



The Electronic Newsletter of the Association for Institutional Research (AIR)

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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).

From the President

Sandy Johnson, AIR President

Dear AIR Members:

I wanted to give you a brief update on major items the AIR Board discussed and accomplished during its September meeting in Chicago. Our meeting site allowed Forum Chair Bill Knight and Associate Forum Chair Mary Korfhage to look at our 2006 Forum host hotel — the Sheraton Chicago. This hotel has received glowing reports from everyone who is familiar with it and Bill and Mary can report back to you that it will be a great venue for our 46th annual Forum, a wonderful site.

AIR is working on several options to help colleges and institutional research offices impacted by hurricanes Katrina and Rita.

- The Higher Education Data Policy Committee is working closely with NCES to inform people on reporting guidelines for universities that accepted affected students and the affected universities themselves.
- The Association, in particular the External Relations Committee, is working on a program to support members who wish to volunteer their time to assist colleagues in the affected areas with carrying out critical activities such as IPEDS and accreditation reporting.
- Planning a fund raising event during the 2006 Forum.

I, along with the entire Board, are absolutely committed to investing AIR resources into member professional development opportunities and membership services so I am delighted to report to you the following Board and standing committee initiatives:

Professional Development Committee (PDS) will launch a brand new 2006 summer institute tentatively titled—Foundations II. It is aimed for the mid-career professional who has all the basic skills but wants an opportunity to grow into further responsibility. Modules will cover strategic planning, intermediate statistics and institutional research office management. In addition to this new institute, PDS will offer the following 2006 Institutes: Foundations I and Information Technology. I can also report that Webinars are continuing to be developed as another vehicle to bring professional development opportunities to the membership. The pre-Forum workshops will include several offerings on assessment to enhance professional development opportunities in this arena.

Publications Committee (Pubs) is launching a new series called "Assessment in the Disciplines" which focuses on assessment of student learning outcomes in

specific disciplines. The first two volumes in this series cover the Business discipline and will be available soon. Future volumes will discuss assessment in English, Mathematics and Engineering. Publications is doing preliminary work to develop an additional volume on assessment and evaluation as part of the New Directions in Institutional Research series. This Committee is also continuing to work on the first official textbook for institutional research to be published by Jossey Bass and expected to be released in 2007. They expanded access to the Professional File and IR Applications to the public, instead of the current restriction limiting access to members only. This move hopefully will increase the visibility of AIR, lead to increased citations, and attract new authors.

Finally, the Treasurer reported that the Association's financial condition is very strong. High attendance at the 2005 Forum in San Diego and successful Summer Institute offerings contributed to the Association's good financial health. The Executive Director and AIR staff continue to do a good job of managing operations and administering the contract and grant arrangements with the National Center for Education Statistics and the National Science Foundation. Planning toward the transition to select the next Executive Director continues, with consideration of the financial aspects of this change.

The Board reviewed and approved a proposal to enlist the services of a financial manager to handle a specified portfolio of Association assets. In making this decision, the Board gave full consideration to the priorities of safety, liquidity, and rate of return, evaluated several opportunities, and chose to contract for financial services with the financial management division of a Tallahassee banking institution. The fixed income portfolio will begin with bond funds in a staggered maturity ladder, and other opportunities will be considered in the future. The Association currently has an array of certificates of deposit, and as these certificates of deposit mature, these funds will be moved to the fixed income portfolio.

I should also mention that the Board approved a proposal for planning toward commemoration of the 50th anniversary of the Association which will be celebrated in Chicago in 2010. Our first Forum was in Chicago so we are delighted to be able to return for this milestone.

This report only mentions some initiatives discussed at the meeting. I will report on the activities of External Relations, the Membership Committee and HEDPC later. It has been a busy and productive fall and I thank all the members who contribute so much of their time to making AIR successful.

With much enthusiasm,

Sandy Johnson

Sandy Johnson

President

In Memoriam

Mary Korfhage, University of Louisville (mary.korfhage@louisville.edu)

David Franklin Senn

Dave Senn, our friend and colleague from the University of Louisville, died Wednesday night, October 12, 2005 in Louisville. A life-long educator at both the high school and college level, he served at the University for 27 years as an administrator and professor. Dave was a driving force in the formation and growth of the Kentucky Association for Institutional Research and contributed in various ways to AIR, most notably as Local Arrangements Chair for the 1990 Forum in Louisville. Dave is survived by his wife, Catherine, his five daughters and their families. He was 70 years old. Memorial gifts may be made to Hospice of Louisville and the Sister Visitor Center, also in Louisville.

