



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

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**Serving Institutional Research Professionals and Those Engaged in Management  
Research, Policy Analysis, and 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.**

*To submit articles, requests, or information for consideration and inclusion in the newsletter, please contact Gayle Fink, Editor, at: ([gfink@bowiestate.edu](mailto:gfink@bowiestate.edu)).*

*Persons seeking jobs in institutional research, planning, or policy analysis should check the [AIR web page](#) every few days for new positions.*

***[Subscribe, change your subscription address,  
or unsubscribe](#)***

*For further information regarding the Association for Institutional Research, contact Randy Swing, Executive Director, AIR, 1435 Piedmont Drive, Suite 211, Tallahassee, FL 32308; Telephone: 850-385-4155, Fax: 850-385-5180 or via e-mail: ([rswing@airweb.org](mailto:rswing@airweb.org)).*

## Announcements & Information

### Position Open - Associate Editor for e-AIR

e-AIR is in need of an Associate Editor. The Associate Editor position is a three-year term, with the expectation that the Associate Editor may be willing to move into the Editor's position once the term is up. No previous editorial experience is required – just an interest in IR issues and good writing and interpersonal skills. Below is the complete job description.

Please consider volunteering or nominating a colleague. It is a great opportunity to get connected and give back to the profession!

Thanks,  
Gayle

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#### *Description*

The ideal candidate for the Associate Editor must be an AIR member, have experience in the field of institutional research, have aspirations and a commitment level to allow for moving into the Editor position at the conclusion of that term, and possess good interpersonal and writing skills. The appointment of the Associate Editor is determined by the Editor, Gayle Fink, and the term extends to 2012.

#### *The Publication*

Electronic AIR (e-AIR) is the AIR online newsletter sent to subscribers on a monthly basis via email. 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 of charge to anyone interested in institutional research. More information about the publication is available on the [AIR web site](#).

#### *Deadline*

Please submit nominations and inquiries by **November 1, 2010** to: Gayle Fink, Electronic AIR Editor, [gfink@bowiestate.edu](mailto:gfink@bowiestate.edu). For those wishing to apply, please submit a letter of interest and current resume.

## **The AIR Athletics Reporting Requirements Survey**

Air Office ([air@airweb.org](mailto:air@airweb.org))

The AIR Intercollegiate Athletics Special Interest Group (SIG), with the help of Scott Balog at AIR, constructed the AIR Athletics Reporting Survey, which was made available to the AIR membership from March 25 until June 10, 2010. The purpose of the survey was to identify the level of IR involvement in athletics reporting activities and the level of interaction that IR offices have with institutional administrative units regarding athletics. Survey results were analyzed by Kyle Sweitzer of the Intercollegiate Athletics SIG. Institutions can use the survey results to compare their level of involvement in athletics reporting with that of their peers. To access the full report, [click here](#).

## **AAUP Faculty Compensation Survey 2010-11**

We are now preparing the data collection process for our 2010-11 annual survey. You can expect to see some changes to the survey Web site, but the underlying data definitions and reporting elements will not change. For those who have responded to our survey in previous years, look for the data file direct upload to be back this year. We expect to open the site for 2010-11 data collection in late October.

On our [survey Web site](#) we add status updates as they are implemented. We also continue to update our survey contact records, and will be sending out a mailing to institutions for whom we do not have current contact information. If you know that the survey contact person(s) for your institution has changed or will be changing, please send us a note at [aaupfcs@aaup.org](mailto:aaupfcs@aaup.org).

Our complete 2009-10 “Annual Report on the Economic Status of the Profession” is available in print in the July-August issue of *Academe* and [online](#). For information about the various custom reports and data sets we have available, please visit the [AAUP web site](#).

John Curtis  
Director of Research and Public Policy

## 2010 Comprehensive Survey of College and University Benefits Programs

The College and University Professional Association for Human Resources (CUPA-HR) recently released the findings of its 2010 Comprehensive Survey of College and University Benefits Programs. Survey results indicate that the percentage increase in the median annual cost of healthcare was substantially higher this year than last. For the 424 institutions completing this year's survey, the median total premium costs for the three most common plan types (PPO, HMO and POS) increased 6.7% for employee-only coverage and 7.0% for employee + family coverage. Comparable increases last year were 3.7% and 5.7% respectively.

In other healthcare-related findings, the percentage of responding institutions offering healthcare benefits for both same sex and opposite sex partners increased this year, as it has for the past four years. A majority of responding institutions continue to provide healthcare benefits for retirees, 31% of responding institutions conducted an audit in the last year of dependents enrolled in their benefits program, the percentage of institutions paying the entire monthly premium for employee + family coverage continues to decrease, and consumer-driven health plans are now offered by 21% of this year's respondents (up from just 11% two years ago).

In addition to health benefits, this year's survey also collected data on a number of non-healthcare benefits. Among those findings, almost all responding institutions provide basic life insurance, long-term disability, paid time off, tuition assistance, and retirement benefits; 64% of responding institutions offer short-term disability and the majority require that employees pay the entire premium. The median number of paid holidays each year is 12, as is the median number of sick days.

Visit the [CUPAHR web site](#) to access the Benefits Survey fact sheet or purchase survey results.

Andy Brantley  
[www.cupahr.org](http://www.cupahr.org)

## ***IR In The Know***

### **September 2010**

([irintheknow@airweb.org](mailto:irintheknow@airweb.org))

A service of the Higher Education Data Policy Committee (HEDPC), IR in the Know keeps you up to date on current and emerging issues related to higher education data collection, analyses, and reporting with a brief summary of topics and links to more detailed information. We welcome your feedback and suggestions. If you discover a resource or article that might be useful to other IR professionals, please send an email to [irintheknow@airweb.org](mailto:irintheknow@airweb.org).

