



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

Vol. 26 No. 42 6/27/2006

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

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Next Issue Copy Deadline:
7/27/2006

Next Issue Target Publication Date:
7/23/2006

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: (meihua.zhai@usg.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).

NCES Publications

Postsecondary Facilities Inventory and Classification Manual

NCES has released 'The Postsecondary Education Facilities Inventory and Classification Manual (FICM), 2006 Edition.' The manual describes standard practices for initiating, conducting, reporting, and maintaining a postsecondary institutional facilities inventory. It is designed to be useful to both specialized staff and generalists and to be applicable to institutions with sophisticated information needs as well as to those with more basic facilities information needs. It reflects the perspective that along with human resources and financial assets, space is one of the primary resources of a postsecondary educational institution. It provides updated definitions for building area measurements, space and room use codes, and other data elements that are useful for including in a facilities inventory. It describes the basic principles for developing a facilities database, provides guidance on required and optional data elements for inclusion in a facilities inventory, suggests analytic, administrative and comparative uses for facilities data and presents issues that are emerging in the collection, maintenance and reporting of facilities data.

To download, view and print the report as a pdf file, please visit:
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006160>

The Condition of Education 2006

The U.S. Department of Education's National Center for Education Statistics (NCES) has released The Condition of Education 2006. This annual report summarizes important developments and trends in education using the latest available data. The 2006 report presents 50 indicators on the status and condition of education and a special analysis on international assessments. The indicators represent a consensus of professional judgment on the most significant national measures of the condition and progress of education for which accurate data are available. The 2006 print edition includes 50 indicators in five main areas: (1) participation in education; (2) learner outcomes; (3) student effort and educational progress; (4) the contexts of elementary and secondary education; and (5) the contexts of postsecondary education.

The report finds, for example, that U.S. 15-year-olds had lower average scores in mathematics and science literacy than most of their international peers from Organization for Economic Cooperation and Development (OECD)-member countries that participated in the 2003 survey. While results from the National Assessment of Educational Progress show steady improvement in mathematics scores for 4th- and 8th-graders and science scores have improved for 4th-graders, science literacy was lower in 2005 than in 1996 at grade 12.

Other findings of The Condition of Education include: School choice among public schools is growing. The percentage of children whose parents enrolled them in

chosen public schools increased from 11 percent in 1993 to 15 percent in 2003. About three-fourths of public high school students graduate in 4 years. The 2002-03 public high school graduation rate for the averaged freshman class 4 years earlier was 73.9 percent. Undergraduate degrees are continuing to increase. Between 1989-90 and 2003-04, the number of bachelor's degrees awarded increased by 33 percent, while the number of associate's degrees awarded increased by 46 percent.

To download, view and print the report as a pdf file, or to browse the web version, please go to:

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006071>

NCES New Reports

Dropout Rates in the United States: 2002 and 2003

This report continues the dropout rate report series. The report is based on several sources of data and provides details on high school dropouts and high school completers for 2002 and 2003. In addition to providing characteristics of dropouts and completers in these years, the report also provides information about trends in high school dropout and completion rates going back to the 1970s. Among other findings, the report shows that young people (16-24 year olds) of Hispanic origin have been more likely to be out of high school without a high school credential than young White-and Black, non-Hispanics over the past 30 years.

To download, view and print the publication as a PDF file, please visit:<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006062>

The Averaged Freshman Graduation Rate for Public High Schools From the Common Core of Data: School Years 2002-03 and 2003-04

This report presents the averaged freshman graduation rate for public high school students for school years 2002-03 and 2003-04 based on data reported by state education agencies to the National Center for Education Statistics. Rates are included for most of the 50 states, District of Columbia, Puerto Rico, and three other jurisdictions for both years. Comparing the averaged freshman graduation rate among public school students in the class of 2002-03 to that of 2003-04 in each of the 48 reporting states and the District of Columbia, 32 states and the District of Columbia experienced increases in the rate, 1 state experienced no change, and 15 states experienced declines in the rate over this 2-year period.

To download, view and print the publication as a PDF file, please visit:<http://>

nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006606

CIRP Summer Workshop

John H. Pryor, UCLA Higher Education Research Institute (john.pryor@ucla.edu)

The CIRP Summer Workshop is a wonderful opportunity to dive in deep into the world of the CIRP surveys. This is an intensive 3-day workshop on using the CIRP surveys, working with experts in the field such as Sylvia Hurtado, Sandy Astin, Bill Korn, and Mark Gunty. The workshop is designed to provide institutional researchers and other college student personnel a comprehensive approach to analyzing college student data and applying this information to questions of interest to their campus.

There are two tracks: one for people with relatively little or no SPSS experience and one for those who have more advanced analysis experience.

