develop a comprehensive distance education plan for the Oregon community colleges that:

- Creates a global Oregon community colleges distance education vision
- Develops a logistical plan of cooperation and collaboration for the network of Oregon community colleges
- Provides access to quality higher education for all Oregonians
- Positions Oregon as a leader in community college distance education
- Participates with the Oregon State System of Higher
- Education (OSSHE) in the development of a distance education partnership
- Develops an Oregon community colleges distance education degree
- Maintains and strengthens the community colleges' mission of delivering lower division collegiate courses throughout Oregon
- Enhances Oregon's ability to attract grant funding
- Enhances efforts to market opportunities for community college education.

When completed in May of 1997, the plan will establish a framework for statewide collaboration for the delivery of community college distance education throughout the state of Oregon. SPOCCDL will be completed and published in stages which will be available at their website. Sharing the plan as it emerges accomplishes two ancillary goals: 1) to obtain constructive feedback from the broader community college community to help guide Oregon's efforts, and 2) to share Oregon's experiences on collaborative, statewide community college strategic distance education planning with others who are engaged in similar efforts. ∎

Enduring Values, Changing Concerns: What Californians Expect from Higher Education

A recent study by John Immerwahr, prepared by Public Agenda for The California Higher Education Policy Center, March 1997, asked Californians how the state should respond to "tidal wave II," a projected increase of some 450,00 students, comparable in size to the arrival of the baby-boomers in the late sixties. Among the findings of the study:

Californians strongly support more effective use of existing higher education facilities and making more college-level courses available to high school students. 95 percent of Californians favor the idea of offering more classes in the evening and over the summer and 87 percent support encouraging high school students to take more college-level courses so they can spend less time in college.

Californians also support building new campuses, allowing students to go to private institutions, and using new technologies. 43 percent strongly support building new campuses and 32 percent somewhat support this idea; 39 percent strongly support, and 35 percent somewhat support, using scholarship money to help students attend private colleges to free up space at public universities; an almost equally large percentage say that they want colleges to utilize new technologies.

Californians favor supporting students rather than institutions. Fifty-two percent say if the state government has more money for college education it should give that money to qualified students in scholarships for public or private schools rather than giving it to public colleges directly.

For additional information about the report and The California Higher Education Policy Center see http://www.policycenter.org/ ■

Tracking Transfers: A National Solution

Leone Nidiffer, Assistant Vice President, Institutional Research and Analysis at California State University, Hayward believes we are going to see a "national solution" to the tracking of transfers for IPEDS and Student Right to Know (SRTK) reporting. The National Student Loan Clearinghouse (a non-profit) is now proposing to handle the tracking of transfers. Colleges would send the social security numbers and names of their missing students by cohort and matches would be sent back to the schools. (Once a student is identified as a transfer, the colleges can consider him or her "found." Those still missing would be resubmitted every term throughout the 150% of catalog time period, thus picking up the "stop outs.") The anticipated annual fee would be six cents per fall headcount, with a minimum of $150 per college per year.

The Department of Education has approved this arrangement, stating that it fits FERPA so long as only the SRTK cohort students are tracked and only the minimum required information (essentially college transfered to and dates of attendance) are shared. ■

Building a Community of Learning

Student attrition continues to be a major concern in the higher education arena. Years of research and the development of strategies to improve student retention have resulted in little improvement. At the 37th Annual AIR Forum at Orlando, R. Dan Walleri, Director of Research, Planning and Computer Services; Cheryl L. Stoker, Director, Activity 1, Title III Project; and Juliette M. Stoering Research Associate at Mt. Hood Community College, presented results of their project designed to build a community of learning to assist at-risk students. The Title III project intended to replicate retention strategies at Mt. Hood that were successful at other institutions and as described in the literature on retention, aware that success in other settings does not necessarily guarantee success at another institution. The retention project represented a change agent, and thus, organizational dynamics provided a context that influenced project outcomes.

The major elements of the retention program included review and revision of student intake services (i.e., placement testing, advising and registration workshops, and a college success class) and intensive academic advising of at-risk students (i.e., a case-management approach to advising). Other components of the program included athlete mentoring; an enhanced study skills program (i.e., linked courses); curriculum reviews; integrated studies; and professional development activities for faculty and student personnel professionals. Enhanced technology capabilities such as computerized placement testing, an early-warning alert system, and automated degree audit supported these efforts. The amount of resistance to change, while not unexpected, was a difficult barrier to overcome. For further details on the study, contact wallerid@mhcc.cc.or.us ■

"The Internet as a Resource for IR and Planning" by John H. Milam, Jr. at George Mason University (http://registrar.gmu.edu/~jmilam/ashe/reader.html) reviews the basic types of World Wide Web resources which are available, outlines the current state of Internet sites useful to institutional research and planning, discusses the concept of the Intranet in higher education, and provides a link to case studies of how to use the Internet for work. He reviews some listservs from regional IR associations, including NEAIR-L, TAIR-L, VAMAP-L, and CAIRNet. SAIRMAIL is a good source of job vacancy information and SAIR news. He notes that the six listservs offered from Bates College, (JCAR-L, Rank-L, IPEDS-L, Stand-L, SRK-L, and Recert-L) are exciting opportunities for institutional researchers. Two new listservs also have potential. The CDS-COLLEGEBOARD listserv is designed to review potential survey questions and requirements of the publisher's group in creating a common data set for admissions guides. NDIRCOOP was started to foster dialogue between the authors and readers of a New Directions for Institutional Research volume about data exchanges.

"By February 1997," notes Milam, "at least 200 institutional research offices, 154 higher education associations (not including the many discipline-specific organizations with a web presence), 60 State Higher Education Executive Offices (SHEEOs), system offices, and private consortia, over 100 student affairs offices in 17 functional areas, 15 assessment offices, and 41 higher education research centers, sites, and graduate programs have homepages on the web. Consult his homepage: A Field Guide to IR Homepages (http://apollo.gmu.edu/~jmilam/fieldguide.html)

In the homepage Internet Resources for Institutional Research (http://apollo.gmu.edu/~jmilam/air95.html), Milam lists "over 1,000 links in 48 topical categor ies. These include links to: accrediting agencies, admissions guides, affirmative action, census data, conferences and professional development, facilities, finance, financial aid, grants/sponsored research, higher education publications in electronic format, jobs, K-12 partnerships, la w/legal issues, legislation, sports, state government, statistics/research methods, technology issues, testing, and virtual universities.

