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Serving Institutional Research Professionals and Those Engaged in Management
Research, Policy Analysis & Planning Since October 22, 1986

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The newsletter welcomes news items related to management research, policy analysis and planning; persons changing jobs or retiring; requests for help or suggestions from readers; announcements of professional meetings and conferences; comments about recent publications; abstracts of papers which authors are willing to share; job announcements; philosophical and/or humorous thoughts; and more. This online publication is available free to anyone interested in institutional research.

If you wish to subscribe, change your subscription address, or unsubscribe, go to <http://www.airweb.org/page.asp?page=133>

If you would like to submit articles, requests or information for consideration and inclusion in the newsletter, please contact Meihua Zhai, Editor, at: (mzhai@gmu.edu).

Persons seeking jobs in institutional research, planning, or policy analysis should plan to check the AIR web page every couple of days for new positions. Point your browser to the following URL: <http://airweb.org> (look under "Jobs")

For further information regarding the Association for Institutional Research, contact Terrence Russell, Executive Director, AIR, 222 Stone Bldg., Florida State University, Tallahassee, FL 32306-4462; Telephone: (850) 644-4470 or via e-mail: (air@mailers.fsu.edu).

Changing Scene

Dr. **Michael E. Moore** has relocated to the University of South Florida as the Assistant Vice President for Decision Support. Dr. Moore is looking forward to the opportunity to meld the two roles--IR as "planning officer" and IR as "information broker" provided by this position. The University anticipates a strong decision support function for its ambitious goals of becoming a top 50 public research university. Dr. Moore's new e-mail address is: moore@acad.usf.edu. Congratulations, Mike! Why settle for less when they can have Moore!

Forum News: Come Early and Stay Late

From the Forum Chair - Come Early and Stay Late

Steve Chambers, 2005 Forum Chair (air@mailier.fsu.edu)

There is still time to be a part of the Sapphire Anniversary Forum that marks the 45th time our members have come together for this annual event. There is time to register and to find room available for the 2005 Forum. More details can be found at: <http://www.airweb.org/page.asp?page=4>

If you have already registered for the San Diego Forum, get ready to absorb knowledge from and exchange ideas with colleagues worldwide. The 2005 Forum Committee has concentrated its efforts on achieving the highest quality program possible, along with providing a rich breadth and depth to the higher education research topics explored. Expect a premier level of practitioner-based knowledge of effective practices to be unveiled between May 29th and June 1st.

The spacious resort living offered at the San Diego Marriott & Marina combined with our warm and friendly southern California setting have the added character of making the 2005 Forum a gathering attendees will not soon forget. Come early, stay late, and make the most of the time in between.

New Publication: Journal of Research Practice (JRP)

New Trans-disciplinary Journal Launched

DP Dash, Xavier Institute of Management, (dpdash@ximb.ac.in)

Journal of Research Practice (JRP)
<http://jrp.icaap.org/>

The inaugural issue of Journal of Research Practice (JRP) has been launched in an online open access mode (<http://jrp.icaap.org/>). The journal will focus on the principles and practices of research, as these are evolving in multiple

disciplines and professional fields. Fields which have been posing fundamental difficulties to the standard paradigm of science are of special interest to this journal. JRP seeks to (a) connect research-inclined persons working in different disciplinary, institutional, and practical contexts and (b) through this, extend the practice of research to progressively newer territories. Both these aims are expected to facilitate the wider purposes of promoting research education around the world and innovative forms of research in different socially relevant areas.

Dr. DP Dash
Associate Professor
Xavier Institute of Management, Xavier Square
Bhubaneswar 751013, INDIA

Workshop News: Assessment in Student Affairs

Assessment in Student Affairs

J. Fredericks Volkwein, The Pennsylvania State University (volkwein@psu.edu)

Co-Sponsored by ACPA & Penn State's Center for the Study of Higher Education, the 2005 Seminar on Assessment in Student Affairs will be held on June 22-24, 2005, at Penn State University.