The workshop is from July 12-14 and is on the beautiful UCLA campus.

Workshop participants give consistently high ratings. This is a great way to get new staff members trained fast on the CIRP and the Astin I-E-O model, as well as giving more experienced CIRP users the opportunity to learn some new ways of looking at the surveys.

For more information see our brochure:

<http://www.gseis.ucla.edu/heri/PDFs/CSW06.PDF>

John H. Pryor
Director, Cooperative Institutional Research Program
UCLA Higher Education Research Institute
<http://www.gseis.ucla.edu/heri>

Participate in a National Study

Participate in a National Study of the First Year of College

Patrick T. Terenzini, Penn State University (Terenzini@psu.edu)

Your institution is invited to participate in Parsing the First Year of College, a three-year, national study to identify and analyze the influences shaping student learning and persistence during the first year of college. Patrick T. Terenzini, Distinguished Professor of Higher Education, and Robert D. Reason, Assistant Professor of Higher Education, in Penn State University's Center for the Study of Higher Education are directing the Project with support from The Spencer Foundation and the collaboration of ACT and the National Survey of Student Engagement (NSSE). This longitudinal study will examine the simultaneous effects of students' experiences, the peer environment, faculty members' attitudes and activities, and internal institutional structures, practices, and policies on first-year students' learning and persistence. One of the largest and

most comprehensive studies of this type ever undertaken, the project will include approximately 8,000 entering first-year students and the faculty, chief academic officers, and chief student affairs officers at up to 40 four-year colleges and universities nationwide.

Benefits:

- Comprehensive information on first-year student learning and persistence for re-accreditation, program evaluation and planning, resource allocation, and many other forms of institutional advancement;
- First-year student NSSE data and a specially designed faculty survey at no cost;
- Subsidized pricing for use of ACT' s Collegiate Assessment of Academic Proficiency' s tests of critical thinking and writing skills;
- A dataset for local analyses of student experiences and outcomes and of faculty activities and attitudes;
- Information for comparing local performance with that of similar colleges or universities;
- National visibility.

Eligibility: Four-year institutions that rely on the ACT Assessment as their primary quantitative admissions test.

Application Deadline: July 30, 2006

For more information, visit www.ed.psu.edu/cshe/parsing/home.html and click on " Applications," or contact the project leaders at parsing@psu.edu or at (814) 865-6346.

CC Benchmarking Conference

National Community College Benchmarking Conference

Jeff Seybert, Johnson County Community College (jseybert@jccc.edu)

Johnson County Community College is pleased to announce the first National Community College Benchmarking Conference, to be held on the JCCC Campus, **Aug. 1-3, 2006.**

A major highlight of the conference will be keynote presentations by national leaders in higher education: Peter Ewell (Vice President, National Center for Higher Education Management Systems--NCHEMS), Kay McClenney (Director, Community College Survey of Student Engagement--CCSSE), and Derek Price (Director, DVP-Praxis, Ltd.).

In addition, the conference will feature half-day pre- and post-conference hands-on benchmarking workshops, facilitated by Gayle Fink (Director of Institutional Research, University of Maryland System) and presentations by individuals from around the country who are actively involved in an array of community college benchmarking efforts.

The conference fee is a reasonable \$150 (\$175 after 7/21/06) and includes two lunches (Aug. 2 & 3), and all breaks. The fee for each workshop is \$25. We have arranged outstanding hotel accommodations near the JCCC campus (hotel rates from \$79/night).

Please visit the conference website (<http://www.jccc.net/benchmarking>) for additional information including registration form, tentative conference schedule, housing and transportation information, and more. The conference is limited to 170 participants, so early registration is advisable.

Please consider attending this inaugural conference and professional development opportunity in an area of growing interest and importance to community colleges nationwide.

Thank you and we hope to see you here in the Kansas City area in August.

Jeff Seybert

Jeff Seybert, Director
Institutional Research
Johnson County Community College

Changing Scene

A Way to Keep Up With News About Our Colleagues

This portion of the newsletter is devoted to keeping you informed about changes such as readers who relocate to new positions and/or institutions, professional recognition awards and honors, retirements, deaths, newly hired colleagues, promotions, etc. If you become aware of a change on your campus or elsewhere which should be mentioned in "The Changing Scene," please send a note with the key facts to meihua.zhai@usg.edu. Keep it brief, but include the information you think others would like to know.

Denise Krallman is now Director of IR at Miami University, Oxford, Ohio. She was formerly the Assistant Director. Congratulations, Denise!

Stephen Hill has accepted the position of Project Manager and Director for Institutional Effectiveness at Urbana University; he was formerly the Director for Institutional Research and Assessment. In addition to AQIP and research

responsibilities, he will also be leading the institution through the implementation of a new campus-wide administrative software system. Best wishes, Stephen!