The American Association of University Professors (AAUP), with the work of Gene Glass at the University of Arizona, has made current AAUP salary data and IPEDS student enrollment data by ethnicity available by institution on the web. The National Center for Education Statistics (http://www.ed.gov/NCES/) and the National Science Foundation (http://www.nsf.gov/) are both experimenting with providing more complicated query access to all survey data. ∎

Higher Education Associations on the Web
http://www.nacubo.org/website/assrd.html

1997 Directory of State & Regional Research Associations
http://aera.net/resource/states.html

WebCASPAR—Web-Based System for Obtaining NSF Statistics on Universities & Colleges. The National Science Foundation's Computer-Aided Science Policy and Research (CASPAR) database is now available over the World Wide Web. CASPAR contains information on R&D expenditures, Federal funding, degrees awarded, and graduate student enrollments at several thousand U.S. academic institutions. CASPAR files also include all data collected through the IPEDS system by the Department of Education.

The URL for WebCASPAR at NSF is: http://caspar.nsf.gov/webcaspar An alternate site is: http://stargazer.qrc.com/webcaspar ∎

Searchable Index of 585 Community College Web Sites. Maricopa's Center for Learning and Instruction has developed the Community College Web with a searchable index of 585 community college web sites in the United States, Canada, and elsewhere around the world. The interface allows you to search alphabetically (by the first letter of the college's name), geographically (by the country/state/province), or by keywords in the college name, location, or web address. The Center also maintains a collection of resources related to community colleges searchable by keyword or by category. http://www.mcli.dist.maricopa.edu/cc/ ∎

Duke's Center for Teaching and Learning. http://www.ctl.duke.edu/ The Center provides a wide range of resources and services to support faculty teaching.

Edupage <edupage@educom.unc.edu> Edupage provides a summary of news about information technology as a service by Educom, a Washington, D.C.-based consortium of leading colleges and universities seeking to transform education through the use of information technology. To subscribe to Edupage: send mail to: listproc@educom.unc.edu with the message: subscribe edupage ∎

Internet Search Tools. <http://www.mcrel.org/connect/netsrch.html>.

National Center for Education Statistics. < http://www.ed.gov/NCES/pubs/D96/index.html>.

Fedstats: One Stop Shopping for Federal Statistics. <http://www.fedstats.gov/>.

Center for Technology in Government. "The World Wide Web as a Universal Interface to Government Services." <http://www.ctg.albany.edu/resources/htmlrpt/ittfnlrp.html>.

Hedges, Andrew. **"Internet Resources for Student Affairs."** <http://www.whitman.edu/~hedgesaj/stuaff/>.

Niles, Robert. **"Finding Data on the Internet."** <http://nilesonline.com/data/>.

Ulanoff, Lance N. **"Build Your Own Web Site."** PC Magazine Online. <http://www.pcmag.com/IU/features/1515/intro/intro.htm>. ∎

Regional News

Region I: Mary Ellen Goldstein, Regional Director
(mgoldstein@hcc.mass.edu)
CT, ME, MA, NH, RI, VT

After nine years, Alan Sturtz, Gateway Community-Technical College, is stepping down as chair of the Connecticut Community-Technical College system's Institutional Research Council. Beginning July, 1997, Corby Coperthwaite, Manchester Community-Technical College, will be the new chair. Margi Winters, Tunxis Community-Technical College, will be the council's recorder.

The Community-Technical Colleges of Connecticut, through initiatives from the Chancellor's office, have begun a strategic planning process that will focus on institutional effectiveness and efficiency. Members of the institutional research council will be involved on many of the subcommittees.

Region II: Kevin E. Keefe, Regional Director
(kkeefe@rvcc.raritanval.edu)
NJ, NY, PR, VI, Quebec

Members of the New Jersey County College Association of Institutional Research and Planning met in Trenton earlier this spring to develop a plan to determine the number of credits that community college gr aduates are able to transfer to four-year institutions. Unlike many states that have full-faith credit and articulation agreements between two- and four-year public colleges, New Jersey is behind in the implementation of a system to measure transfer credits among all public institutions. Even though the state maintains a student unit record of enrollment (SURE), accuracy on the number of credits that transfer to four-year state colleges is sometimes difficult for community colleges to determine.

The members of CCAIR&P in New Jersey will conduct research on five cohorts of community college graduates from 1992 through 1996. Any comm unity college graduate who is enr olled in a four-year state institution will become part of this research popula tion. The study calls for a report of the number of credits accepted toward the four-year college degree by each of the 19 community colleges and all of the four-year public institutions. The results will enable the colleges to determine the number of students who transfer, the mean number of credits, and the range of credits accepted toward the degree for each of the five graduating cohorts.

Region III, Gohar Farahani, Regional Director
(Gohar_FARAHANI@FREDERICK.MD.US)
DE, DC, MD, PA, VA, WV

It is good to meet annually with people who perform the same kinds of duties and to have the opportunity to share information about projects. But, what I enjoy most about attending the annual AIR forums is that I have the opportunity to talk to people without explaining what institutional researchers do and who they are! Thanks to NCRP for granting me $800.00 to attend the 37th AIR Forum in Orlando. This y ear's forum had the largest number of attendees in the history of the AIR forums.

At this year's forum, Dr. Yankosky and I were the facilitators during a breakfast session entitled "Two Methods of Automating Your Campus Fact Book." In the past, I used to create a binder for all users of the *Fact Book* (about 100 persons). As data became available, I asked the subscribers to insert new tables in the appropriate section. This year, my *Fact Book* was created in WordPerfect 6.1, available in our collegewide network. By inserting hypertext links, the WordPerfect document is available through our Intranet to all faculty and staff. Users can find a specific chart, table, or text information quickly by clicking on hypertext links which are highlighted in green in the table of contents.

This method has several advantages. First, it is relatively inexpensive, requiring only the cost of the authoring software which, in my case, was available and some labor to markup the pages. Second, the IR office will no longer have to print, collate and distribute one hundred copies of the *Fact Book* which will save time and money. Third, the IR office can make changes and corrections to the *Fact Book* at any time without having to issue paper copies.

A second method is to send your file through your e-mail system. Everyone who has access to e-mail can have access to the *Fact Book* as well.

The only limitation to publishing the *Fact Book* electronically is that charts or graphics are very slow to retrieve. I found it advantageous to remove them so that the *Fact Book* contains only WordPerfect tables.