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#### **College Board: *The College Completion Agenda: 2010 Progress Report***

In 2008, the College Board charged the [Commission on Access, Admissions and Success in Higher Education](#) to study the P-16 pipeline and identify ways to increase the number of Americans who earn college degrees. The ultimate goal is to ensure that 55% of Americans have an associate degree or higher by 2025, making the United States the world leader in educational attainment. The Commission recommended a 10-part action agenda addressing issues such as dropout prevention programs, improving middle and high school college counseling, keeping college affordable and clarifying and simplifying the admission process.

The [2010 Progress Report](#) outlines the progress to date in meeting the Commission's goal. The report provides an overview of each performance indicator, a description of why the measure is important, a presentation of the current data, how to interpret the findings and possible policy issues.

#### **Delta Cost Project: *Trends in College Spending, 1998-2008***

[Trends in College Spending, 1998-2008: Where does the money come from? Where does it go? What does it buy?](#) is the third in a series of reports on higher education finance from the Delta Cost Project. This report examines national college spending and trends in the years leading up the current recession, with implications for the "new normal" in college spending. The Delta Cost Project also released the web-based tool, [Trends in College Spending \(TCS\) Online](#), an interactive web-based data system that provides access to Delta Cost Project measures of spending, revenues, productivity, and enrollment for individual institutions, groups of institutions, or the nation as a whole.

#### **Common Data Standards Update**

The Common Data Standards initiative, first discussed in the June IR in the Know, recently released version 1.0 of the Common Data Standards (CDS). Version 1.0 includes a core subset of data elements for K-12 and postsecondary sectors, focusing on the transition of students throughout K-20. Future versions of CDS will include additional data of interest to both K-12 and postsecondary constituents, along with a set of elements related to transitions from early childhood and workforce systems.

To view the CDS, visit the [web site](#) and click on "Data Standards" in the center of the page. The "All Elements" button in the navigation bar at the top of the page provides data elements by category or alphabetically.

#### **ACT *The Condition of College and Career Readiness, 2010***

[The Condition of College and Career Readiness, 2010](#) uses ACT test scores and the ACT College Readiness Benchmarks to provide a snapshot of college readiness for the 2010 high school graduates who took the ACT test. In this report, ACT addresses access and preparation, academic performance, college readiness, and educational and career aspirations. The report also makes recommendations states and schools can implement to improve the college readiness of students. In addition to the national report, individual state reports are available.

**College Board: 2010 College-Bound Seniors**

*College-Bound Seniors* presents data for 2010 high school graduates who participated in the SAT program. College Board addresses the impact of course-taking patterns and the rigor of student's course work on college readiness. In addition to trend data on SAT test scores from 1972 to 2010, the [Total Group Profile Report](#) and individual *State Profile Reports* provide demographic and academic information on the 2010 graduates.

**NASSGAP Annual Survey Report on State-Sponsored Financial Aid**

The National Association of State Student Grant and Aid Programs released the 40th **Annual Survey Report on State-Sponsored Financial Aid** for 2008-09. The report presents data on [state-funded expenditures for postsecondary student financial aid](#). Some of the findings include: exclusively need-based aid constituted 48 percent of all aid to undergraduates and exclusively merit-based aid accounted for 19 percent. In addition, an online [query tool](#) that allows for customized queries of survey data is available.

## Publications

### Editor's Publication of the Month

#### ***Demonstrating Student Success: A Practical Guide to Outcomes-Based Assessment of Learning and Development in Student Affairs***

By: Marilee J. Bresciani, Megan Moore Gardner, and Jessica Hickmott, Stylus Publishing (Sterling VA) 2009. (ISBN: 978-1-57922-305-2).

Marne Einarson ([mke3@cornell.edu](mailto:mke3@cornell.edu))

This book is a valuable addition to the seeming plethora of books on student assessment. The authors' intent is to provide a "how-to book" on assessing student learning and development in the co-curricular environment – an important component of the undergraduate experience that is predominantly the responsibility of student affairs professionals.

While the 1980s and '90s are commonly viewed as the decades in which demands for assessment and accountability in higher education gathered force, the assessment movement has much earlier roots in educational and developmental psychology research conducted in the 1930s and 40s. The authors note that the history of assessing student learning and development *outside* the classroom, within the co-curricular environment, is much shorter than that associated with assessing student learning within the traditional classroom setting. A variety of forces – increasing calls to demonstrate student learning on the part of regional accreditors, state and federal governments, and the general public; a broadened array of student needs and interests stemming from an increasingly diverse student body; and current and continuing fiscal constraints leading to tough decisions about internal resource allocations – have created demands to demonstrate the contribution of the co-curricular experience to student learning and development. So while assessment of student learning has until quite recently been viewed as the responsibility of faculty members and academic programs, student affairs professionals are now being asked to engage in outcomes-based assessment.

Outcomes-based assessment offers student affairs professionals a means to demonstrate and enhance the contribution of their programs and services to student learning and development – thus helping to ensure that student learning remains central to their work. Outcomes-based assessment also allows student affairs professionals to demonstrate the value and efficacy of their programs and services, and their alignment with institutional goals and priorities to others within the institution who may not be well versed in, or even particularly supportive of, the contributions of the co-curricular realm to student learning. Accordingly, national student affairs professional associations (NASPA and ACPA) have taken up the call for assessing student learning and development, and have produced a variety of professional development resources on the topic. But at the campus level, initiating assessment efforts can still be a tough sell among student affairs professionals who already have plenty on their plates, who may not be well-versed in research methods or feel confident conducting assessment, and who may be concerned about the implications of assessment results for their programs (e.g., will they lose funding if their results aren't "good?").

To address these challenges, Marilee Bresciani and colleagues have produced a practical book that describes strategies that can make assessment activities relevant, useful and sustainable for student affairs professionals. Throughout, they weave in excerpts from case studies to illustrate principles and strategies in action (a complete treatment of the case studies is provided in companion piece, *Case Studies in Implementing Assessment in Student Affairs* by Bresciani, Moore Gardner, and Hickmott, 2009). The book is divided into three main sections: the history and importance of the assessment movement; components of an effective assessment plan (the real meat of the

book); and challenges, resources and future considerations in assessment. In this review, I'll note just a few of the sections that I found most helpful.