Jing Luan, current Chief Officer of Planning, Research & Knowledge Systems of Cabrillo College, will assume the position of Vice Chancellor, Educational Services and Planning for the San Mateo County Community College District. Way to go, Jing!

Mary Lelik is moving from her position as Director of Institutional Research at Saint Mary's College, Notre Dame, Indiana to the Director of Institutional Research at the University of Illinois-Chicago. She will start her new duties there on August 7. Good luck, Mary!

Joseph Hoey has accepted the position of Vice President for Institutional Effectiveness at the Savannah College of Art and Design. Formerly the Director of Assessment at Georgia Tech, Joseph will now concentrate on the Art and Design of Institutional Effectiveness as SCAD continues its growth trajectory. Congratulations, Joseph!

From e-AIR Readers

Thank You for Your Help

Mantz Yorke, Lancaster University, UK (mantzyorke@mantzyorke.plus.com)

I would like to thank the colleagues who responded to my recent request for help over grading. The information was very valuable indeed, and I much appreciated colleagues' willingness to take the time to help.

Mantz Yorke
Visiting Professor
Lancaster University, UK

Help

Instruments in Assessing College Readiness - Your Rating

William Blanchard, University of Wisconsin-Parkside (blanchar@uwp.edu)

How would you rate the validity and utility of any of these diagnostic instruments in assessing college readiness?

Are there other college-readiness instruments you would recommend?

College Survival and Success (CSSS)
Learning and Study Strategies Inventory (LASSI)

College Student Inventory (CSI)
Your First College Year (YFCY)
Transition to College Inventory (TCI)

Thank you,

Bill Blanchard

William Blanchard, Ph.D.
Director of Institutional Research & Assessment Services
University of Wisconsin-Parkside
Office: 262-595-2235
Fax: 262-595-2630

Practitioner Profile

Roy D. "Ike" Ikenberry

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

In this feature, we summarize the results of an "electronic interview" with an individual institutional research practitioner. The goal is to foster broader knowledge and appreciation of the diverse membership of AIR, and of the different institutional contexts and activities in which we are engaged.

In this issue, we interview Roy D. "Ike" Ikenberry, Director of Institutional Research at Belmont University, Nashville, TN (ikenberryr@mail.belmont.edu)

e-AIR: Tell us about your current position.

Ike: I am the Director of the Office of Institutional Research at Belmont University, an independent, private, not-for-profit institution located "at the top of Music Row" in Nashville, Tennessee. The institution, which has grown by 47% in the past five years, has seven colleges/schools: the College of Arts and Sciences, the College of Business, the Mike Curb College of Entertainment and Music Business, the College of Health Sciences, the College of Visual and Performing Arts, the School of Religion, and University College. Roughly one-third of our undergraduates major in music business and nearly half are in that major or in a commercial music major. Our mission is to be a student-centered Christian community providing an academically challenging education that enables men and women of diverse backgrounds to engage and transform the world with disciplined intelligence, compassion, courage, and faith. Our slogan is "From here to anywhere."

The office is composed of one staff position. As the director, I have very good staff meetings on the way to work each morning and wonderful debriefings on the return trip in the evening. My primary responsibilities are the same as for

most IR offices including data retrieval, analysis, and reporting. Reports are prepared for our Senior Leadership Team, Provost's Office, faculty, staff, and students upon written (email) request. IPEDS, Common Data Set, U. S. News and World Report, Delaware Cost and Productivity, AAUP and CUPA salary studies, CSRDE retention and graduation, Peterson's, Orchard House and several hundred other surveys for such things, and finally our own Tennessee Independent Colleges and School Association reports make up most of the external reporting responsibilities. Mostly, I try to work smarter, not harder!

e-AIR: How did you first arrive at institutional research as a profession?

Ike: I hold a Ph.D. in Biological Sciences with a major in Vertebrate Physiology from The University of Oklahoma, Norman, Oklahoma. I was hired as an Assistant Professor of Biological Sciences at East Tennessee State University, Johnson City, Tennessee in 1969. I was promoted to Associate Professor roughly five years later and had developed a program of research involving pheromones in mouse populations. Grant availability from NSF was promising, but unfortunately the primary source of funds for NSF was severely cut by Congress. I was using substantial numbers of mice on a weekly basis for the extraction and identification of a single pheromone. With no source of funding, I could not continue that line of research. So, when a position announcement came out regarding a special assistant to the President of the university, I thought I would be a natural (from mice to men, why not?). I applied and was rejected, but the individual who got the job called me the first day he arrived on campus and proposed that I serve as a faculty intern to fully develop an institutional research office. After a semester, I was offered the position of Director and haven't looked back since. When I began, I promised my wife that I would only be in IR as long as I was having fun with it. After ETSU, I held the position of Director of IR at Mississippi State University from 1992 -1995 with a title change in 1995 to Director of Planning, Evaluation, and Institutional Effectiveness. I came to Belmont University in September of 2000. Still having fun 25 years later...

e-AIR: What book or article have you most often found yourself referring back to in the course of your work in IR?