Region IV: Patricia Windham, Regional Director
(Pat@DCC.firn.edu)
AL, FL, GA, MS, NC, SC, TN

The Postsecondary Education Planning Commission is currently developing the *1998 Master Plan for Florida Postsecondary Education*, which will serve as the basis for the development of strategic plans by the Board of

Regents, the State Board of Community Colleges, and the Independent Colleges and Universities of Florida. The Commission, established in 1980, serves as a citizen board to coordinate the efforts of postsecondary institutions and provides independent policy analyses and recommendations to the State Board of Education and the Legislature.

As part of this process, the Commission has scheduled three public hearings on access, outcomes and economic development and funding. The hearings will be held in Sarasota on May 22, in Gainesville on June 19 and Fort Lauderdale on July 17.

Further information about the *Master Plan* and the Commission, its publications, meetings and other activities may be obtained from the Postsecondary Education Planning Commission, Florida Education Center, Tallahassee, Florida 32399-0400; 904/488-7894.

The Southeastern Association for Community College Research (SACCR) will be meeting August 3-6, 1997, at the Omni Royal Orleans Hotel in New Orleans. The conference theme is "Institutional Research: Making Dollars with Sense."

In 1979, performance funding became a reality in Tennessee's higher education institutions. Since that time, more and more states have moved from mere accountability to performance funding, thus making institutional research activities essential to both continuous improvement and revenue generation. Such funding initiatives may have profound effects upon institutional effectiveness and quality. This year's conference goal is to identify and discuss such effects. View SACCR on the Web at http://www.dcc.edu/saccr.html

Region V: Gene Atkin, Regional Director
(genea@oakton.edu)
IL, IN, MI, MN, OH, WI, Ontario

The theme of last month's AIR Forum in Orlando was "Performance Indicators: Defining Measures That Matter." There were many excellent sessions on finding measurable indicators evidencing learning. Those of you who were unable to attend or participate in the discussions may still want to obtain recordings of key sessions or write to various authors for copies of their papers.

Since no single performance indicator is likely to stand as conclusive evidence of quality, and the North Central Association, which accredits most of us, looks for "patterns of evidence," I thought I'd share with you three sessions that stood out for me. These were:

13-275, John Bolt and Keith Roberts comparing indicators used in Handsworth College in the United Kingdom (lots of career programs) and at Milwaukee Area Technical College.

17-512, Patricia Windham, Raymond Hackett, and Sarah Carrigan on Florida's state-defined performance indicators.

27D-805, A panel on the final report of the NPEC working group on student outputs from a data perspective.

For the past two years, it's been my privilege to serve as your board member. As I move on to something new, I know you join me in welcoming a new director for our region, Garry Heberer, from Edison Community College in Piqua, Ohio. I look forward to his leadership for our region.

Region VI: David Preston, Regional Director
(dpreston@brazosport.cc.tx.us)
AR, LA, NM, OK, TX

Thank you Region VI for making my stint as the Director an enjoyable one. In the future, Region VI news will be done by your new director, Annmarie Shirazi, Dean of Research and Planning, Oklahoma City Community College. Please help her by providing information for *Parameters* and welcoming her as your new District VI director.

I had the distinct pleasure of being selected to help evaluate the AIR Forum by attending a focus session on Wednesday. Some good ideas and concerns were expressed during that meeting. One of the major concerns was the seeming lack of networking with other researchers. So many AIR members apparently brought along family that extra time was spent enjoying the area and far less visiting with peers.

The cost of going to the Forum has always been a concern. The Forum gets more expensive and local budgets get tighter. (As a reminder NCRP provides a stipend to someone in NCRP each year to help cover the cost of the Forum.)

Program quality was another concern of this focus group. Some felt that the sessions were not held to high enough standards, e.g., publications not adhering to APA standards, improper use of statistics, not providing required handouts, and poor presentation skills. I hope that some of these suggestions make their way back to the program committees.

As always, I attended some very good sessions and was able to absorb some new ways of looking at data. I enjoyed the Forum.

You may want to look at the definitions for the data required on the Graduation Rate Survey. Some have been redone and others added. NCES has finally started to recognize the diversity of missions and students served by community colleges. Some issues remain, but we are much better off now than we were when this survey was first suggested. Thanks to those community college folks who have helped NCES realize this.

NCRP has some real formidable challenges for the future. Representing community colleges at such meetings as the AIR Forum is very important and should continue. Community colleges do so much and with the expanding role of the community college researcher, I can see a need for an NCRP Forum in the future.

Thanks to Dr. Scott Parke who worked so diligently leading NCRP to reach so many of its goals this past year. I enjoyed working with him. Thanks to all who work to make NCRP such a great organization. Katrin has some big shoes to fill and will do wonderfully in her new leadership role.

I hope to serve NCRP again in a leadership capacity in the near future. Happy data diddling!

Region IX: Lou Attinasi, Regional Director
(LATTINASI@pimacc.pima.edu)
AZ, CA, HI, NV, the Pacific Trust

On April 3, Pima Community College (PCC) and the University of Arizona hosted the annual Arizona AIR Conference. Held on the new PCC campus in Tucson, the event drew nearly 70 participants from across the state. Dr. Robert Jensen, PCC Chancellor gave the keynote speech. Describing the diversity of the Arizona demographic, geographic, and political landscapes, Dr. Jensen called upon institutional researchers to provide leadership to Arizona's institutions of higher education in responding to this diversity. Other highlights of the conference were demonstrations by university representatives of the data warehouse approach to providing information for decision makers, a panel discussion focusing on higher education accountability within the context of state mandates, and a presentation on transfer readiness and post-transfer success presented by Dr. Ellen McGregor, a research analyst in PCC's Office of Institutional Research. Dr. McGregor's presentation was based on her recently completed AACC/Sloan Foundation sponsored study.

Institutional researchers from Arizona's community colleges and public universities met in Phoenix on May 1 to discuss student information sharing among the state's public institutions. The participants were in agreement that sharing would occur most expeditiously and most efficiently if a single statewide student data base located within a data warehouse were to be created and maintained at a single location. They also agreed that they needed to educate their CEOs as to the advantages of such a database and to urge them to provide support for the system. At the same meeting, the researchers initiated a discussion concerning how to respond to the statewide Transfer Articulation Committee's request for a research design to evaluate the state's new transfer articulation framework, which includes three new transfer degrees and other new transfer options.

At its 35th Annual Research Conference, the RP Group, the research and planning group for California community college researchers and planners, announced the following awards:

• James Barr and Richard A. Rasor at American River College for "Institutional Effectiveness," published every two years, covering access, survey findings, assessment outcomes and relationship with grades, student performance in subsequent courses, student success by demography, persistence, transfer productivity, and summary evaluations.