The 2005 Student Affairs Assessment Seminar is a three-day workshop that helps campus teams develop, implement, and enhance student affairs assessment programs. Researchers, scholars, and administrators use a combination of interactive presentations, small group discussions and exercises using the Assessment Planning Tool CD. This CD is based on John Schuh's and Lee Upcraft's *Assessment in Student Affairs: A Guide for Practitioners*. Topics include: Ethics of Assessment, Useful Tools and Instruments, Qualitative and Quantitative Strategies, Ways to Influence Policy and Practice, and Outcomes Assessment.

The Student Affairs Assessment Seminar Presenters include several leaders of student affairs assessment: Lee Upcraft, Robert Reason, Shaun Harper, and Patrick Terenzini. The three day seminar will provide an unmatched, rich experience. You'll walk away with practical tools and applications for completing assessment on your campus, whether you're a beginner or more experienced.

Navigate to <http://www.ed.psu.edu/cshe/assessment.html> to read more about this seminar.

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NCES Publication News

Debt Burden Comparison

Debt Burden: A Comparison of 1992-93 and 1999-2000 Bachelor's Degree Recipients a Year After Graduating

This new NCES report uses the 1994 and 2001 Baccalaureate and Beyond Longitudinal Study (B&B) to compare the borrowing patterns of 1992-93 and 1999-2000 bachelor's degree recipients. It also examines their repayment situations and resulting debt burdens (defined as monthly loan payments as a percentage of monthly salary income) a year after they graduated.

Members of the earlier cohort finished their undergraduate borrowing before the changes in the Stafford loan program were implemented, and most members of the later cohort would have done all of their borrowing under the new rules. The major finding of the analysis was that although both the percentage of graduates who had borrowed for their undergraduate education and the average total amount borrowed (adjusting for inflation) increased, the median debt burden (as defined in the previous paragraph) a year after graduating was about the same for both cohorts.

To download, view and print the report as a pdf file, please visit:
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005170>

Three Decades of Student Performance

NAEP 1999 Long-Term Trend Technical Analysis Report: Three Decades of Student Performance

This technical report describes the design and implementation of the National Assessment of Educational Progress (NAEP) 1999 Long-Term Trend (LTT) Assessment. The NAEP LTT assessments, first administered in 1969, are intended to measure student progress over time. Consequently, the assessments use questions and procedures that are as similar as possible across years and are maintained separately from the main and state NAEP assessments. Information on sample design, scoring, item analyses, IRT scaling, plausible value generation, and scale construction are provided for the reading, mathematics, and science assessments.

To download, view and print the report as a pdf file, please visit:
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005484>

Technical Tips from the Field: Becoming a Better Speaker

Becoming a Better Speaker

Meihua Zhai, George Mason University (mzhai@gmu.edu)

Knowing that many of our readers will be presenting at the 45th annual forum in San Diego, e-AIR compiled some tips on becoming a better speaker from various internet sources. We wish all presenters, first-time or veteran, the best because the forum's success relies on the success of each individual session.

- Know the room. Be familiar with the place in which you will speak. Arrive early, walk around the speaking area and practice using the microphone and any visual aids.
- Know the audience. Greet some of the audience as they arrive. It's easier to speak to a group of friends than to a group of strangers.
- Know your material. If you're not familiar with your material or are uncomfortable with it, your nervousness will increase.
- Don't apologize. If you mention your nervousness or apologize for any problems you think you have with your speech, you may be calling the audience's attention to something they hadn't noticed. Keep silent.
- Speak a bit louder and use larger gestures than normal, according to Ted Fuller of Communispond.
- Be sure to tell the audience something it doesn't know.
- Avoid reading a speech with eyes glued to the lectern. If you want to read to people, just remember your parents read to you to put you to sleep. Work from an outline and trust yourself.
- Pause instead of inflicting "ums" and "ahs" on the audience.
- Move away from the lectern. Establishing rapport with the audience is vital.
- Realize that people want you to succeed. Audiences want you to be interesting, stimulating, informative and entertaining. They don't want you to fail.