Mary Korfhage
Senior Associate
Institutional Research and Planning
305 Miller Information Technology Center
University of Louisville
Louisville, Kentucky 40292
e-mail: mary.korfhage@louisville.edu

Update on Larry Nelson

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

Larry Nelson served as AIR's editor of "The Electronic AIR" for many years and has continued to contribute to its ongoing development; he was the impetus behind our new "Practitioner Profile" feature. Joanne Cate, a friend of Larry's and former editor of the "SCUP E-Mail News" contacted us to say that Larry was diagnosed earlier this year with a rare form of melanoma affecting his nasal passage. Despite surgery, chemotherapy, and radiation treatments, the cancer has spread and the latest prognosis is not good. Joanne has asked if e-AIR might let Larry's AIR friends and colleagues know of his condition. In Larry's words, the good wishes and prayers of family and friends continue to be "powerful medicine." For those who wish to contact Larry, his email address is larrywnelson@comcast.net.

AIR Publication News

NDIR No. 127: Survey Research: Emerging Issues

Paul D. Umbach, Editor

The recent application of computing technology to the survey research process has revolutionized the way in which colleges and universities collect information. For institutional researchers, the development of optical character recognition software and web surveys has made surveying easier, and at the same time,

created more challenges. Because these new technologies make it easier to collect data, every unit on campus can implement a survey in a matter of weeks or even days. At the same time, it seems the increasing demands for accountability are forcing colleges and universities to conduct high-quality surveys to gauge institutional effectiveness. In addition to affecting survey implementation, new technologies have increased researcher's ability to conduct effective analyses of survey data. Data analytic software continues to increase in flexibility and new hardware allows for greater speed and increased processing ability.

With all of the changes in survey research, it is important not to forget to remember lessons learned from past research on survey methods. One of the unintended consequences of the relative ease of implementing surveys and analyzing survey data is that we may not stop to think about the best way of conducting a survey. We may not fully critique question wording or invest in techniques that increase response rates.

This volume of *New Directions for Institutional Research* examines emerging issues in survey research. It may be useful to think of the volume as covering three interrelated topics. First, chapters one and two describe campus policies important to institutional researchers as they conduct their survey research in an era of changing technologies and increased accountability. Second, chapters three four and five address longstanding concerns of survey data analysis but highlight new and important techniques for institutional researchers to consider. Finally, chapter five examines different sources of error in the survey lifecycle in the context of current challenges facing survey researchers and offers suggestions for reducing error.

In an earlier volume of this series, Stephen R. Porter described the impact the increasing number of surveys on college campuses has on response rates. A single campus may have dozens of surveys happening at one time, some of which may overlap in content. In chapter 1 of this volume, he discusses the implementation of a campus survey policy that may serve as a technique for controlling the number of surveys on a college campus. Special attention is paid to the role that institutional research offices have in the development and implementation of these policies.

In recent years, colleges and universities have taken measures to protect the rights of human subject participating in research. While surveys tend to hold little risk for participants, some Institutional Review Boards (IRBs) are taking active roles in the way surveys are implemented. How does this affect surveys done by institutional researchers? In chapter two, John M. Kennedy brings years of survey research experience as Director of the Center for Survey Research as well as his work as a member of the Indiana University IRB, to review some of the basic rules regarding human subjects in survey research. He also provides practical guidance for institutional researchers who conduct surveys.

Many are quick to discount survey research results because the data are not valid due to self-reporting. In chapter 3, Robert M. Gonyea addresses the issue of self-reported survey data. He describes the response process, the validity and reliability of self-reports, and a broad range of research on self-reported data in educational research. Gonyea concludes the chapter with a series of questions and recommendations for researchers working with self-reported data.

In chapter four, Robert G. Croninger and Karen M. Douglas explore different methods for handling missing data. They provide a valuable and easy to understand analysis of a simulated data set that approximates a survey of community college students. They effectively describe several of the popular methods of handling missing data and the effects they each of on statistical models. They conclude the chapter with recommendations about how to reduce missing data in survey research and cope with missing data.