### **Crafting Clear Statements of Learning Outcomes**

In their discussion of the essential components of an effective outcomes-based assessment plan, the authors make clear that jargon is not important – whether one calls a particular statement a goal or an objective or an outcome doesn't matter as long as there is shared agreement about what these terms mean. What *does* matter is that there needs to be a clear distinction between (1) a slate of broad, possibly aspirational, statements about students' expected learning experiences and achievements; and (2) an associated slate of measurable outcomes that identify specific competencies, behaviors, or habits of mind that students are expected to achieve as a result of participating in various co-curricular aspects of their undergraduate experience. The first slate of broad statements will reflect institutional or divisional goals for student learning. The second slate of more specific statements reflects how these broad goals will be operationalized at the department or program level. These program-level statements are more detailed and tied to the specific learning context of programs or services, so that the data collected will provide feedback useful for planning and improving those specific contexts.

The authors provide a very useful discussion of the importance, and difficulty, of writing clear, robust statements of the learning outcomes expected as a result of students' participation in various program activities. Such statements of learning outcomes need to be “measurable” – that is, it should be easy to identify the specific aspect of learning or development that is to be measured and how achievement of the outcome will be demonstrated; “meaningful”, that is, the learning or development is clearly related to important institutional and divisional goals for student learning, and the information collected from assessing this outcome will inform program design and delivery; and “manageable”, that is, the program can realistically be expected to contribute to this outcome and the specific level of learning it encompasses, and the scope of the assessment is reasonable considering the resources of time and expertise available.

As the authors note, and in my own experience working on assessment projects in student affairs, it is very easy for student affairs professionals to think in terms of broad learning goals such as “helping students become responsible citizens” but much more challenging to identify the specific aspects of student learning that their programs are designed to enhance. The authors suggest that it is difficult for student affairs professionals to separate their passion for what they do (e.g., they want to help students self-actualize, make responsible decisions, be active members of the community, etc.) from what they can reasonably expect to accomplish in terms of student learning, given the activities over which they have control. Crafting measurable, meaningful and manageable learning outcome statements really forces these practitioners to think about the specific educational intent of their programs, the provision of sufficient learning opportunities, and the level of learning that can reasonably be expected from activities of varying duration and intensity.

### **Choosing Assessment Methods**

The authors begin their discussion of assessment methods by making an assertion that is perfectly sensible but often ignored in practice: it is very important to articulate a learning outcome and the learning opportunities associated with it *before* thinking of possible assessment methods. As student affairs practitioners examine the learning activities that will be provided to foster students' achievement of a specified outcome, they may identify naturally occurring opportunities to assess student learning within the learning activity itself – for example, an evaluation of role plays undertaken as part of the learning experience; these constitute a *direct measure* of student learning. If no naturally occurring opportunity exists, then an assessment method will have to be designed or selected; but the authors caution against automatically jumping to the conclusion that a survey (an indirect and often clumsy method of data collection) is needed! Which method will be best depends upon the nature of the learning outcome, the

learning activities, and resources of time and expertise.

The authors provide an overview of quantitative and qualitative assessment methods, and also provide a useful set of guidelines to consider when selecting various assessment methods (e.g., for surveys, “You can identify specific questions in the survey that when answered will allow you to identify whether the outcome has been met.”)

### **Using and Disseminating Results**

The authors cite the “paramount importance” of devoting sufficient attention and substantive involvement to the step of using and communicating assessment results – doing so increases the ownership and acceptance of the assessment process and the chances of improving practice on the basis of assessment evidence. As many of us have likely observed, momentum for assessment often stalls out after the data collection phase, as if that were the end objective. It is critical to actually use assessment results to recommend and make changes, and to broadly communicate the results and decisions made. Otherwise, why bother spending time and effort on assessment?

They provide a good treatment of the issue of stakeholders in the assessment process. One needs to consider appropriate stakeholders to involve in various facets of the assessment process (who can contribute valuable perspectives, who will be affected by results and decisions?). These include: student affairs professionals (they reference Moore Gardner’s (2006) idea of using *nucleators*, or small groups of people who are on board with assessment, who can work with peers within the department to develop and implement assessment plans); students; plus, possibly, parents, community members, trustees, and senior administrators.

It goes without saying that it takes resources to plan and implement an effective outcomes-based assessment approach. Limited funding, time and human resources can pose serious challenges to an assessment program. In these times of constrained budgets, finding the resources to adequately support assessment efforts can be a real challenge. In response to this issue, the authors offer a compelling rebuttal:

*The discovery of how well our services and programs are working via outcomes-based assessment means that we can make better decisions about where to improve effectiveness and efficiency ... Without the evidence generated from assessment, the conversations about what to do on a day-to-day basis are at risk of being influenced by factors that may have little to do with the quality of student success. Ask yourself if your organization can really afford not to implement such a process.” (p. 166)*

The authors end by providing lists of assessment texts/references, web sites, discussion groups, conferences and workshops, and consultants and technological tools to assist in implementing assessment in student affairs.

Many of us are engaged in assessing student learning at our institutions. If your assessment work includes student affairs programs I highly recommend *Demonstrating Student Success* – as a resource for you and for your student affairs colleagues. It gave me insight into some recurring issues I have encountered in this work (e.g., the difficulty of crafting measurable learning outcomes). Plus, its pragmatic and jargon-free style makes it an appropriate resource for student affairs professionals who may not be well-versed in research or assessment methods.