Referential Web sites:

[Toastmasters International](#)

[Communication Briefings](#)

This corner of the newsletter is reserved for readers to share practical tips, techniques and shortcuts that can make a difference in our work. Please share your technical prowess with us and send your tips to Meihua Zhai. Since this is a

small corner, KISS (Keep It Short and Smart) will work the best.

Editors' Book of the Month: How College Affects Students (2nd ed.)

How College Affects Students (2nd ed.)

Marne Einarson, Cornell University (mke3@cornell.edu)

Through the BOOK OF THE MONTH feature, we hope to acquaint you with publications that provide practical guidance on the technical or administrative aspects of our profession, offer current research and/or provoke thought and discussion on current issues in higher education.

For this month, we picked "How College Affects Students: A Third Decade of Research" by Ernest Pascarella and Patrick Terenzini.

Pascarella, Ernest T., & Terenzini, Patrick T. (2005). *How college affects students: A third decade of research (2nd ed.)*. San Francisco: Jossey-Bass. (ISBN 0-7879-1044-9)

When I was a doctoral student in higher education, Pascarella and Terenzini's 1991 classic – *How College Affects Students* – was an indispensable resource, the best place to start when writing a paper or conference proposal. Affectionately dubbed "Moby Book" by some, this tome reviews college impact research conducted from the late sixties through the eighties. It is comprehensive in scope, methodologically rigorous, and written in a clear and accessible style.

So when Pascarella and Terenzini's much anticipated second edition recently landed in my in-box – with an audible "thud!" – I was eager to crack it open. Picking up where the previous literature review left off – this volume synthesizes research on the impacts of college from the 1990s. The authors begin by discussing changes in this body of literature, aptly captured by the term "expansive." They provide an updated treatment of student development and college impact models underpinning this research. They employ the same conceptual framework to organize this review of the literature as was used in the previous volume, examine the same broad array of student outcomes, and include a brief review of conclusions from the first volume in corresponding chapters of volume two. This continuity makes it easy to understand both similarities and differences in the findings reported across the two volumes.

I highly recommend *How College Impacts Students: A Third Decade of Research* as a reference text for institutional researchers, faculty members, administrators, graduate students, or anyone interested in issues concerning postsecondary education. But don't just take my word for it! Volume 2 has received accolades from leading scholars in the field. It has been variously described as "another encyclopedic masterpiece" by George Kuh, "definitive" by Peter Ewell, and "essential reading" by John Smart.

Happy reading!

Help Needed

Data Related to Higher Ed. Capital Project Bond Measures

Wanted: Data related to Higher Ed Capital Project Bond Measures

Sandy Bryan, (bryans@cochise.edu)

I am working on a research project that is studying voter profiles with respect to Higher Ed capital project bond measures. I need to locate data relative to both successful and unsuccessful bond measures, in particular those related to rural (<6000 FTE) institutions who have recently (<= 3 years) submitted bond measures to their voters. If you can provide assistance, please contact Sandy Bryan, bryans@cochise.edu.

Leadership Skill Survey Instrument

Wanted: Survey Instrument on Leadership Skills and Competencies

Gertrude McGartland, (McGartlandg@siast.sk.ca)

We at the Saskatchewan Institute of Applied Science and Technology in Canada are about to undertake a review of our vice presidents. I have agreed to research evaluation processes in Canada and the US and wonder if anyone has identified leadership skills and competencies for vice president academics in a university or community college setting, and consequently how this position is evaluated. Has anyone developed an instrument to survey faculty/students and other senior administrators? If so, could you share this survey instrument with me? I would appreciate any information you can provide.

Many thanks.