Scott L. Thomas, Ronald H. Heck, and Karen W. Bauer address the weighting of survey data in chapter 4. The increased use of survey data sets constructed by the National Center for Educational Statistics requires that researchers understand the implications of complex sampling designs. Thomas, Heck, and Bauer use the 1999 administration of the National Study of Postsecondary Faculty to explain the importance of applying weights.

In the final chapter, Paul D. Umbach argues that the changes in survey research resulting from technology require educational researchers to attend to the basics of survey research. He examines different sources of error in the survey lifecycle and offers suggestions for reducing error. Taken together, these chapters provide a useful guide for higher education researchers struggling with emerging issues in survey research. As noted in Chapter 6, ever-changing environment requires that survey researchers remain vigilant in creating quality surveys. The hope of the contributors to this volume is that they have provided some insight to help you on your way.

Paul D. Umbach
Editor

Webcast on Data Mining

An Introduction to Data Mining for Institutional Research

Jennifer Morris, AIR (jhmmorris@fsu.edu)

Register today for this complimentary webcast, sponsored by AIR and SPSS, which will explore various data mining algorithms, techniques, and institutional research applications from an introductory perspective. This is a must attend for individuals looking to get started with data mining in their institution.

Don't miss your chance to be a part of this successful Webinar series and register today!

Date: November 29, 2005
Time: 1:00 p.m. CST
Cost: Free
Register: <http://www.spss.com/airseries2>

Prior to the event, please visit <http://www.airweb.org/page.asp?page=335>, for helpful Webinar tips!

Jennifer Morris
Marketing Manager
Association for Institutional Research
E-mail: jhmorris@fsu.edu

News from AAUP

Faculty Compensation Survey Web-Based Data Submission Ready by End of Oct.

John W. Curtis, AAUP Director of Research, aaupfcs@aaup.org
Doug Kinsella, Research Associate, aaupfcs@aaup.org

The annual Faculty Compensation Survey of the American Association of University Professors (AAUP) is coming soon! We expect to have our new Web-based data submission process ready by the end of October, and institutional respondents will be notified by e-mail at that time. The initial response deadline will be in early December.

Our institutional contacts should already have received an e-mail with preliminary information. We are working to upgrade our contact tracking system, so please bear with us as we update our database. If you've sent us contact information changes already, thanks very much. If you didn't receive an e-mail and think that you should have, or if you know that your contact information has changed, please let us know by e-mail at aaupfcs@aaup.org — we would prefer not to take contact changes by telephone at this time. For more information about our survey, please visit our Web site at <http://www.aaup.org/research>.

Thanks again for your participation in our annual survey.

John W. Curtis, AAUP Director of Research
Doug Kinsella, Research Associate
aaupfcs@aaup.org

NCES Publication News

Fall 2004 and Degrees and Other Awards Conferred: 2003-04

This new NCES report presents findings from the Integrated Postsecondary Education Data System (IPEDS) fall 2004 data collection, which included two survey components: Institutional Characteristics for the 2004-05 academic year,

and Completions covering the period July 1, 2003, through June 30, 2004. These data were collected through the IPEDS web-based data collection system.

Major findings include:

- Among the 6,548 Title IV postsecondary institutions, 40 percent were classified as 4-year institutions, 33 percent were 2-year institutions, and the remaining 27 percent were less-than-2-year institutions (table 1).
- During 2004-05, undergraduates attending private not-for-profit 4-year institutions paid \$16,046 on average for tuition and required fees (table 3). Undergraduates attending private for-profit 4-year institutions paid \$13,063 on average, and out-of-state undergraduates attending public 4-year institutions paid \$12,088 on average for tuition and required fees. Public in-state undergraduates attending 4-year institutions paid \$4,936 in tuition and required fees on average during 2004-05.
- Between 2001-02 and 2004-05, the average price of attendance for undergraduates attending 4-year public institutions and living on campus rose 22 percent for in-state and 23 percent for out-of-state students (table 4). Likewise, the price for undergraduates living on campus at 4-year private not-for-profit institutions rose 16 percent over the same 4-year period, while the price for undergraduates living on campus at 4-year private for-profit institutions rose 20 percent (table 5).
- For the 2003-04 academic year, about 2.2 million degrees were awarded by 4-year Title IV institutions and 542,177 were awarded by 2-year institutions (table 6).