Ike: I presented a paper at the 1999 AIR Forum in Seattle, Washington entitled " Through the Looking Glass: Is Our Future Predicated on Our Past?" I specifically mentioned the various publications that are available to IR practitioners and urged my audience to use them to the fullest extent possible.

I have given several copies of " The Primer for Institutional Research" to newcomers that have come to me for " any help I could give them as they started out in the business" . In fact, I don't even have a copy of my own now because I gave my last copy to a newly rising IR person that needed it more than I. " New Directions for Institutional Research" , " Journal of Higher Education" , and " Research in Higher Education" have been valuable resources for me. I have

also found the " AIR Professional File" to be a great source to keep up with the " state of the art" creativity exhibited by our association.

My disclaimer: I have not received any cash settlement for this advertisement for the Association of Institutional Research! Membership has its advantages with reduced costs for all these publications and more.

e-AIR: You have had significant involvement with professional associations. What forms has this taken? What has motivated this involvement?

Ike: I have been a member of numerous organizations over the years, but continue to be an active member of AIR and SAIR. I am a founding member of the Tennessee Association for Institutional Research and belonged to MAIR while in Mississippi. I have served in all the elected positions with TENNAIR, Secretary/Treasurer for MAIR and have served as an at-large member of the SAIR Board. I have served in capacities of nominating committee for SAIR and TENNAIR and on the evaluations committee for AIR on three different occasions. The motivation for all my professional activity has been to provide whatever support I could to the improvement, scholarship, and growth of the organization. We have, without doubt, the strongest professional organizations I have been ever been associated with.

e-AIR: Given your diverse experiences, what reflections or insights might you share with us about the IR profession?

Ike: It would be interesting to poll the IR offices of the world and ask when the name of the office was changed and to what it was changed (reference question 2). Although I have always been involved in planning and effectiveness, and those terms have crept into the general lexicon of our profession, the focus of these efforts and their associated areas of expertise have changed considerably over time. For example, in my early years, I was involved in facilities planning as part of IR; later, I became involved in strategic planning; and now, student learning outcomes are an important component of assessing institutional effectiveness. We are no longer the " doers of data" ; we have had to become experts in a number of different areas primarily relating to accreditation. I believe those of us with broad training in our primary disciplines have been able to adapt to the mandate of assessment much easier than those with more focused training. There are increasing numbers of institutions that have fiscally and physically split IR and assessment functions. Is there a loser or a winner?

Another challenge is the continued development of faster, better ways of doing things; all extremely technology driven. We are becoming more dependent upon outsourced assistance and less self-sufficient. Small offices or those that are poorly funded, or both cannot produce under these conditions. Some of our very small independent institutions are just becoming familiar with IT. I fear that the IR function may become the realm of the scribe in the ancient scriptoria, simply replicating information that someone else has produced; dressing it up for the

ultimate end user. However, most of our breed of malcontents (how many disciplines are represented in IR?) are adaptable, malleable, and eager to be change managers. Open the chute, Nute!

e-AIR: What advice would you pass on to someone just starting out in IR?

Ike: Be willing to adapt to some crazy situations. Be malleable to the point that you make others wonder what you are up to. Smile a lot! Check your work over and over! Be a change manager; welcome change and help guide it to a positive end result.

Seek out those of white hair and long tooth; they will be more than happy to give wise counsel. Although you may have to put up with a number of "let me tell you about what happened to me when ..."

Be serious about your work, but lighten up. We have far too many really good researchers who are killing themselves in a humorless environment. Learn to laugh at your mistakes; laugh really hard.

e-AIR: What do you do when you are not working?

Ike: I am practicing for retirement; driving my wife crazy by spending more time at home. Actually, I will be playing more golf, reading more mysteries, and smoking a lot of pork, beef, chicken, and turkey (but not inhaling). Travel is always on our minds and we have a certain freedom to do it.

e-AIR: Where do you see yourself ten years from now?

Ike: I have taken retirement from the states of Tennessee and Mississippi, and the federal government by mandate. I belong to AARP. I have been blessed with good health. If my memory ever remembers where it is and comes back, I will be working in an IR office somewhere. Why quit when you're having fun?

e-AIR: Thank you, Ike!

We welcome your feedback on this feature, including suggestions for individuals to be interviewed and questions you would like to have posed in future interviews. Please e-mail your comments and suggestions to Marne Einarson (<mailto:mke3@cornell.edu>).