## AIR Publications

### IR Applications 28 Now Available

Air Office ([air@airweb.org](mailto:air@airweb.org))



#### ***Making Meaningful Measurement in Survey Research: A Demonstration of the Utility of the Rasch Model*** (September 2010)

Kenneth D. Royal, Ph.D., American Board of Family Medicine  
Psychometrician/University of Kentucky - Adjunct Professor

Quality measurement is essential in every form of research, including institutional research and assessment. This paper addresses the erroneous assumptions institutional researchers often make with regard to survey research and provides an alternative method to producing more valid and reliable measures. Rasch measurement models are discussed and a demonstration is provided, thus highlighting the utility of the Rasch models in higher education research and practice.

You can view or download [IR Applications #28](#) from the AIR web site.

## NCES Publications

### Web Tables

#### **Profile of Students in Graduate and First-Professional Education: 2007–08**

These Web Tables present a summary of the demographic and enrollment characteristics of students enrolled in graduate and first-professional programs in the United States during the 2007–08 academic year. Tables focus on graduate level and degree program and include demographic characteristics such as gender, age, dependents and marital status, race/ethnicity, citizenship status, income, parent’s education, and disability. Enrollment characteristics include institution type, attendance intensity, attendance status, average tuition and budgets, and time between receipt of a bachelor’s degree and enrollment in a graduate program.

[View full report](#)

#### **Profile of Undergraduate Students 2007-08**

These Web Tables are a comprehensive source of information on undergraduate students attending postsecondary institutions in the United States during the 2007–08 academic year. Data presented in these tables are from the 2007–08 National Postsecondary Student Aid Study (NPSAS:08). Data include enrollment and attendance status, degree program, undergraduate major, average grades, student characteristics (including gender, race/ethnicity, age, dependency status, income, marital status, responsibility for dependents, high school completion status, local residence while enrolled, citizenship status, and parents’ education), financial aid status and credit card debt, work, community service, voting, disability status, and distance and remedial education.

[View full report](#)

#### **Profile of Undergraduate Students: Trends from Selected Years, 1995–96 to 2007–08**

These Web Tables provide information on undergraduates during the 1995–96, 1999–2000, 2003–04, and 2007–08 academic years. Estimates are presented for all undergraduates, and for undergraduates who attended public 2- and 4-year, private nonprofit, and for-profit institutions by student and enrollment characteristics, hours worked while enrolled, and community service activities.

[View full report](#)

## Other Publications

### **American Society for Quality *Quality Approaches to Higher Education Journal***



The American Society for Quality (ASQ) Education Division Publication Committee is pleased to announce the release of the August issue of its peer-reviewed online journal, [Quality Approaches in Higher Education](#).

The purpose of this publication is to engage the higher education community in a discussion on topics related to improving quality in higher education identifying best practices in higher education, and to expand the literature specific to quality in higher education topics. *Quality Approaches in Higher Education* welcomes faculty from two- and four-year institutions, including engineering colleges, business schools, and schools of education, along with college student services professionals to consider submitting articles for review. Manuscripts are being accepted now for consideration for future issues.

The “Call for Articles” for future issues and “Author Guidelines” are included in this issue and also at the [journal's web page](#). In particular, the editorial team is interested in manuscripts on topics that include using assessments for continuous improvement and accreditation, showing how use of the Baldrige framework can increase student success, increasing engagement and quality of learning through lecture capture and other technologies, dealing with rising costs without jeopardizing learning, sponsoring programs for helping graduates gain employment, and merging research with practice (action inquiry).

We hope you will find the articles in *Quality Approaches in Higher Education* informative and applicable to your university and research.

Cindy Veenstra, Ph.D.  
Associate Editor  
Chair, ASQ Education Division  
[www.asq.org/edu/](http://www.asq.org/edu/)

## Meetings and Events

### **2011 AIR Annual Forum** **Toronto, Ontario, May 21 – 25** **[Sheraton Centre Toronto Hotel](#)**

#### **Call for Proposals Now Open!**

AIR is currently accepting proposal submissions for the 2011 Forum. The deadline for proposal submissions is midnight EST, October 30, 2010.

We are seeking proposals for Panel Sessions, Poster Presentations, Research in Action Sessions, Scholarly Paper Sessions, Table Topic Discussions, and Pre-Forum Workshops.

Please visit the [Call for Proposals](#) section of the Forum Web site for more information.

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#### **Visit the Forum Web site Today**

Information regarding educational opportunities, travel, the exhibit hall, and more is now available on the [2011 Forum Web site](#).

Check back often for the latest news and information - it's your *Passport to New Ideas and Better Decisions*.

## Affiliate Group Conferences


The **Maryland Association for Institutional Research (MdAIR)** Annual Conference will be held October 22, 2010 at Loyola University, Columbia campus. Visit the [conference web site](#) for registration and further information.



The **Kentucky Association for Institutional Research (KAIR)** Annual Conference will be held on October 13-15, 2010 in Louisville, KY. Visit the [conference web site](#) for more information on registration and presentation proposals. Contact [Baron G. Wolf](#), KAIR President, for additional details.

The **Rocky Mountain Association for Institutional Research (RMAIR)** Annual Conference, will be held October 20-22 at the Curtis Hotel, Denver, CO. Our theme is "40 Years of Moving Higher Education Forward" and we are excited to be celebrating our 40<sup>th</sup> annual RMAIR conference. Please view the [conference web site](#) for further information.



 The **Canadian Institutional Researchers and Planning Association (CIRPA)** Annual Conference will be held on October 23 – 26, 2010 at the Ottawa Marriott Hotel, in Ottawa, ON. For further information, please check the [conference web site](#).

The **Ohio Association for Institutional Research & Planning (OAIRP)** will be holding its fall meeting on November 4-5, 2010 at The Ohio State University. The keynote speaker will be Dr. Lindsey Godwin from Morehead State University. Dr. Godwin's plenary address will be on the topic of "Appreciative Inquiry". Registration and additional information can be found at the [OAIRP web site](#). For questions, please contact [Anne Fulkerson](#), OAIRP Treasurer.