To download, view and print the report as a pdf file, please visit:<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005182>

A Profile of the American High School Senior in 2004

This NCES report, 'A Profile of the American High School Senior in 2004: A First Look. Initial Results From the First Follow-up of the Education Longitudinal Study of 2002 (ELS:2002),' presents initial findings from the first follow-up of the Education Longitudinal Study of 2002 (ELS:2002). ELS:2002 is the fourth major secondary school longitudinal study sponsored by NCES, closely reflecting the research purposes and design of its three predecessor studies, NLS-72, HS&B, and NELLS:88. ELS:2002 began with a nationally representative sample of 10th-graders in 2002. In the first follow-up, this sophomore cohort was studied 2 years later (2004), and the sample freshened to provide a representative sample of 12th-graders. This ED TAB report summarizes the demographic and educational characteristics of the high school senior class of 2004. It also

reports on the senior cohort's mathematics achievement, their expectations for their future educational attainment, the importance to them of various institutional characteristics in choosing a college, and their values and plans.

Major findings:

- About 69 percent of the senior cohort expected to complete college with a 4-year college degree.
- Among the college-bound senior cohort in 2004, a greater percentage of Blacks (54 percent) than Whites (30 percent) rated low expenses as a very important factor in their postsecondary institutional choice.

To download, view and print the report as a pdf file, please visit: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006348>

Fidler Research Grant Recipient

Brad Cox, Coordinator of Research and Public Information (Bradcox@sc.edu)

The National Resource Center for The First-Year Experience and Students in Transition announced Dr. Christine Kirk-Kuwaye, of the University of Hawaii at Manoa, as the recipient of its inaugural Paul P. Fidler Research Grant. The grant, designed to encourage and enable scholarly research on issues related to college student transitions, includes a financial stipend and travel to two national conferences. The abstract from Dr. Kirk-Kuwaye's winning proposal appear below.

First-Semester Patterns of Student Engagement: Lateral and Community College Transfer Students at a Four-Year Institution

Transfer students are a growing population for 4-year institutions and are even the majority on many campuses. While much research on transition practices, such as transfer orientation, have been done at 4-year institutions, the focus has been on the 2- to 4-year institution or community college transfers, which account for less than half of the transfer students at 4-year institutions. This study, using a qualitative research design, will examine lateral transfer students, those students who transfer from one 4-year institution to another. Patterns of engagement in the campus community will be examined and compared to those of community college transfer students. The study results will inform current orientation practice and may test current student development theory.

The National Resource Center would like to thank each of the 60+ applicants who submitted proposals for the Fidler Grant, and would like to acknowledge four outstanding proposals that were selected as finalists:

- Melissa Ousley of the University of Arizona, for her study entitled Millennials

and Diversity: Unraveling the Tapestry

- Jason Johnson & Jeffrey Grigg of the University of Wisconsin, Madison for their study entitled Student Self-Representation in Web-Based Social Networks: University Freshmen and thefacebook.com
- Joel V. McGee of Texas A&M University, for his study entitled A Mixed Methods Approach to Understanding Factors which Influence Academic Help-Seeking Among Freshmen and Transfer Students
- Patrick C. Burns of Valdosta State University, for his study entitled Closing the Gap: Expectations, Importance, and Satisfaction in Academic Advising

Preparation for the 2006-07 Paul P. Fidler Research Grant

The Paul P. Fidler Research Grant will be offered again next year. The timeline, guidelines, criteria, and application will be similar to those used for this year's grant. Full details regarding the 2006-07 Paul P. Fidler Research Grant will be made available at <http://www.sc.edu/fye/research/grant/index.html> and on the FYE-List (<http://www.sc.edu/fye/listservs>) this spring.

For more information on this year's (2005-06) grant, please visit <http://www.sc.edu/fye/research/grant/year/2005.html>)

Contact Information:

Brad Cox
Coordinator of Research and Public Information
National Resource Center for The First-Year Experience and Students in Transition
University of South Carolina
803-777-6225
Bradcox@sc.edu

Help

The Impact of Flate Rate Tuition

Gerry Dizinno, The University of Texas at San Antonio, (gerry.dizinno@utsa.edu)