Technical Tips from the Field

Using Conditional Formatting in Excel to Create a Dashboard

Allan Joseph Medwick, Kean University (amedwick@kean.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.

Last month, Microsoft released the second beta edition of Office 2007. One of the most significant improvements from an institutional research perspective is the ability to generate professional-looking reports and dashboards in Excel (Figure 1). This is the result of an expanded set of conditional formatting options. Below is a step-by-step demonstration of how to enhance an enrollment trend report using two of the new features — icon sets and highest/lowest value formatting (Figure 2).

	A	B	C	D	E	F	G	H	I	J
1	Bachelor's Degrees Conferred									
2	By Department (Academic Years 2000-2004)									
3										
4	Department	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	1-Year Δ	5-Year Δ		
5	Accounting	90	86	114	97	119	↑	22.68%	↑	32.22%
6	Criminal Justice	58	73	74	71	64	↘	-9.86%	↑	10.34%
7	Economics/Finance	56	43	81	77	72	↘	-6.49%	↑	28.57%
36	...	...	...	...	...	...	...	...	...	...
37	Theatre	4	2	3	4	6	↑	50.00%	↑	50.00%
38	Total	1,617	1,625	1,688	1,727	1,791	↗	3.71%	↑	10.76%

Figure 1: Enrollment Trend Report

Legend	
Highest Value	↑ >10% Change
Lowest Value	↘ <10% Change
	→ 0% Change
	↙ <-10% Change
	↓ >-10% Change

Figure 2: Conditional Formatting Legend

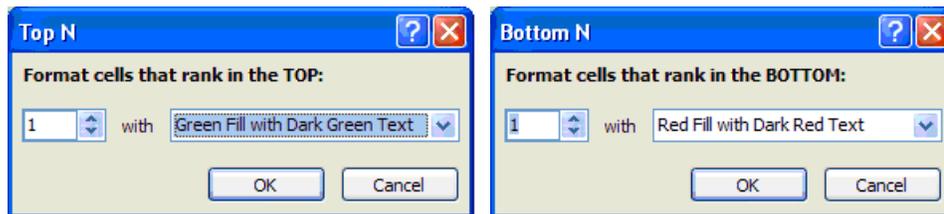
Highlighting the Highest Value

1. Highlight Cells B5:F5
2. Under "Conditional Formatting", select "Top/Bottom Rules" --> "Top N Items..."
3. Change combo boxes to "1" and "Green Fill with Dark Green Text"
4. Click "OK"

Highlighting the Lowest Value

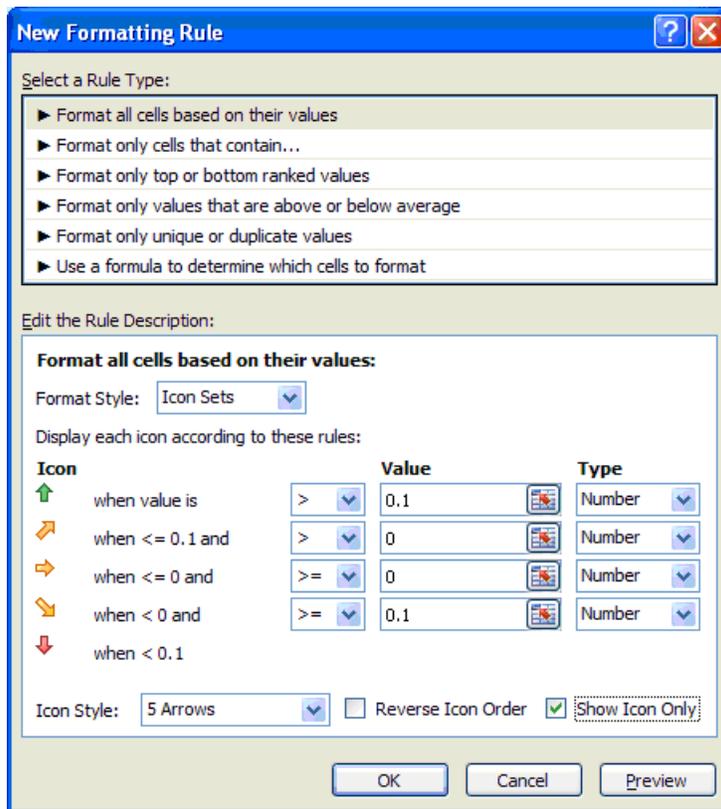
5. Highlight Cells B5:F5

6. Under "Conditional Formatting", select "Top/Bottom Rules" --> "Bottom N Items..."
7. Change combo boxes to "1" and "Red Fill with Dark Red Text"
8. Click "OK"