• Janis Cox Jones at Cosumnes River College for "Inside Out: Accountability and Performance in the California Community Colleges," a report examining three accountability/student performance models: 1) the AB1725 legislative model; 2) the internal or "CC FAMILY" model; and 3) the external or "CC CRITICS" model, containing a "cost per outcome" analysis for transfer, occupational and remedial outcomes. Performance-based funding is discussed as an option for improvement.

• Peter B. Geltner at Santa Monica College for "Class Success—Class Withdrawal," studying the success of students in classes and the withdrawal of students, for 16 variables.

• Janis Cox Jones and Brad Brazil at Cosumnes River College for "From Accountability to Effectiveness: The Student Flow Model Ten Years Later," a paper examining the development and change over time of the Los Rios District's Student Flow Research Model, and its uses at the district and college levels for strategic, academic and facilities planning. The report includes the Enrollment Potential Projection Model (EPPM) used in developing the successful proposal for the district's newest college, Folsom Lake.

Region X: Jack Bautsch, Regional Director
(jbauts@seaccc.ctc.edu)
AK, ID, OR, WA, British Columbia

The Pacific Northwest Association for Institutional Research and Planning (PNAIRP) will hold its annual conference on October 23-24, 1997, at Portland State University in Portland, OR. Rather than feature a keynote speaker as has been the custom, this year's conference will center around a number of practical, "how-to" training sessions using a combination of lecture, discussion and hands-on exercises. The instructors for these sessions are recognized experts in their fields with experience in training, teaching or presenting workshops.

As of this writing (June, 1997), five workshops have been confirmed.

Understanding MS Access. Sylvia Sandoz (Lane Community College, Eugene, OR) This workshop presents an introduction to the basics of this database application.

Using MS Access for Institutional Research. Tod Massa (Williamette University, Salem, OR). Topics will include moving data from a transaction system to an analysis system, creating results tables for standard reporting, and creating reusable procedures to simplify standard reporting. Massa will also be holding this workshop at the AIR Institute in July.

Building a Web Site. Tom Gaylord and Maio Mazziotti (Center for Education Information and Standards, Victoria, BC). The topic is pertinent as an increasing amount of data is provided on the Internet.

Statistics Refresher for Institutional Research. Archie George (University of Idaho). Descriptive statistics, inferential methods, and new developing statistics that have begun appearing at AIR (logistic regression, for example) will be covered.

Using Qualitative Methods in Institutional Research . June Gordon (University of California, Santa Cruz). June has extensive experience doing ethnographic research in higher education.

Other workshop ideas are pending, including:
   Using ethnographic software to analyze qualitative data.
   Conducting market research using Perception Analyzer
   Data warehouse: theory, design, construction
   Using Powerpoint to create and deliver effective presentations
   Developing a comprehensive assessment framework.
In addition to these "how to" workshops, the conference will include papers and short "showcasing" sessions featuring IR projects from throughout the region. To receive the conference mailing, contact PNAIRP secretary, Kathi Ketcheson. Kathi can be reached at Portland State University, P.O. Box 751 OIRP, Po rtland, OR 97207; ketchek@oirp.pdx.edu. ∎

NCRP Election Results

Gene Atkin, Coordinator for Research and Planning at Oakton Community College in Des Plaines, Illinois, has been elected NCRP President-elect for 1997-98 and will serve as NCRP President in 1998-99. Gene is currently completing a two-year term as Region V Director. His service to NCRP during the last two years has included serving on the Nominations and Travel Grant Committees and developing a PowerPoint presentation for NCRP to use in promoting membership. In addition to his service to NCRP, he has been active in AIR and AACRAO.

Karen Conklin, Market and Survey Research Analyst at Johnson County Community College in Overland Park, Kansas, has been elected to a second term as Secretary-Treasurer of NCRP. Karen has served NCRP as Region VII Director from 1992-95, and has been active in state, regional, and national organizations for institutional researchers. Karen was recently elected to the office of Associate Forum Chair for the Association for Institutional Research.

Four new Regional Directors were elected to serve two-year terms, beginning July 1, 1997: Mary Ellen Goldstein, Director of Institutional Research, Holyoke Community College in Holyoke, Massachusetts (Region I); Susanne Fischer, Director of Institutional Research, Institutional & Program Planning, St. Petersburg Junior College, St. Petersburg, Florida (Region IV); Garry Heberer, Associate Dean for Planning and Institutional Research, Edison Community College in Piqua, Ohio (Region V); and Annmarie Shirazi, Dean of Institutional Research and Planning, Oklahoma City Community College, Oklahoma City (Region VI).

Jeffrey A. Seybert, Director of Research, Evaluation and Instructional Development at Johnson County Community College in Overland Park, Kansas, will continue to serve as NCRP's AACC Research Commission representative for 1997-98.

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AACC Research Commission Minutes

April 11, 1977 Anaheim, CA

Opening Reports. Belle Wheelan, Chair of the commission, opened the meeting. There was discussion about the Sloan papers. Four papers are currently in process for publication; a fifth paper is still under review.

Katherine Boswell reported on the current status of the Education Commission of the States (ECS) Critical Roles for Community Colleges project. ECS is working with state and community college leadership to promote and support state-level dialogues and encourage policy action on critical issues such as: governance, state funding formulas, workforce preparation, and performance and accountability. ECS is developing a comprehensive policy notebook for state policy makers that will provide relevant research on these and other community college policy issues, models and exemplary programs from across the country, related policy briefs, and other supporting materials. ECS is also investigating the possibility of having a teleconference in September that would allow many colleges access to the dialogue.

NELS88 Longitudinal Program. A request was made by the National Center for Education Statistics to support the continuation of the NELS88 Longitudinal Program. The Commission agreed that longitudinal studies provide needed and valuable information about higher education. Further, they are difficult to implement due to the cost of collecting and analyzing that amount of data and the differences found in state systems. NCES is one of the few places that has the facilities to collect and maintain national longitudinal higher education data. However, too often, the information they report is collected and presented based on traditional higher education models. They try to fit the community college student into the image of the traditional higher education student. One example is the common use of graduation as the sole indicator of success.

The Commission feels that NCES has been receptive to suggestions that community colleges have made recently. Further, if we want to have groups like NCES provide information that truly represents community colleges and their students, then it is our responsibility to educate them and to provide them with models to follow. Once we have a model in hand, we will be better positioned to request that NCES and others do everything possible to collect, analyze, and publish data as defined in the model.