We are considering the effects of possibly moving to a flat rate tuition here at UTSA. We are concerned, though, about the possibility of students "loading up" on SCH, then dropping courses as the semester begins. Do any of you have any feedback on: 1) whether or not this phenomenon occurs under flat rate tuition, and if so, 2) do you have any suggestions on how to minimize it? We have considered the possibility of a "penalty fee" for dropping courses – not imposed if SCH are added when some are dropped – but have not seen any examples of

this. Any ideas on whether that might be a good idea? Please respond directly to gerry.dizinno@utsa.edu

Undergraduate Course Demand

Ellen Meader, University of Michigan ellenwat@umich.edu

The College of Literature, Science, and the Arts at the University of Michigan has begun a long-term project focusing on undergraduate course demand. We would like to hear about other institutions' efforts. Below is a link to a web survey. Please feel free to forward this request to others on your campus who work with enrollment management issues. If you would like to receive the results of this survey, there is a place for you to indicate your interest on the survey. Thank you for your time and help!

<http://www.zoomerang.com/survey.zgi?p=WEB224N2A92852>

Best regards,

Ellen Meader
Senior Research and Planning Analyst
College of Literature, Science, and the Arts
University of Michigan

Editors' Book of the Month

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

Our book selection this month is:

Parker, R. C. (2003). *Looking good in print: A guide to basic design for desktop publishing*, 5th ed. Scottsdale, AZ: Paraglyph Press. ISBN: 1-932111-82-4.

Sometime ago, my supervisor asked my office to publish a paper edition of our academic unit profiles which were originally designed for the Web. He wanted this new publication to look "super" for the Board. Another regular publication that my office does is the university's factbook. Each year when we prepare for the publication, we ask ourselves, "How can we make this edition better than the previous one?" Feeling the need for more professional guidance, I started to pay attention to books focusing on page designs in desktop publishing. After exploring several large bookstores, I finally found a book that seemed to have

been written for me: *Looking Good in Print*. I spent the next hour in the bookstore, reading the book. I left the bookstore with the book.

Looking Good in Print is more of an analytical reference than a how-to guide. It starts with design concepts, discussing the components that make up a quality publication, such as relevance, proportion, direction consistency, contrast, "total picture", restraint and attention to details. Then the author discusses page organizers such as grids, columns, gutters and margins, and text organizers such as headlines, kickers, subheads, captions, headers and footers, pull quotes and sidebars, bullet lists, nameplates and logos. When discussing the use of various elements, the author provides visual contrasts to illustrate why the revised layout is better than the original one. For example, in the chapter on redesign, the author shows a copy of a company report, with numbers, tables and narrations, just like what we do in IR. On the opposite page (p.265), the author shows a redesign of the same report – I flagged this page with a red sticky tab, as reference for our office newsletter design!

I didn't purchase the book for survey form design, but I found the chapter on survey form design fascinating, especially the contrast of two forms, with identical elements – one version made me want to fill out the form while the other version didn't reflect well on the designer!

The last chapter of the book is on designing documents for Web distribution. In this chapter, the author discusses potential problem areas, stating that online reading is harder than reading from paper. Design suggestions from the author include: avoid multi-column layouts, reduce line length, adjust line spacing, indicate new paragraphs, put white space and color to work, and use typographic contrast.

In IR, besides data and information management, presentation (visual and oral) is another area which can sink or float the boat. If you are looking for ways to improve your office publications, be it for the Web or paper, you will find *Looking Good in Print* an excellent resource. I did.

Technical Tips from the Field

Viktor Brenner, Institutional Research Coordinator (vbrenner@wctc.edu)

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 (mailto:mzhai@gmu.edu). Since this is a small corner, KISS (Keep It Short and Smart) will work the best.

Keep the Content AND the Format

Do you use MailMerge to create multiple tables? You can put your data into an Excel file and then use MailMerge to create an individual table for each line. In Office XP and above, however, you will find that the data formatting is lost in the merge. This is because Office now defaults to OLE DB as the converter to use for transferring the information in. Here's how you can retain number formatting in MailMerge:

1. In MS Word, open Tools > Options and go to the "General" tab.
2. Click the box that says "Confirm conversion at open"
3. When you declare your data file within mailmerge, you will get a screen that gives you 4 choices for conversion. Select "DDE", the third choice on the list (and the converter used by older versions of Word)

Any numbers you mailmerge in will now retain the formatting they have in Excel.

Thank you so much, Viktor, for the tip!

Position Listing Summary

Job Listing Summary

Gail Fishman, AIR (gfishman@mailier.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.