Creating an Indicator Arrow

9. Insert a blank column before the "1-Year Change" column (Column G)
10. Set this column (Column G) equal to the "1-Year Change" column (Column H)
11. Highlight Cells G5:G38
12. Under "Conditional Formatting", select "Manage Rules", and click "New Rule"
13. Under "Format all cells based on their values", select "Icon Sets" as the "Format Style"
14. Under "Icon Style" select "5 Arrows"
15. Change the options as shown below (Note: 0.1 = 10%)
16. Click "OK"



Using Visual Basic Application

All of the features available through the Excel 2007 menus are also available in Visual Basic. To access the Visual Basic editor, you must enable the Developer tab (Right click on the toolbar and select "Customize Quick Access Toolbar". Under "Personalize", select "Show Developer tab in the Ribbon", and click "OK".). The sample file contains the code necessary to automate the above formatting. Without coding, this project would have required 33 simple, but tedious steps. Learning how to apply conditional formatting using Visual Basic is definitely a worthwhile goal.

Writing the Visual Basic code for the example was tricky and recording a macro of the steps was not always helpful. This was mainly due to known bugs in the program. If you find an error in the beta version, do not hesitate to send a message to the Excel 2007 development team using the contact form on the Official Excel 2007 Blog website.

Beta Testing Reminders

Installing a beta version may cause problems with your current version of Microsoft Office. The safest way to test beta software is to use a virtual machine (e.g., VMWare Workstation or Microsoft VirtualPC). If you decide to install the

beta version alongside a previous version of Microsoft Office, I recommend changing the installation directory (the default installation directory is the current Microsoft Office directory). Also, do not waste time creating a perfect finished product, since there is no guarantee that the features available in the beta version will be compatible with those in the production version.

Conclusion

The new conditional formatting options will be extremely helpful to institutional researchers; however, some users may experience a steep learning curve because of the new user interface. Office 2007 also carries a heavy price tag. The estimated retail price of an upgrade to Microsoft Office Professional 2007 is \$329. Future tips will show how to customize the color scales and data bars conditional formatting tools. If you have any questions, please feel free to email me.

Links

Microsoft Office Beta 2 Site
(<http://www.microsoft.com/office/preview/default.msp>)

The Official Excel 2007 Blog
(<http://blogs.msdn.com/excel/default.aspx>)

Curtis Frye, Preview the Enhanced Microsoft Office Excel 2007 Business Intelligence Capabilities
(http://www.microsoft.com/office/preview/community/article_bic_frye.msp)

Sample Files

http://ir.kean.edu/Excel2007Beta/eAIR_Sample.xlsx - Basic Worksheet
http://ir.kean.edu/Excel2007Beta/eAIR_Sample_With_Macros.xlsm - Macro-enabled Worksheet
http://ir.kean.edu/Excel2007Beta/eAIR_Sample.pdf - Finished Report in Adobe Acrobat
http://ir.kean.edu/Excel2007Beta/eAIR_Sample_Code.pdf - Visual Basic Code

Thanks a lot, Allan, for sharing the insight!

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.

DIRECTOR, UNIVERSITY SUPPORT, Board of Governors, State University System of Florida, Tallahassee, **FL**.

Deadline Date: July 7, 2006

DIRECTOR, FINANCE/BONDS, Board of Governors, State University System of Florida, Tallahassee, **FL**.

Deadline Date: July 7, 2006

RESEARCH TECHNICIAN, Antelope Valley College, Lancaster, **CA**.

Deadline Date: July 14, 2006

DIRECTOR OF INSTITUTIONAL RESEARCH, Jewish Theological Seminary. New York, **NY**, <http://www.jtsa.edu>

Deadline Date: Open until filled

DIRECTOR OF INSTITUTIONAL EFFECTIVENESS AND INSTITUTIONAL RESEARCH, Georgia Gwinnett College (GGC), Lawrenceville, **GA**, <http://www.ggc.usg.edu>

Deadline Date: July 31, 2006

RESEARCH ANALYST, Duquesne University, Pittsburgh, **PA**.

Deadline Date: July 14, 2006

STATISTICAL ANALYST-ACADEMIC CHAMPIONS EXPERIENCE (ACE-it), Part-time #26060074385, University of Idaho, Moscow, **ID**.