Registration for the **MENA Region Association for Institutional Research (MENA-AIR)** Annual Meeting to be held November 3-5, 2010 is open. Visit [MENA-AIR Web site](#) at to register. Hotel and preliminary program information are also posted under Annual Meeting. Make your reservations early as there are a limited number of rooms at conference rates. Looking forward to seeing you in Beirut!

The **Mid-America Association for Institutional Research (MIDAIR)** Annual Conference "Embracing the Promises and Challenges of the New Decade" will be held November 10 - 12, 2010 at the Marriott Country Club Plaza in Kansas City, Missouri. See the [conference web site](#) for additional information.



The **Australasian Association for Institutional Research (AAIR)** Annual Forum will be held on 10-12 November at the Four Points by Sheraton, Geelong, Victoria. As it is the Association's 21<sup>st</sup> year, this year's theme is "Has institutional research come of age in Australasia?" Visit the [conference web site](#) for more information.

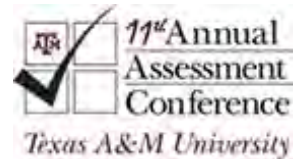
The **Northeast Association for Institutional Research (NEAIR)** Annual Conference "Fountain of Knowledge: IR Collaboration for Effective Change" will be held November 13-16 at the Saratoga Hilton, Saratoga Springs NY. See the [conference web site](#) for additional information.



The **California Association for Institutional Research (CAIR)** Annual Conference "What Counts: Return to Our Census" November 17-19, 2010 at Doubletree Hotel San Diego/Mission Valley. Please contact [Willard Hom](#), CAIR President for additional information.

## Other Meetings

**The Texas A&M University Assessment Conference** - Call for Proposals is now open - The deadline is October 15, 2010. All proposals should be submitted via the [Conference web site](#). The conference will be held February 20-22, 2011.



**2010 Assessment Institute in Indianapolis, October 24-26, 2010 at The Westin Indianapolis** - In-depth Learning Opportunities with Scholars/Practitioners for **ALL** Faculty and Academic and Student Affairs Administrators. Pre-Institute Workshops: Extended learning opportunities with experienced practitioners. For further information visit the [Institute web site](#) or contact: [Trudy W. Banta](#) or [Karen E. Black](#). Phone: 317-274-4111.



**The Organization, Economics, And Policy Of Scientific Research, Annual Workshop Call For Proposals** - Proposal deadline: November 30, 2010 Workshop Date: February 18-19, 2011, Turin, Italy. Visit the [web site](#) for more information, or contact Cornelia Meissner, [cornelia.meissner@unito.it](mailto:cornelia.meissner@unito.it).

### SCUP Call for Proposals - Society for College and University Planning's Annual, International Conference - Integrated Solutions: How & Now

What are you doing right now to help your institution navigate through the complex challenges facing higher education? We invite perspectives from AIR members through proposal submission. Submission deadline is October 1, 2010. The conference date is July 23-27, 2011, in National Harbor, MD (outside Washington, D.C.) Visit the [conference web site](#) for details.



Questions? Contact [Kathy Benton](#), SCUP associate director of education, 734-764-2001

## Professional Development

### AIR Webinar Offerings - Air Office ([air@airweb.org](mailto:air@airweb.org))

#### *Intermediate Statistical Applications for Institutional Research*

As part of the fall 2010 webinar offerings, AIR presents the three-webinar series focusing on statistical applications in IR. The experts presenting the statistics webinars will review concepts related to key statistical applications and provide examples that may be applied at your institution. AIR offers participants the convenience of on-demand viewing of the webinar up to a month following the live presentation.

AIR [members](#) save \$50 per webinar and receive an additional discount on the statistics series (\$125 per webinar or \$350 for the series).

#### Correlation and Regression The Foundation for Statistical Analysis



October 7, 2010  
2:30 pm – 4:00 pm

Presented by:  
Robert K. Toutkoushian, Ph.D.  
Professor  
Institute of Higher Education  
University of Georgia

##### Concepts and Application

In this webinar, the fundamental techniques used to examine the relationships between two or more variables will be explored. Participants will learn how to estimate parameters in a simple regression model; understand the assumptions underlying the model; and examine ways to apply these models in the IR office.

##### Practical Examples

Examples modeled for participants include:

- Effect of enrollment and state appropriations on student costs
- Factors impacting student graduation rates
- Relationship between faculty experience and salaries

#### Analysis of Variance (ANOVA) A Powerful Statistical Tool for a Variety of IR Applications



October 12, 2010  
2:30 pm – 4:00 pm

Presented by:  
Robert J. Ploutz-Snyder, Ph.D.  
Senior Research Scientist  
Universities Space Research  
Association/NASA  
Associate Research Professor  
SUNY Upstate Medical University

##### Concepts and Application

In this webinar, the basic theory and applications of Fixed-Factor Analysis of Variance (ANOVA) will be reviewed. Participants will learn when ANOVA should be used, the appropriate types and format of data, a hypothesis framework for ANOVA, and the assumptions required. Demonstrations include how to test for differences among groups, how to isolate and analyze the effects of multiple independent variables and interactions between two or more independent variables.

##### Practical Examples

Includes examples in the use of ANOVA to analyze factors impacting:

- Student performance
- Student satisfaction
- Faculty ratings
- Faculty pay

#### Advanced Regression Applications for the IR Toolbox



October 19, 2010  
2:30 pm – 4:00 pm

Presented by:  
Victor M. H. Borden, Ph.D.  
Professor  
Educational Leadership and  
Policy Studies  
Indiana University

##### Concepts and Application

In this webinar, the use of binary and multinomial regression models that are appropriate when considering outcomes relating to predicted membership in two or more groups will be explored. Participants will learn about the special treatment required of multiple regression and when many of the tenets of Ordinary Least Squares regression are violated.