The following recommendations were made:

- That AACC staff write a letter of support for the continuation of NELS88 Longitudinal Program from the Research Commission. Include in the letter specific examples of how community colleges could be better represented in this and future longitudinal studies.
- That the Research Commission develop our own student success model that accurately reflects the community college student and provides descriptors of community college success. Once developed, the AACC Research Commission will endorse the model and urge that other groups adopt it.

The volunteer group which will develop such a model includes: Bill Tucker, Larry Mays, Jeff Seybert, Ned Doffeney, Jim Callier, Virginia McMillan, Dick Alfred, Rosemary Gillette-Karam, Jim Horton (will develop a list serve), and Margaret Rivera.

Promoting Community Colleges to Foundations. The Commission expressed concern that major foundations do not have a good understanding of the research needs of our institutions. Foundations need to be educated to help them understand what community colleges do. Information about community colleges should be sent to foundation boards. College boards should also be utilized to identify foundations and help contact them.

It was recommended that AACC invite the leaders of the following foundations to the November Commission meeting so they can be included in a dialogue and get a better understanding of the challenges confronting community colleges: Kellogg, Exxon (Ed Art), Ford (Steve Zwerling), NSF, Sloan, and Pew Charitable Trust.

Best Research Award. The Commission has talked briefly at past meetings about sponsoring a "Best Research Award." A sub-group volunteering to develop the criteria for such an award and application guidelines include the following: Irving McPhail, Bill Hierstein, Marvin Lane, and Martha Kanter (lead).

ERIC Clearinghouse for Community Colleges. Art Cohen, Director of ERIC, described how ERIC Clearinghouse was formed and the type of information it provided. A discussion ensued on how to make ERIC access easier online.

There was further discussion on "weberizing" data commonly needed by presidents or putting common data about community colleges accessible online and easy to find. Especially helpful would be a web site that provided summarized statistics for presidents or the media to present to boards or legislatures.

Next Meeting: November 5-6, 1997, Washington, DC

Submitted by Jeff Seybert

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Katrin Spinetta, Ed.D.
Editor, *Parameters*
Director of Institutional Development
Peralta Community College District
333 East Eighth Street, Oakland, CA 94606

If "96" appears on your label, please renew your membership.

The Learning Revolution

Terry O'Banion, president and CEO of the League for Innovation in the Community College, has written extensively about the learning revolution--"placing learning and the learner first." This second wave of education reform which began in the early 1990s, he notes, is ideally suited for the character and culture of the community colleges, which have always been student-centered institutions strongly committed to teaching. Before the learning revolution can succeed, however, there are formidable barriers to overcome, many embedded in the historical architecture of education.

Structural/Traditional Limits on Education	
Time-Bound •class hours •semester course •school year	Place-Bound •campus •classroom •library
Efficiency-Bound •linear/sequential •ADA/FTE •credit/grade	Role-Bound •expert •lecturer •sole judge

To become more learner-centered, community colleges must realign current structures to accommodate collaboration and team work among institutional stakeholders. "Traditional hierarchical structures designed for control and efficiency do not elicit the kind of creativity and commitment required for learning-centered institutions." Colleges must involve all stakeholders and create an open system of communication.

In The Learning Revolution: A guide for Community Colleges and A Learning College for the 21st Century, O'Banion lists six key principles of learning colleges. The learning college

- Creates substantive change in individual learners.
- Engages learners as full partners in the learning process, assuming primary responsibility for their own choices.
- Creates and offers as many options for learning as possible.

- Assists learners to form and participate in collaborative learning activities.
- Defines the roles of learning facilitators by the needs of the learners.
- Succeeds only when improved and expanded learning can be documented.

Colleges should ask themselves the following two questions to measure if they have created a learning revolution or have been successful in becoming more learner-centered:

1. Does this action improve and expand learning?
2. How do we know that this action improves and expands learning?

Creating More Learning Centered Community Colleges, 40 pages, 1997, $15 is available from The League for Innovation's Online Bookstore: http://www.league.org/puborder.html ∎

Workforce Training: A Sound Investment

The American Association of Community Colleges (AACC) is holding its fifth annual Workforce Development Institute (WDI), January 14-17, 1998, in Clearwater Beach, Florida. The Institute provides community college professionals and other workforce service providers with valuable resources and training to meet the ever-changing workforce development needs of both employers and employees. Registration materials are available at: http://www.aacc.nche.edu/spcproj/wrkforce/registr.htm or call AACC at 202/728-0200, Ext. 228 ∎
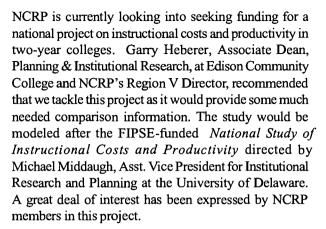
President's Message

The NCRP Executive Board and Regional directors continue to work hard to plan events and to communicate news of interest to colleagues in research and planning. If you have not yet visited the NCRP home page, I would encourage you to do so. http://www.raritanval.edu/ncrp/ In addition to information on the organizational purpose, goals, benefits of membership, membership application forms, current NCRP officers, NCRP publications, NCRP award criteria and recipients, past NCRP leaders, organizational background, and links to other useful Internet sites, NCRP has started a data bank of sample surveys that might be helpful to you as you design your survey research. So far, the site displays a variety of surveys successfully used at the following colleges: Johnson County Community College, KS; Rancho Santiago Community College, CA; Hudson County Community College, NJ; Gavilan College, CA; and Austin Community College, TX. Among the surveys included are:

- Long and Short-term Follow-up of Program Completers
- Telephone Survey of Program Completers
- Follow-up Survey for Leavers
- Employer Evaluation
- Graduate Student Survey
- Annual Student Satisfaction Survey
- Employer Survey
- Graduate Follow-up Questionnaire
- Institutional Effectiveness - Student /Graduate, Faculty/Staff and Community questionnaires
- Mission Project - Community Survey

We are interested in adding to our survey data bank. If you have questionnaires you would like to share with colleagues, please e-mail them to me. In designing a survey, it is always helpful to review the questions asked and format of successful surveys used at other colleges.

Also new on NCRP's web page is an updated summary of performance reporting and funding by state, prepared by Loretta Seppanen, Washington State Board of Community and Technical Colleges. In recent years, there has been increasing pressure from legislators and the public for accountability information. An overview of performance funding in Washington's community and technical colleges and the state plan for performance funding, including a listing of strategy areas for each state-level goal and related indicators can be found at: http://www.sbctc.ctc.edu/perform/perform.htm

NCRP is currently looking into seeking funding for a national project on instructional costs and productivity in two-year colleges. Garry Heberer, Associate Dean, Planning & Institutional Research, at Edison Community College and NCRP's Region V Director, recommended that we tackle this project as it would provide some much needed comparison information. The study would be modeled after the FIPSE-funded *National Study of Instructional Costs and Productivity* directed by Michael Middaugh, Asst. Vice President for Institutional Research and Planning at the University of Delaware. A great deal of interest has been expressed by NCRP members in this project.