Gertrude

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Job Listing Summary

Job Listing Summary

Gail Fishman, AIR (gfishman@mailers.fsu.edu)

Persons seeking jobs in institutional research, planning, or policy analysis should plan to check the [AIR web page](#) every couple of days for new positions. There is no charge for posting a job. Follow the format posted at the [AIR Jobs website](#) and include as much information as possible. Use the [online form](#) to submit an ad. Jobs will be displayed for one month from the posting date or one week after the application deadline. Please notify Gail Fishman if you wish to repost, revise, or leave a job posted beyond the deadline.

DATA ANALYST - ASSESSMENT, Roosevelt University, Schaumburg, IL,
<http://www.roosevelt.edu>
Deadline Date: June 15, 2005

DATA ANALYST, Franklin University, Columbus, OH, <http://www.franklin.edu>
and <http://www.franklin.edu/newsinfo/factsheet.html>
Deadline Date: June 30, 2005

SENIOR RESEARCH ANALYST I, University of Miami, Coral Gables, FL,
<http://www.miami.edu>
Deadline Date: Not provided

APPLICATIONS PROGRAMMER I, University of North Carolina at Greensboro,
Greensboro, NC.
Deadline Date: May 30, 2005

INSTITUTIONAL RESEARCH ANALYST I, Georgia Institute of Technology,
Atlanta, GA, <http://www.irp.gatech.edu/>
Deadline Date: June 6, 2005

ASSISTANT DIRECTOR OF PLANNING AND INSTITUTIONAL RESEARCH,
Davidson College, Davidson, NC, <http://www.davidson.edu>
Deadline Date: May 30, 2005

ASSOCIATE DIRECTOR OF THE HIGHER EDUCATION RESEARCH INSTITUTE,
DIRECTOR OF CIRP, HERI, Los Angeles, CA.
Deadline Date: June 15, 2005 or until position is filled

INSTITUTIONAL RESEARCH ANALYST I, University of Georgia, Athens, GA,
<http://www.uga.edu>
Deadline Date: June 1, 2005

SAP BUSINESS ANALYST FOR CAMPUS MANAGEMENT, Pennsylvania State
System of Higher Education, Harrisburg, PA,
[http://www.passhe.edu/content/?/office/employee/ChancellorHR/employment/
administration](http://www.passhe.edu/content/?/office/employee/ChancellorHR/employment/administration)
Deadline Date: Until filled

INSTITUTIONAL RESEARCHER FOR ACADEMICS, University of Dayton, Dayton, OH.

Deadline Date: Resumes received by June 1, 2005 considered first

RESEARCH ASSOCIATE, Montclair State University, Montclair, NJ,
<http://www.montclair.edu>

Deadline Date: Applications accepted until position is filled

ACADEMIC REPORTING COORDINATOR-ASSESSMENT AND INSTITUTIONAL RESEARCH, Capella University, Minneapolis, MN.

Deadline Date: Not provided

TEST DEVELOPMENT PROJECT MANAGER, University of Phoenix, Phoenix, AZ,
<http://www.apollogrp.edu/>

Deadline Date: June 3, 2005

SENIOR BIOMEDICAL PLANNER/ARCHITECT, University of Virginia, Charlottesville, VA, <http://www.virginia.edu>

Deadline Date: June 22, 2005

INSTITUTIONAL RESEARCH ANALYST, Kean University, Union, NJ,
<http://www.kean.edu>

Deadline Date: July 5, 2005 or until filled

DIRECTOR OF BUDGETING AND PROGRAM ANALYSIS, University of Illinois at Chicago, Chicago, IL, <http://www.uic.edu>

Deadline Date: June 24, 2005

RESEARCH SPECIALIST - INTERNAL & EXTERNAL EVALUATION, Learning Point Associates, Naperville, IL.

Deadline Date: Until filled

RESEARCH SPECIALIST - ASSESSMENT & ANALYTIC SUPPORT CENTER, Learning Point Associates, Naperville, IL.