##### Practical Examples

Practical applications will be demonstrated through examples focusing on how to interpret and describe results in relatively simple terms. Examples may be applied in studies that address such topics as:

- Student performance and persistence
- Admissions yield
- College and major choice

For more information about AIR Webinars and to register, visit [www.airweb.org/2010webinars](http://www.airweb.org/2010webinars).

## ACPA/AIR Webinar: Bridging the Gap between Institutional Research and Student Affairs for Assessment Success - Air Office ([air@airweb.org](mailto:air@airweb.org))

As external and internal pressures related to accountability and demonstrating student success increase, and as models of teaching and learning evolve, questions we need to ask and answer on our campuses are becoming increasingly complex. The process of addressing these questions and conducting appropriate assessments often needs the expertise of both student affairs and institutional research professionals.

[Bridging the Gap between Institutional Research and Student Affairs for Assessment Success](#) provides an overview of the assessment cycle, including design, data collection, and analysis, and use of data within IR and Student Affairs contexts. This webinar is designed to address aspects of data collection, data management, data analysis, and the implications of student development theory in research and assessment. The webinar will pay specific attention to identifying key commonalities that can serve as core building blocks for successful partnerships. This webinar will provide participants with:

- Building blocks for the development of a partnership between student affairs and institutional research
- An understanding of the role collaboration between Student Affairs and IR can serve in a culture of assessment and accountability
- An advanced discussion of the issues impacting the assessment of student success outcomes in higher education

### Co-sponsored by:

ACPA – College Student Educators International  
Association for Institutional Research (AIR)

### Date/Time:

Monday, November 1st, 2:30pm EST/11:30am PST

### Presenters:

*Lance Kennedy-Phillips, Ph.D.*

Director of Student Life Research and Assessment - The Ohio State University

Lance is the Director of Student Life Research and Assessment at The Ohio State University. He received his Master's and Doctoral degrees from the University of Nebraska-Lincoln. Currently, Dr. Kennedy-Phillips is National Co-Chair (Elect) for The NASPA Assessment, Research and Evaluation Knowledge Community. In addition, he has served three terms as Co-Director of the Foundations I Institute for the Association for Institutional Research. Dr. Kennedy-Phillips is co-editor of the upcoming ASHE Reader on Mixed Methods Research in High Education. His scholarly interests include organizational learning, assessment, and higher education policy analysis.

*Kristen McKinney, Ph.D.*

Associate Director for UCLA Student Development - University of California Los Angeles

Kristen serves as the Associate Director for UCLA Student Development and leads the Student Affairs Information and Research Office. She earned her doctorate in Higher Education and Organizational Change from the UCLA Graduate School of Education and Information Studies. She has an extensive background in institutional research and assessment including work in both academic and student affairs arenas. Kristen serves on the Directorate of ACPA's Commission for Assessment and Evaluation. Her professional roles and personal research agenda focus on issues of student development, particularly those of mental health and identity formation.

### Moderators:

*Gavin Henning, Ph.D.*

Director of Administration  
Dean of the College Division  
Dartmouth College

*J. Joseph Hoey, Ed.D.*

Vice President of Institutional Effectiveness and  
Accreditation  
Bridgeport Education

For more information about the ACPA/AIR assessment webinar, or to register, visit the ACPA [Web site](#).

## Fall Data Collection Tutorials and Materials Posted

AIR is pleased to announce that the fall Collection Cycle Video Tutorials are [now available](#).

### The fall collection includes:

- IC Header (IC-H)
- Institutional Characteristics (IC)
- 12-Month Enrollment (E12)
- Completions (C)

Each tutorial is divided into four chapters, including: Welcome, Overview, What's New, and a Step-by-Step instruction chapter. A narrative of the tutorial and the slides are available for download as well.

The tutorials for the winter and spring Collection Cycles will be available in early December.

The AIR IPEDS Team

## **Pennsylvania State University Announces Online Institutional Research Courses for 2010-11**

Pennsylvania State University offers courses leading to a Certificate in Institutional Research and provides students with the skills that support institutional planning and policy formation. The program provides considerable flexibility in the choice of courses as well as in the time taken to complete the certificate program. We also welcome students seeking to upgrade their skills without wishing to complete the certificate. You can learn more about the program on the [web site](#).

The following courses will run from January 17th to April 25th in the spring of 2011:

### **Designing Institutional Research Studies**

***Instructor* : John Cheslock**

This course acquaints students with best practices and necessary skills in quantitative and qualitative research design including sampling and basic measurement issues, research methods, survey research, interviews, and selecting appropriate statistical tools. Students will be introduced to basic validity concepts and methods that allow for validity to be obtained in practice. Course assignments will help students gain experience extracting value from data and effectively communicating that information to others.

### **Assessing Student Outcomes & Evaluating Academic Programs**

***Instructor*: J. Fredericks Volkwein**

This course pulls together the many threads that add up to educational effectiveness: evaluating academic programs and curricula, assessing student learning outcomes, coping with accountability and performance reporting requirements, and responding to the demands of both regional and disciplinary/vocational accreditation bodies. The course acquaints students with strategies and instruments for conducting outcomes studies of programs, students, and alumni alike. Assessment topics include studies of students' basic skills, general education, knowledge in the major, personal growth, and alumni outcomes.

**Questions regarding the program can be directed to:**

John Cheslock  
Director  
Certificate in Institutional Research  
Pennsylvania State University  
[jjc36@psu.edu](mailto:jjc36@psu.edu)

## Research Requests

### Recruiting Four-Year Institutions for the National SAT Validity Study

The College Board continues to examine the validity, fairness and effectiveness of the SAT across a national range of institutions and students. Over 170 four-year colleges and universities have already participated in this ongoing national effort to conduct test validity and college success research. Each participating institution receives a stipend for the work involved in assembling and submitting a data file with particular student information related to college performance (for all first-time, first-year students that began in fall 2009). The data files are due by October 29, 2010. Additionally, these institutions have the opportunity to design and receive unique admission and placement studies and a comprehensive data file returned with supplementary student-level variables from a College Board database. Also, participating institutions will receive copies of the national SAT Validity Study and other related research studies that report data aggregated across institutions.