Deadline Date: June 22, 2006

RESOURCE AND POLICY ANALYST, University of Illinois at Urbana - Champaign, Urbana, **IL**, <http://www.obfs.uillinois.edu/>

Deadline Date: July 12, 2006

POLICY ANALYST, Coppin State University, Baltimore, **MD**, <http://www.coppin.edu>

Deadline Date: Application review begins July 17, 2006

RESEARCH ANALYST, Coppin State University, Baltimore, **MD**, <http://www.coppin.edu>

Deadline Date: Application review begins July 17, 2006

ASSISTANT COORDINATOR FOR INSTITUTIONAL RESEARCH, Danville

Community College, Danville, **VA**,
<http://www.dcc.vccs.edu>
Deadline Date: Application review will begin July 17, 2006

RESEARCHER ANALYST, Tufts University, Medford, **MA**, <http://www.tufts.edu>
Deadline Date: Not provided

ASSOCIATE PROVOST FOR INSTITUTIONAL RESEARCH, George Mason
University, Fairfax, **VA**.
Deadline Date: Open until filled

DIRECTOR OF INSTITUTIONAL RESEARCH, Hudson County Community College,
Jersey City, **NJ**, <http://www.hccc.edu>
Deadline Date: Not provided

ASSISTANT VICE PRESIDENT FOR STUDENT ACHIEVEMENT, University of South
Florida, Tampa, **FL**, <http://www.usf.edu>
Deadline Date: July 7, 2006

DIRECTOR-INSTITUTIONAL RESEARCH, PLANNING & ASSESSMENT, Dominican
College, Orangeburg, **NY**, <http://www.dc.edu>
Deadline Date: June 30, 2006

DIRECTOR OF INSTITUTIONAL RESEARCH, Roger Williams University, Bristol, **RI**.
Deadline Date: Open until filled

RESEARCH ANALYST (extended search), Parkland College, Champaign, **IL**,
<http://www.Parkland.edu>
Deadline Date: June 23, 2006

RESEARCH & PLANNING PROJECT COORDINATOR, South Central College, North
Mankato and Faribault, **MN**,
<http://www.southcentral.edu>
Deadline Date: July 7, 2006

ASSISTANT PROVOST FOR INSTITUTIONAL RESEARCH AND PLANNING, Drexel
University, Philadelphia, **PA**.
Deadline Date: Open until filled

INSTITUTIONAL RESEARCH SPECIALIST, Carroll College, Helena, **MT**, <http://www.carroll.edu>
Deadline Date: June 30, 2006

PROGRAM DIRECTOR (POLICY & RESEARCH ANALYST), Texas Higher Education
Coordinating Board, Austin, **TX**.
Deadline Date: Open until filled

RESEARCH SERVICES SPECIALIST (#1679) Northwestern Michigan College,
Traverse City, **MI**.

Deadline Date: June 30, 2006

PROGRAMMER/ANALYST--INSTITUTIONAL RESEARCH & STRATEGIC PLANNING,
Thomas Nelson Community College, Hampton, **VA**, <http://www.tncc.edu>

Deadline Date: August 1, 2006

STUDENT AFFAIRS ASSESSMENT, EVALUATION AND RESEARCH DIRECTOR,
University of Utah, Salt Lake City, **UT**,

<http://www.utah.edu>

Deadline Date: Application review starts on June 21

COORDINATOR OF INSTITUTIONAL EFFECTIVENESS, Southwest Texas Junior
College, Uvalde, **TX**, <http://www.swtjc.net/>

Deadline Date: Open until filled

PROGRAMMER/ANALYST, HigherEd.org, Inc., **VA**, <http://highered.org>

Deadline Date: Immediately

INSTITUTIONAL RESEARCH ANALYST, George Mason University, **VA**.

Deadline Date: Open until filled

DIRECTOR OF INSTITUTIONAL RESEARCH, SUNY Rockland Community College,
Suffern, **NY**, <http://www.sunyrockland.edu>

Deadline Date: Open until filled

RESEARCH ASSOCIATE, Marymount University, Arlington, **VA**, <http://www.marymount.edu>

Deadline Date: Open until filled

DATA RESOURCE ANALYST, Harvard University, Cambridge, **MA**, <http://www.harvard.edu>

Deadline Date: Not provided

RESEARCH ANALYST, Harvard University, Cambridge, **MA**, <http://www.harvard.edu>

Deadline Date: Not provided

INSTITUTIONAL RESEARCH ANALYST, Mercy College, Dobbs Ferry, **NY**.

Deadline Date: Open until filled

COORDINATOR OF INSTITUTIONAL RESEARCH, Mississippi College, Clinton, **MS**,
<http://www.mc.edu>

Deadline Date: July 15, 2006

EDUCATION CONTENT ANALYST - F/T Entry Level Position, Mid-continent

Research for Education and Learning (McREL), Denver, **CO**.
Deadline Date: Open until filled

RESEARCH ANALYST, West Chester University, West Chester, **PA**.
Deadline Date: July 7, 2006

INSTITUTIONAL RESEARCH COORDINATOR, University of Colorado, Denver, **CO**,
<http://www.ucdhsc.edu>
Deadline Date: Review date begins June 22, 2006

DIRECTOR OF INSTITUTIONAL RESEARCH, Kilgore College, Kilgore, **TX**.
Deadline Date: Screening begins June 23, 2006