DEAN OF INSTITUTIONAL EFFECTIVENESS, Hopkinsville Community College,
Hopkinsville, KY.
Deadline Date: December 1, 2005

RESEARCH ANALYST - Job Code 05/06-25, Mt. San Antonio College, Walnut, CA,
<http://www.mtsac.edu>
Deadline Date: 4:00 PM, Tuesday, November 15, 2005

CONTRACT CONSULTANT, Austen Group, Eagle, **CO**, <http://www.austengroup.com>
Deadline Date: November 25, 2005

INSTITUTIONAL RESEARCH ASSOCIATE, Point Loma Nazarene University, San Diego, **CA**.
Deadline Date: Open until filled

RESEARCH ANALYST, Western University of Health Sciences, Pomona, **CA**,
<http://www.westernu.edu/home/home.xml>
Deadline Date: Immediately

EXECUTIVE DIRECTOR OF INSTITUTIONAL EFFECTIVENESS, Winthrop University, Rock Hill, **SC**, http://www.winthrop.edu/acad_aff/search.htm
Deadline Date: Reviews begin November 29, 2005

DEAN, PLANNING, RESEARCH & INSTITUTIONAL EFFECTIVENESS, Dallas County Community College, Dallas, **TX**, <http://www.dcccd.edu>
Deadline Date: November 4, 2005

ENROLLMENT ANALYST (0060A12), Purdue University, West Lafayette, **IN**.
Deadline Date: Posted until position is filled

ASSISTANT TO THE PRESIDENT FOR PLANNING AND ASSESSMENT, Lock Haven University of Pennsylvania, Lock Haven, **PA**.
Deadline Date: December 2, 2005

INSTITUTIONAL RESEARCH ANALYST, University of Texas at Dallas, Dallas, **TX**,
<http://www.utdallas.edu>
Deadline Date: Open until position is filled

INSTITUTIONAL RESEARCH ANALYST, Cabrillo College, Aptos, **CA**,
<http://www.cabrillo.edu>
Deadline Date: Wednesday, November 16, 2005 at 4pm PST

ASSISTANT DIRECTOR, University of Cincinnati, Cincinnati, **OH**, <http://www.uc.edu>
Deadline Date: Open until filled

DISTRICT DIRECTOR, INSTITUTIONAL RESEARCH (#100510016), Dallas County Community College District, **TX**, <http://www.dcccd.edu>
Deadline Date: November 11, 2005

COORDINATOR OF OUTCOMES ASSESSMENT, University of Texas at Arlington, Arlington, **TX**, <http://www.uta.edu/> and <http://www.uta.edu/irp/>
Deadline Date: November 1, 2005

DIRECTOR OF INSTITUTIONAL INFORMATION AND RESEARCH, Illinois Institute of Technology, Chicago, **IL**, <http://www.iit.edu>
Deadline Date: November 15, 2005

DIRECTOR OF ACADEMIC ASSESSMENT, University of Nevada, Las Vegas, **NV**,
<http://www.unlv.edu>

Deadline Date: July 1, 2006

DIRECTOR OF INSTITUTIONAL RESEARCH, University of Minnesota Duluth, Duluth, **MN**,
<http://www.d.umn.edu>

Deadline Date: November 15, 2005

EDUCATIONAL ASSESSMENT ASSOCIATE, CUNY Hostos Community College, Bronx, **NY**

Deadline Date: Until filled

ASSOCIATE DIRECTOR OF INSTITUTIONAL RESEARCH, St. John's University, St. Joseph, **MN**.

Deadline Date: As soon as possible

ASSISTANT TO THE PROVOST FOR INSTITUTIONAL RESEARCH, Franklin Pierce, Rindge, **NH**, <http://www.fpc.edu>

Deadline Date: Open until filled

EXTERNAL EVALUATOR, Greenfield Community College, Greenfield, **MA**,

<http://www.gcc.mass.edu>

Deadline Date: November 1, 2005

DIRECTOR OF INSTITUTIONAL RESEARCH, Loyola Marymount University, Los Angeles, **CA**.