If any four-year institutions (with at least 250 first-year students and more than 75 SAT-takers) are interested in participating in this national research project, contact [Emily Shaw](#), 212-713-8172, for more information.

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### IR's Role in Integrated Campus Planning - Survey

Dear Colleagues:

I am researching a concept of Integrated Campus Planning and the role institutional research can perform in this regard.

In general, ICP refers to the variety of institutional plans that might exist on a campus such as strategic, academic, student life, advancement, capital facilities, and enrollment management - and how the plans are linked to each other and to budget. Inherent within this concept is the prioritization of initiatives within these plans.

My interest in this topic comes after two years of budget cuts with the possibility of further cuts still to come. My IR office has served a variety of functions over the last two years as we have made our way through the budget cutting process and I am curious what role IR is playing on other campuses.

I have drafted a [survey of 11 questions](#) and I would like your assistance in completing it. I will share the resulting analysis with respondents. If you have an organization development officer on your campus, please feel free to forward the survey to them.

Thank you,

Jim Posey, Ph.D.  
Director of Institutional Research & Planning  
University of Washington Tacoma  
253-692-5668  
[jposey@u.washington.edu](mailto:jposey@u.washington.edu)

## Career Opportunities

### AIR Job Listing Summary

Lisa Gwaltney, AIR Office ([lgwaltney@airweb.org](mailto:lgwaltney@airweb.org))

Persons seeking jobs in institutional research, planning, or policy analysis should check the [AIR Job Listings web page](#) every few days for new positions. Employers can submit job ads free of charge by using the online submission form found on the [AIR Job Openings page](#). For any questions about job ads, please contact Lisa Gwaltney by [email](#) or phone (850-385-4155 ext. 120).

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[DATA ANALYST & REPORT WRITER](#) - University of Northern Colorado Greeley, **CO**

Deadline Date: Open Until Filled

[DIRECTOR OF ASSESSMENT AND ACCREDITATION](#) - Lesley University, Cambridge, **MA**

Deadline Date: n/a

[DIRECTOR OF INSTITUTIONAL RESEARCH AND ASSESSMENT](#) - Grinnell College, Grinnell, **IA**

Deadline Date: open until filled

[DIRECTOR OF LEARNING OUTCOMES ASSESSMENT](#) - Walsh University North Canton, **OH**

Deadline Date: 11/30/2010

[SOCIAL SCIENCE/HUMANITIES RESEARCH ASSOCIATE III \(2 vacancies\)](#) - The University of Texas Austin, **TX**

Deadline Date: October 15, 2010

[RESEARCH ANALYST](#) - Strayer University Washington, **DC**

Deadline Date: Open until filled

[LEARNING OUTCOMES ASSESSMENT ANALYST](#) - Strayer University Washington, **DC**

Deadline Date: Open until filled

[INSTITUTIONAL RESEARCH SPECIALIST](#) - Atlanta Technical College Atlanta, **GA**

Deadline Date: Open until filled

[SOCIAL SCIENCE/HUMANITIES RESEARCH ASSOCIATE IV](#) - The University of Texas Austin, **TX**

Deadline Date: October 15, 2010

[DIRECTOR OF ASSESSMENT](#) - University of Wisconsin Eau Claire, **WI**

Deadline Date: October 11, 2010

[DIRECTOR OF ASSESSMENT](#) - National Hispanic University San Jose, **CA**

Deadline Date: Open Until Filled

[PRINCIPAL DATA ANALYST](#) - University of California Oakland, **CA**

Deadline Date: 10-08-2010

[SHORT-TERM CONTRACT: IR PROJECTS](#) - Higher Education Policy Consulting Tallahassee, **FL**

Deadline Date: ongoing

[ASSISTANT DIRECTOR OF INSTITUTIONAL RESEARCH](#) - The University of Tulsa Tulsa, **OK**

Deadline Date: Open Until Filled

[ASSISTANT DIRECTOR SURVEY OPERATIONS AND PROJECT SERVICES \(National Survey of Student Engagement\) - Indiana University](#) Bloomington, **IN**  
Deadline Date: October 10, 2010

[COORDINATOR ACCREDITATION and NEW PROGRAM DEVELOPMENT](#) New York, **NY**  
Deadline Date: Open Until Filled

[ASSOCIATE DIRECTOR OF STRATEGIC ENROLLMENT RESEARCH - Northeastern University College of Professional Studies](#) Boston, **MA**  
Deadline Date: NA

[REPORTING ANALYST - DeVry University](#) Oakbrook Terrace, **IL**  
Deadline Date: Open Until Filled

[VISITING RESEARCH SCIENTIST \(Extended Search\) - University of Illinois](#) Urbana-Champaign, **IL**  
Deadline Date: For full consideration, by 9/22/2010 (Open until filled)

[DIRECTOR OF ACADEMIC QUALITY OFFICE OF INSTITUTIONAL RESEARCH - Walden University](#) Minneapolis, **MN**  
Deadline Date: Open until filled

[RESEARCH ANALYST - Bemidji State University](#) Bemidji, **MN**  
Deadline Date: October 4, 2010

[RESEARCH ANALYST - Lancaster General College of Nursing & Health Sciences](#) Lancaster, **PA**  
Deadline Date: Open Until Filled

[DIRECTOR INSTITUTIONAL RESEARCH & ASSESSMENT - Central Connecticut State University](#) New Britain, **CT**  
Deadline Date: 10/18/10

[INSTITUTIONAL RESEARCH ANALYST - Naropa University](#) Boulder, **CO**  
Deadline Date: Open Until Filled

[DIRECTOR OF INSTITUTIONAL EFFECTIVENESS - University of North Carolina](#) Asheville, **NC**  
Deadline Date: Application Review Begins Oct 15 and will continue until filled