Deadline Date: Until filled

RESEARCH ASSOCIATE, INTERNAL & EXTERNAL EVALUATION, Learning Point Associates, Naperville, IL.

Deadline Date: Until filled

DIRECTOR OF INSTITUTIONAL RESEARCH AND ANALYSIS, the Petroleum Institute, Abu Dhabi, <http://www.pi.ac.ae>

Deadline Date: June 15, 2005

DIRECTOR OF INSTITUTIONAL EFFECTIVENESS, Portland Community College, Portland, OR, <http://www.pcc.edu>

Deadline Date: June 1, 2005

ASSOCIATE DIRECTOR FOR ENROLLMENT MANAGEMENT, Norfolk State University, Norfolk, VA, <http://www.nsu.edu>
Deadline Date: Reviews begin May 6, 2005

DIRECTOR OF INSTITUTIONAL RESEARCH, Highland Community College, Freeport, IL, <http://www.highland.edu>
Deadline Date: Until position is filled

RESEARCH AND ASSESSMENT ANALYST, Carleton College, Northfield, MN , <http://www.carleton.edu>
Deadline Date: June 3, 2005

DIRECTOR - INSTITUTIONAL RESEARCH & GRANTS, Warren County Community College, Washington, NJ, <http://www.warren.edu>
Deadline Date: Open until filled

SENIOR ENROLLMENT MANAGEMENT ANALYST, University of Alaska, Fairbanks, AK, <http://www.alaska.edu> and <http://www.alaska.edu/hr/jobs/index.xml>
Deadline Date: Open until filled

ASSISTANT DIRECTOR MEASUREMENT & RESEARCH SERVICES, Texas A & M University, College Station, TX, <http://assessment.tamu.edu/>
Deadline Date: June 1, 2005

RESEARCH DIRECTOR, University Continuing Education Association, Washington, DC, <http://www.ucea.edu>
Deadline Date: May 25, 2005

SECRETARY OF HIGHER EDUCATION, Department of Higher Education, Albuquerque, NM.
Deadline Date: May 30, 2005

DIRECTOR OF INSTITUTIONAL RESEARCH, PLANNING AND ASSESSMENT, University of Massachusetts, Dartmouth, MA, <http://www.umassd.edu>
Deadline Date: Review of applications will begin May 16, 2005

ASSISTANT DIRECTOR OF INSTITUTIONAL EFFECTIVENESS AND RESEARCH, American InterContinental University, Hoffman Estates, IL, <http://www.aiuonline.edu>
Deadline Date: Not provided

DIRECTOR, OFFICE OF INSTITUTIONAL EFFECTIVENESS, Northern Marianas College, Saipan, MP, <http://www.nmcnet.edu>
Deadline Date: Open until filled

SOCIAL SCIENCE ANALYSTS, Cooperative State Research, Education, and

Extension Service, Washington, DC.
Deadline Date: Various dates

Parting Thoughts

Parting Thoughts

Meihua Zhai, George Mason University (mzhai@gmu.edu)

- If you do what you've always done, you'll get what you've always gotten. ~ ~
Anon.
- Change does not change tradition. It strengthens it. Change is a challenge and an opportunity, not a threat.
~ ~ Prince Phillip of England
- The world hates change, yet it is the only thing that has brought progress.
~ ~ Charles F. Kettering
- Always! That is the dreadful word ... it is a meaningless word, too. ~ ~ Oscar Wilde
- To live is to change, and to be perfect is to change often. ~ ~ John Henry Cardinal Newman
- To exist is to change, to change is to mature, to mature is to go on creating oneself endlessly.
~ ~ Henri Bergson
- Each new season grows from the leftovers from the past. That is the essence of change, and change is the basic law. ~ ~ Hal Borland
- Continuity in everything is unpleasant. ~ ~ Blaise Pascal
- It is in changing that things find purpose. ~ ~ Heraclitus

Reader contributions of possible future 'Parting Thoughts' are welcome. Send them to Meihua Zhai.