NCRP is sponsoring a session at AACC's 1988 Conference entitled, " Toward Relevant Research." In this session, Jeff Seybert of Johnson County Community College, NCRP's liaison to AACC's Research Commission, will report on how the commission has been encouraging research on multiple success indicators helpful to community college presidents in demonstrating the value of a community college education and better illustrating the richness and diversities of our systems. Performance indicators and other measures of success reflective of the colleges' missions and students' various objectives, whether academic, vocational, or for personal enrichment have been on the commission's agenda.

NCRP has formed a Best Paper/Presentation Selection Committee. Please continue to nominate colleagues whose papers or presentations should be considered for the award. You can send names to me or to Gene Atkin, Oakton Community College, 1600 E. Golf Road, Des Plaines, IL 60016-1258.

If you have suggestions for NCRP's web site or NCRP activities, do not hesitate to contact me, board members, or any of your regional directors. We continually strive to serve members' needs and interests. Happy holidays!

—*Katrin Spinetta*

Call For Articles

The January issue of *Parameters*, will feature articles on welfare reform and performance-based funding. Please send your comments, research or articles to me on these topics by December 15. What is your college/state doing with respect to welfare reform, integrating vocational and academic skills, on-the-job training, etc.? Have you implemented any intervention strategies or courses/ programs that are particularly effective? Do you have any comparative studies on student outcomes? What are your state's experiences with performance-based funding? Any results yet?

AIR's 1998 Grant Program

The Association for Institutional Research (AIR), with support from the National Center for Education Statistics (NCES) and the National Science Foundation (NSF) announces the 1998 program, Improving Institutional Research in Postsecondary Educational Institutions. The program includes research grants, communications grants, and NCES/NSF Data Seminar scholarships.

The goals of the program are to foster the use of the federal data bases to inform research on institutional research in postsecondary education, to foster the use of federal data bases by institutional researchers (including the national sample surveys) in postsecondary education decision-making, and to provide opportunities to institutional research professionals for professional development. Proposals are solicited from the staff and faculty of postsecondary institutions.

The Research Grants Program will provide grants to investigators to: (1) conduct research on institutional research in postsecondary education using the NCES and NSF national data bases; (2) conduct other research that promises a significant contribution to the national knowledge of the nature and operation of postsecondary education (for example, developing a model institutional data system); and (3) conduct activities that will contribute to the professional development of professional personnel working in institutional research at postsecondary education institutions. Additionally, proposals are solicited for small grants ($3,000 maximum) for communicating and disseminating information about the content of the NSF and NCES data bases and techniques for utilization of national data for analysis. Dissemination to postsecondary education and science faculty, administrators and their students — those beyond the institutional research milieu — will be especially encouraged. 1998 awards: $20,000 annual maximum, two year limit.

The postmark deadline for proposals is January 15, 1998. For further information about the program and to obtain proposal guidelines, access the web site listed below, or contact: Ann T. Macmillan, Coordinator of Grants and Publications, The Association for Institutional Research, 114 Stone Building, Florida State University, Tallahassee, FL 32306-3038; Telephone: 904/644-4470; Fax: 904/644-8824; E-mail: atm0087@mailer.fsu.edu

AIR Web Site:http://www.fsu.edu/~air/home.htm ■

Student Data Handbook

The U.S. Department of Education published its working draft (NCES 98-903) of the Postsecondary Student Data Handbook, October 1997. This handbook was developed in response to the needs of the federal government, state higher education agencies, and institutions for comparable definitions, methods, and formats to record, exchange and report postsecondary educational experiences. The development of the handbook is the result of a collaborative effort between the National Center for Education Statistics (NCES), the State Higher Education Executive Officers (SHEEHO), the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and a 27 member Technical Working Group (TWG) of state, federal, and institutional representatives. NCES previously published the SPEEDE/ExPRESS Implementation Guide which served as a guide for the electronic transfer of student data across elementary, secondary, and postsecondary levels. http://www.ed.gov/NCES/ ■

Assessment Survey

Jeff Seybert, Director, Research, Evaluation, and Instructional Development at Johnson County Community College (and NCRP's representative on AACC's Research Commission) in conjunction with the AACC staff, is conducting a survey on assessment practices. The surveys were mailed several weeks ago to all two-year college presidents in the U.S. and territories. Presidents were asked to forward the survey to the person in their institution with primary responsibility for assessment. Query your president's office if you feel you are the appropriate respondent, but haven't seen it yet, and complete and return the survey as soon as you can. A second mailing, targeted to nonrespondents, will go out in a couple of weeks, and they would like to avoid sending this second mailing to respondents. A report of results will be shared with all interested, responding institutions, and Jeff has submitted a proposal to present the results at the upcoming AIR Forum in Minneapolis in May. ■

NCRP Travel Grant

NCRP encourages you to apply for a travel grant to attend the Association for Institutional Research's 38th Annual Forum in Minneapolis, MN on May 17-20, 1998. air@mailer.fsu.edu

The award is for $800. Contact Scott Parke for further information, e-mail: sparke@iccb.state.il.us phone 217/785-0154

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AIR Alert
http://www.fsu.edu/~air/cdsalert.htm

AIR has initiated a new service called AIR Alert: a briefing on emerging issues in higher education. The first briefing, prepared in September 1997, is on the Common Data Set (CDS) initiative, a collaborative effort between four major college guide publishers and the educational community to develop a standard set of questions and data definitions for use in surveys that gather information for college guidebooks, rankings and other resources for prospective students. The purpose is to improve the quality and consistency of information, while easing the burden on colleges that receive many survey requests each year.

Four publishers have provided the leadership for this initiative--the College Board, Peterson's, U.S. News and Wintergreen/Orchard House. Each publisher's site provides a copy of the 1997-98 Common Data Set questionnaire and definitions that can be printed in hard copy. The U.S. News site also offers a downloadable Word for Windows version of the CDS document. Peterson's offers to send the Word version as an e-mail attachment if you send an e-mail request to kimh@petersons.com.

> www.collegeboard.org/gp/html/
> commondataset.html
> www.petersons.com/research/he/cds/

www4.usnews.com/usnews/edu/misc/cocds.htm
www.wgoh.com/cds.html

The expanded 1997-98 Common Data Set includes sections on institutional characteristics, enrollment, persistence and graduation rates, freshman admission requirements and academic profile, transfer admission requirements, academic offerings, library collections, student life, annual expenses and financial aid.