Deadline Date: Reviews begin immediately

DIRECTOR, INSTITUTIONAL RESEARCH/EDUCATIONAL ASSESSMENT, College of the Redwoods, Eureka, **CA**, <http://www.redwoods.edu>

Deadline Date: First Review Date: November 4, 2005

DIRECTOR OF INSTITUTIONAL RESEARCH AND EFFECTIVENESS, South University, Savannah, **GA**, <http://www.southuniversity.edu>

Deadline Date: None

SENIOR INSTITUTIONAL RESEARCH ASSOCIATE, Nova Southeastern University, Ft. Lauderdale, **FL**, <http://www.nova.edu>

Deadline Date: Until filled

ASSISTANT/ASSOCIATE PROFESSOR, University of Arizona, Tucson, **AZ** ,

http://coe.arizona.edu/pages/dep_hed/index.php

Deadline Date: January 1, 2006

DIRECTOR OF UNDERGRADUATE ACADEMIC RESEARCH, University of California, Riverside, **CA**.

Deadline Date: Open until filled

PROGRAM QUALITY ASSURANCE (PQA) COORDINATOR, Higher Colleges of Technology, United Arabs Emirates.

Deadline Date: Open

EXECUTIVE DIRECTOR, INFORMATION, MANAGEMENT AND INSTITUTIONAL RESEARCH, Indiana University-Purdue University Indianapolis, Indianapolis, **IN**,
<http://www.iupui.edu>

Deadline Date: November 1, 2005

INSTITUTIONAL ANALYST, New York City College of Technology (CUNY), Brooklyn, **NY**,
<http://www.citytech.cuny.edu>

Deadline Date: Open until filled

DIRECTOR OF INSTITUTIONAL RESEARCH, Western Iowa Tech Community College, Sioux City, IA.

Deadline Date: Open until filled

DIRECTOR OF ASSESSMENT, University of Central Oklahoma, Edmond, **OK**,

<http://www.ucok.edu>

Deadline Date: November 1, 2005

DIRECTOR OF PLANNING, RESEARCH, EVALUATION, Community College of Baltimore County, Catonsville, **MD**, <http://www.ccbcmd.edu/hr/employ.html>

Deadline Date: Open until filled

DIRECTOR FOR INSTITUTIONAL ASSESSMENT AND PLANNING, The American University, Cairo, Egypt, <http://www.aucegypt.edu>

Deadline Date: Open until filled

DIRECTOR OF INSTITUTIONAL RESEARCH, Wilmington College, New Castle, **DE**,
<http://www.wilmcoll.edu>

Deadline Date: November 1, 2005

ASSISTANT DIRECTOR OF BUDGET & PLANNING, Smith College, Northampton, **MA**,
<http://www.smith.edu>

Deadline Date: Open until filled

DIRECTOR OF INSTITUTIONAL RESEARCH AND ASSESSMENT, University of Southern Indiana, Evansville, **IN**, <http://www.usi.edu>

Deadline Date: Open until filled

INSTITUTIONAL RESEARCH ANALYST II, University of South Alabama, Mobile, **AL**,
<http://www.southalabama.edu/>

Deadline Date: Open until filled

DIRECTOR OF INSTITUTIONAL EFFECTIVENESS, Volunteer State Community College, Gallatin, **TN**, <http://www.volstate.edu>

Deadline Date: Open until filled

Parting Thoughts

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

Reader contributions of possible future 'Parting Thoughts' are welcome.

Send them to Meihua Zhai.

"Not everything that can be counted counts, and not everything that counts can be counted."

— Albert Einstein

"Know the true value of time; snatch, seize and enjoy every moment of it. No idleness. . . . never put off till tomorrow what you can do today."

— Lord Chesterfield

"What a man accomplishes in a day depends upon the way in which he approaches his tasks. When we accept tough jobs as a challenge. . . and wade into them with joy and enthusiasm, miracles can happen. When we do our work with a dynamic conquering spirit, we get things done."

— Arland Gilbert

"If you have made mistakes, even serious ones, there is always another chance for you. What we call failure is not the falling down, but the staying down."

— Mary Pickford

"The way to succeed is never quit. That's it. But really be humble about it."

— Alex Haley

"When I am anxious it is because I am living in the future. When I am depressed it is because I am living in the past."

— Unknown

"Genius is but fine observation strengthened by fixity of purpose."

— Edward Bulwer-Lytton

"The only way to find the limits of the possible is by going beyond them to the impossible."

— Arthur C. Clarke

"He who conquers others is strong; he who conquers himself is mighty."

— Lao-tzu

"The Way of the Sage is to act but not to compete."

— Lao-Tzu