ASSISTANT DIRECTOR OF THE OFFICE OF INSTITUTIONAL RESEARCH, Fort
Lewis College, Durango, **CO**,
<http://www.fortlewis.edu>
Deadline Date: July 7, 2006

QUANTITATIVE ANALYSIS ASSOCIATE, Seton Hall University, South Orange, **NJ**,
<http://www.shu.edu/>
Deadline Date: Open until filled

INSTITUTIONAL PLANNER, University of Wisconsin-Eau Claire, Eau Claire, **WI**,
<http://www.uwec.edu>
Deadline Date: Review begins June 27; continues until filled

SENIOR PROJECT MANAGER, HIGHER EDUCATION OUTCOMES, The College
Board, Washington, **DC** or Reston, **VA** or New York City, **NY**.
Deadline Date: Open until filled

INFORMATION MANAGEMENT SPECIALIST, University of Scranton, Scranton, **PA**,
<http://www.scranton.edu>
Deadline Date: June 25, 2006

DIRECTOR OF INSTITUTIONAL RESEARCH, Chicago School of Professional
Psychology (CSOPP), Chicago, **IL**.
Deadline Date: July 7, 2006

DIRECTOR OF INSTITUTIONAL RESEARCH, Saint Mary's College, Notre Dame, **IN**
, <http://www.saintmarys.edu>
Deadline Date: July 1, 2006

PROGRAM ANALYST, Lincoln University, Lincoln University, **PA**, <http://www.lincoln.edu>
Deadline Date: Open until filled

RESEARCH ASSOCIATE, Northwestern Michigan College, Traverse City, **MI**,

<http://www.nmc.edu/>
Deadline Date: June 23, 2006

DIRECTOR, INSTITUTIONAL RESEARCH, Bellevue Community College, Bellevue, **WA**, <http://www.bcc.ctc.edu>
Deadline Date: Application screening begins July 3, 2006

STATISTICAL DATA ANALYST, Penn State University, University Park, **PA**, <http://wwwbk.psu.edu>
Deadline Date: Resumes accepted until position is filled.

DIRECTOR FOR INSTITUTIONAL RESEARCH AND PLANNING, Mills College, Oakland, **CA**, <http://www.mills.edu>
Deadline Date: Open until filled

DIRECTOR FOR POLICY ANALYSIS AND DEVELOPMENT, ConnectEd:The California Center for College and Career, Berkeley, **CA**, <http://www.ConnectEdCalifornia.org>
Deadline Date: Position open until filled

ACADEMIC ASSESSMENT SPECIALIST AND PUBLICATIONS EDITOR, Ball State University, Muncie, **IN**, <http://www.bsu.edu>
Deadline Date: Open till filled

RESEARCH ANALYST, Binghamton University, Binghamton, **NY**, <http://www.binghamton.edu>
Deadline Date: Not provided

STATISTICAL ANALYST FOR UNIVERSITY ENROLLMENT, Northwestern University, Chicago, **IL**, <http://www.northwestern.edu/>
Deadline Date: July 10, 2006

DATABASE & APPLICATIONS ANALYST, Embry-Riddle Aeronautical University, Daytona Beach, **FL**, <http://www.erau.edu>
Deadline Date: Open until filled

SENIOR RESEARCH ASSOCIATE, Association of American Medical Colleges, Washington, **DC**, <http://www.aamc.org>
Deadline Date: Not provided

ASSESSMENT SPECIALIST, Walden University, Minneapolis, **MN**.
Deadline Date: Not provided

DIRECTOR OF INSTITUTIONAL EFFECTIVENESS, University of Southern

Mississippi, Hattiesburg, **MS**,
<http://www.usm.edu>
Deadline Date: July 2006

GRANTS RESOURCE CENTER - PROGRAM ADVISOR, American Association of
State Colleges and Universities, Washington, **DC**, <http://www.aascu.org/>
Deadline Date: Not provided

Parting Thoughts

Parting Thoughts

Meihua Zhai, University System of Georgia (meihua.zhai@usg.edu)

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

"There are two kinds of people in this world: those who believe there are two kinds of people and those who do not. Count me among the latter."

~ Victor M. H. Borden

"The possession of knowledge does not kill the sense of wonder and mystery. There is always more mystery."

~ Anais Nin

"To finish the moment, to find the journey's end in every step of the road, to live the greatest number of good hours, is wisdom."

~ Ralph Waldo

"Always imitate the behavior of the winner when you lose."

~ Unknown

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

~ Lao-tzu

"Experience is the name everyone gives to their mistakes."

~ Oscar Wilde

"If you can't explain what you're doing in simple English, you're probably doing something wrong."

~ Alfred Kazin