CDS listserv: To subscribe, go to College Board's web site: http://www.collegeboard.org. Select "Starting Points" then "Admission Staff" or "Financial Aid Staff." Scroll down to the button for "CDS listserv." When you are asked for your e-mail address, enter it and you will be on the listserv. (Click just once to enter.) If you have problems, send e-mail to: cds@collegeboard.org. To communicate with the listserv, send e-mail to: cds@cblnyo.cblist.org.

Examples of college and university CDS standard response web sites:

University of California, Irvine: /www.oasim.uci.edu/ ~oas/cds

University of Akron: www.uakron.edu/src/cds/ index.htm

Montana State University:/www.montana.edu/~aircj/ facts/cds

Auburn University: www.panda.auburn.edu/ unifiedsurvey/cdsa.html ∎

NCRP Membership

NCRP provides a national network of research and planning professionals. In addition to the *Journal of Applied Research in the Community College* , members also receive copies of *Parameters*, the NCRP newsletter, and a directory of NCRP members. NCRP also produces a periodic review of research in the AACC Journal.

> Individual membership $40.00
>
> Institutional membership $75.00 (for 3 persons, $20 for each additional person)

Make check payable to NCRP

Karen A. Conklin, NCRP Secretary/Treasurer

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NCRP's "Best Presentation"

The National Council for Research and Planning (NCRP) will be recommending and selecting a best presentation/ paper by an NCRP member for inclusion in the program at the Association for Institutional Research Forum to be held in Minneapolis in May 1998.
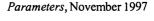
Assist us in recommending strong papers/presentations delivered by two-year college researchers and planners at state and/or regional meetings and conferences. Submissions can be either formal papers or helpful handouts used in sessions. Since the NCRP session at AIR should feature a "best presentation" the inclusion of a formal paper is not required.

Forward materials to me or send the names of nominees and I will request papers or other session materials from them for our Best Presentation Review Committee.

Gene Atkin
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847/635-1667, 847/635-1997 (Fax)
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Regional News

Region I: Mary Ellen Goldstein, Regional Director
(mgoldstein@hcc.mass.edu)
CT, ME, MA, NH, RI, VT

I'm pleased to serve as your new Regional Director and look forward to hearing from you in the future. Your help in providing information for *Parameters* is appreciated.

The Massachusetts community colleges recently held a conference on "Key Indicators of Effectiveness." Dr. Jeffrey Seybert of Johnson County Community College led the conference, pointing out why institutional assessments won't go away, and providing various strategies for measuring and assessing institutional effectiveness. He set the tone for our day long seminar by reminding us that we need to demonstrate with factual data the level at which we are achieving our mission. Anecdotal stories about the students we serve (true as they may be) will not suffice.

It was established that in order to determine the effectiveness of the Massachusetts community colleges, we need to define core indicators or outcomes that directly relate to the key components of the community college mission. The following core indicators fall into four categories:

1. STUDENT PROGRESS
Measure and track by goals set by the student. Two (2) sets of indicators are needed. One indicator reflects those students who have identified a goal and then leave the community college once that goal has been attained although neither a degree nor a certificate has been earned. Another set tracks the academic success of those students who enroll at a community college with the goal of earning a degree or certificate. The core indicators for this mission component are:

- Student Goal Attainment
- Persistence (Fall to Fall)
- Degree/Certificate Completion Rates

2. CAREER PREPARATION
For career-oriented students that seek the skills needed to enter and advance in professional, technological and career services, indicators are career successes and employer assessments. The core indicators for this mission component are:

- Placement Rate in the Work Force
- Employer Assessment of Students

3. TRANSFER PREPARATION
Since the community colleges are the initial point of entry for many of the commonwealth's citizens, a range of transfer programs leading to four-year degrees are offered. The core indicators for this mission component are:

- Number and Rate of Students Who Transfer System-wide
- Performance After Transfer

4. DEVELOPMENTAL EDUCATION
Since the community colleges are open admissions institutions which serve diverse populations, they assume the primary responsibility to offer services for individuals who seek to develop the skills necessary to successfully pursue collegiate study. Therefore, community colleges offer a full range of developmental courses and services. The core indicator for this mission component is:

- Success of Students Enrolled in Developmental Course(s) in Subsequent, Related Course Work

Region IX: Lou Attinasi, Regional Director
(LATTINASI@pimacc.pima.edu)
AZ, CA, HI, NV, the Pacific Trust

California Community College State Chancellor Tom Nussbaum has proposed that, beginning in 1998-99, $100 million of Proposition 98 funds (about 3 percent of the total) be distributed to community colleges based on how well they do on selected performance measures. The four currently proposed "academic excellence" indicators are: (1) successful course completion (A, B,C, or CR), (2) Associate of Arts/ Science degrees, (3) certificates, or (4) transfers. According to Bill Scroggins, president of the statewide Academic Senate, performance-based funding is flawed in principle because it does not take into account the variation in initial student characteristics and lack of uniform standards for student completion of degrees, certificates, and courses. Comparison on a per-student basis (full-time equivalent student) would favor rural and up-scale suburban districts. [FACCCTS, September 1997]

The RP Group (The Research and Planning Group for California Community Colleges) recently held a successful drive-in workshop at the Peralta Community College District Office on "Critical Issues: An Update on Assessment, Student Right to Know, Matriculation,

and Prerequisites." Among the presenters was Bill Scroggins, Chabot College and president of the statewide Academic Senate, [http://www.academic_senate.cc.ca.us/] who discussed the Senate's monograph, <u>Good Practice for the Implementation of Prerequisites.</u> California has adopted a series of prescriptive regulations related to the matriculation process, including the establishment and justification of course and program prerequisites, assessment, placement and research. Other speakers included Carolyn Arnold from Chabot College, Ling Song from the Marin Community College District, Brad Phillips formerly from the Grossmont-Cuyamaca Community College District, and Arnold Bojorquez, Matriculation Specialist at the State Chancellor's Office. Student Right to Know Regulations compiled through December 31, 1996, are available at http://sfa.ope.ed.gov

The California Community College Chancellor's Office has created a web page dedicated to Student Right to Know issues. http://www.cccco.edu/cccco/mis/srtk/srtkhome.htm

Minimum Qualifications for Faculty and Administrators in California Community Colleges (3rd edition) are also available on-line [http://www.cccco.edu/cccco/gen/whatsnew.htm]. The complete list of disciplines with revisions adopted by the Board of Governors of the California Community Colleges (September, 1996) was designed to replace the system of credentials that was in force until June 30, 1990. The relevant sections of the *Education Code* were adopted by the Legislature in September 1988 as part of AB 1725, the California community college reform bill. Significant amendments were made by AB 2155 and SB 1590 of 1989, SB 2298 of 1990, and SB 343 of 1993. Faculty internship programs were authorized by SB 9 of 1991.

Downloadable files are available at http://www.cccco.edu/cccco/pad/effect.htm on the "Performance of California Community Colleges on Selected Measures." This accountability report is in response to AB1725 (1988) and presents state-level performance information in the areas of student access, student success, staff composition, and fiscal condition.

As part of the CAIR conference, the RP Group is sponsoring a panel discussion on November 20, 1997, in San Francisco on the future of higher education in California in light of several recent studies, including: RAND "Breaking the Social Contract," CPEC's "Challenge of the Century," and the California Higher Education Policy Center's "State Structures for the Governance of Higher Education." Panelists include representatives from all three public, postsecondary segments and independents. The pre-conference workshop scheduled for November 19, 1997, addresses web page development for research offices.

The overview of Rand's study on the fiscal crisis in higher education states, "We have concluded that unless the state takes effective action, the fiscal situation will worsen, tuition will continue to increase, and whole sectors of California's population will find themselves increasingly excluded from entry into postsecondary education and, consequently, from the growing number of occupations that require postsecondary course work for employment." The report makes six recommendations including increased funding and productivity; better college decision-making on resource reallocation; more differentiation among the missions of UC, CSU, and CCC; increased sharing of services and infrastructure between colleges; a state level resource allocation plan; and reaffirmation of the Master Plan. Visit Rand at http://www.rand.org/publications/CAE/CAE100/.

ASSIST, the on-line database of articulation information among UC, CSU, CCC, and private colleges, is now available on the web at http://www.assist.org

Under the dedicated leadership of Julie Slark from Rancho Santiago Community College District and former president of the RP Group, a planning handbook was recently published to assist the colleges in their planning efforts as required by new accreditation standards as well as a host of state regulations related to student equity, staff diversity, affirmative action, program review, matriculation, staff development, capital outlay, technology, etc. The guide provides definitions of common planning terms, characteristics of effective planning processes, steps in the planning process, strategies for integrating plans, samples of various plans, and reference materials. The document is invaluable in creating an effective planning process, ensuring sound educational practices and a solid future for our colleges. [slark_julie@smtplink.cc.rancho.cc.ca.us]

Nominations for NCRP Executive Board

Nominations are now being solicited for the following positions on the NCRP Executive Board: President-elect and Regional Directors for regions 2, 3, 7, 8, 9, and 10. Regional directors serve two year terms. The president-elect serves three years--one year as President-elect, one year as President and one year as Past President. New terms begin July 1, 1998. Please submit the name and college of your nominees to Katrin Spinetta (kspinetta@peralta.cc.ca.us) or phone 510/466-7300 or Fax 510/466-7304.

Region X: Jack Bautsch, Regional Director

(jbauts@seaccc.ctc.edu)

AK, ID, OR, WA, British Columbia

Patty Beatty-Guenter, Institutional Researcher and Registrar at North Island College (BC), argues that institutional researchers should go beyond "facts and figures" and become more active in offering insight into the culture of our institutions. She recommends two books on the topic of institutional culture: Four Cultures of the Academy (William Bergquist) and Change Masters (Rosabeth Moss Kanter). For more information, contact Patty (beatty@nic.bc.ca).

After six years of program cuts, the Oregon legislature put the brakes on budget-cutting and actually increased the higher education allocation by a modest amount. Data sharing continues to be an important topic within the higher education community. At a meeting in Seattle last March, representatives from nine western states formed a consortium to facilitate the evaluation and improvement of educational programs through shared student data. For more details, contact Tom North (tom_north@sch.osshe.edu).

The 1997 Washington state legislature included a performance evaluation provision in the 1997-99 budget for all public higher education institutions. Community and technical colleges must demonstrate improved performance in productivity (transfer rates and wages for vocational graduates), retention (course completion rates), and efficiency (credits to degree). At a June meeting of the two-year college presidents and the State Board, a vision emerged for merging the legislature's accountability approach with the college's emphasis on program improvement. For more details, contact Loretta Seppanen (seppanen_loretta/sbctc@ctc.ctc.edu). ∎

AERA Research Grants

AERA invites educational policy-related research proposals using NCES, NSF, and other national data bases. Research Grants are available for faculty and postdoctoral researchers. Program goals are: (1) to stimulate research on U.S. education policy and practice related issues, with a priority for those involving mathematics and science education using NCES and NSF data sets; (2) to improve the U.S. educational research community's firsthand knowledge of the range of data available at the two agencies and how to use them; and (3) to increase the number of U.S. educational researchers using the data sets.

Applications may be submitted at any time throughout the calendar year. Awards for Research Grants are up to $15,000 for 12-month projects, or up to $25,000 for 24-month projects. Proposals will be reviewed three times a year in October, February, and April, with funding decisions made within a month of the review date. The next deadline is January 20, 1998 to be reviewed in February. For further information refer to the web site: http://aera.ucsb.edu/subweb/RGFly.html ∎

InterNIC Academic Guide to the Internet offers a searchable data base of citations for web sites, mailing lists, and other Internet tools of use to scholars. InterNIC, the organization responsible for assigning and administering Internet addresses, is supported by the National Science Foundation, AT&T, and Network Solutions Inc. The guide focuses on scientific topics, although it does offer listings for anthropology, economics, education, political science, and others.

http://chronicle.com/che-data/internet.dir/data.dir/970327n1.htm

Indexes of Educational Web and Gopher Sites
http://www.bc.edu/bc_org/avp/soe/cihe/Center.html

Two-Year Colleges: Web Links

http://www.sp.utoledo.edu/twoyrcol.html displays the most complete list available with over 930 U.S. two-year campus links, including community colleges, technical colleges, junior colleges, branches of four-year colleges which focus on associate degree education, and accredited two-year proprietary schools.

http://www.mcli.dist.maricopa.edu/cc/ contains a searchable index to the web sites for 730 community colleges in the United States, Canada, and elsewhere around the world. The interface allows searches by the first letter of the college's name, by the country/state/province, or by keywords in the college's name, location, or web address.

http://www-net.com/univ/list.html has an alphabetical listing of colleges and universities.

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Executive Board Membership 1997-1998

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