[SENIOR RESEARCH ANALYST - Santa Clara University](#) Santa Clara, **CA**  
Deadline Date: Open Until Filled

[INSTITUTIONAL EFFECTIVENESS SPECIALIST - Waukesha County Technical College](#) Pewaukee, **WI**  
Deadline Date: October 8, 2010

[DIRECTOR INSTITUTIONAL RESEARCH AND ANALYSIS - University of Hawai'i \(UH\)](#) Honolulu, **HI**  
Deadline Date: Continuous - application review begins October 1, 2010

[RESEARCH ANALYST - National Student Clearinghouse](#) Herndon, **VA**  
Deadline Date: 10/15/2010

[ASSOCIATE VICE PRESIDENT FOR BUDGET & FINANCIAL AID - Colgate University](#) Hamilton, **NY**  
Deadline Date: Open Until Filled

[SENIOR RESEARCH ASSOCIATE - Central Michigan University](#)  
Deadline Date: Screening begins immediately and continues until filled

[ACADEMIC RESEARCH ASSOCIATE - Ivy Tech Community College](#) Indianapolis, **IN**  
Deadline Date: Open Until Filled

[ASSESSMENT PROJECT CONSULTANT - Triton College](#) River Grove, **IL**

Deadline Date: Open until filled.

[UTAH DATA ALLIANCE MANAGER POLICY RESEARCH - Utah System of Higher Education](#)

Deadline Date:

[PROGRAMMER & RESEARCH ANALYST - IU Northwest](#) Gary, **IN**

Deadline Date: October 8, 2010

[DIRECTOR OF INSTITUTIONAL EFFECTIVENESS - Emory University](#) Atlanta, **GA**

Deadline Date: Open until filled

[EXECUTIVE DIRECTOR INSTITUTIONAL RESEARCH \(POS 068\) - Columbia College](#) Chicago, **IL**

Deadline Date: 10/07/2010

[VICE PRESIDENT FOR RESEARCH & INNOVATION - Academic Careers Online](#) Cork, Ireland

Deadline Date: 10/04/2010

[INSTITUTIONAL RESEARCH ADMINISTRATOR - Anna Maria College](#) Paxton, **MA**

Deadline Date:

[DIRECTOR OF ASSESSMENT - Morris College](#) Sumter, **SC**

Deadline Date: Open

[DIRECTOR OF INSTITUTIONAL RESEARCH - Antioch University](#) Los Angeles, **CA**

Deadline Date: October 1, 2010

[SENIOR RESEARCH ANALYST - Springfield Technical Community College](#) Springfield, **MA**

Deadline Date: September 24, 2010

[RESEARCH ANALYST - TCS Education System](#) Chicago, **IL**

Deadline Date: Open Until Filled

[ACADEMIC PROGRAM COORDINATOR - Johns Hopkins University - Whiting School of Engineering](#) Baltimore, **MD**

Deadline Date:

[JPEF DATA & POLICY DIRECTOR - Jacksonville Public Education Fund](#) Jacksonville, **FL**

Deadline Date: Rolling

[LEAD RESEARCH ANALYST - Empire State College](#) Saratoga Springs, **NY**

Deadline Date: 10/1/2010

[VP INSTITUTIONAL EFFECTIVENESS - The Apollo Group](#) Phoenix, **AZ**

Deadline Date: 10/01/10

[COORDINATOR OF INSTITUTIONAL RESEARCH - York County Community College](#) Wells, **ME**

Deadline Date: Until filled

[ASSOCIATE DIRECTOR-STATISTICIAN - Hofstra University](#) Hempstead, **NY**

Deadline Date: Open Until Filled

[DIRECTOR INSTITUTIONAL INFORMATION - Mohave Community College](#) Kingman, **AZ**

Deadline Date: Open until filled - applications reviewed weekly

[DIRECTOR OF ACADEMIC ASSESSMENT - University of North Carolina at Greensboro](#) Greensboro, **NC**

Deadline Date: Review of applications begins October 1 until position is filled

## Technical Tips from the Field

### Creating a Simple Geographic Map with MapPoint

Gayle Fink ([gfink@bowiestate.edu](mailto:gfink@bowiestate.edu))

*Lenore Benefield, Florida Gulf Coast University, originally provided this Technical Tip back in October of 2008, using MapPoint 2009. We have updated this tip using MapPoint 2010 and data based on the University of Alabama 2010 spring enrollment report.*

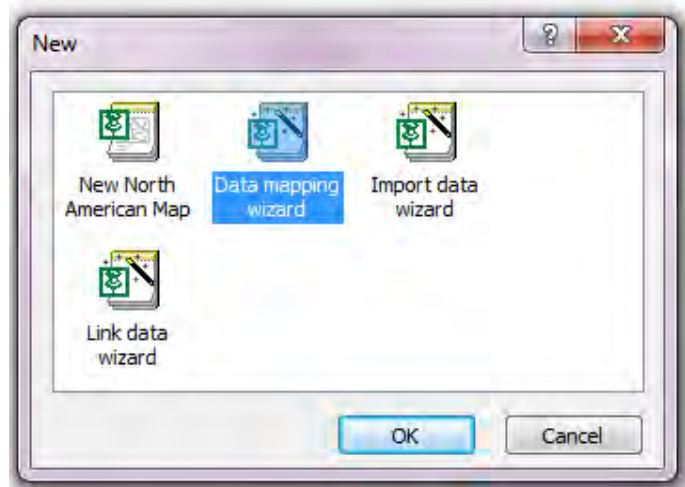
Visualizing where your students are coming from can be an important tool for your institution's enrollment management efforts.

The following example shows how you can combine Excel (or Access), and MapPoint (all Microsoft products) to accomplish this task. The following example answers the question, "which counties in this state do the spring 2010 enrollment students come from?", using only two Microsoft applications Excel (or Access) and MapPoint.

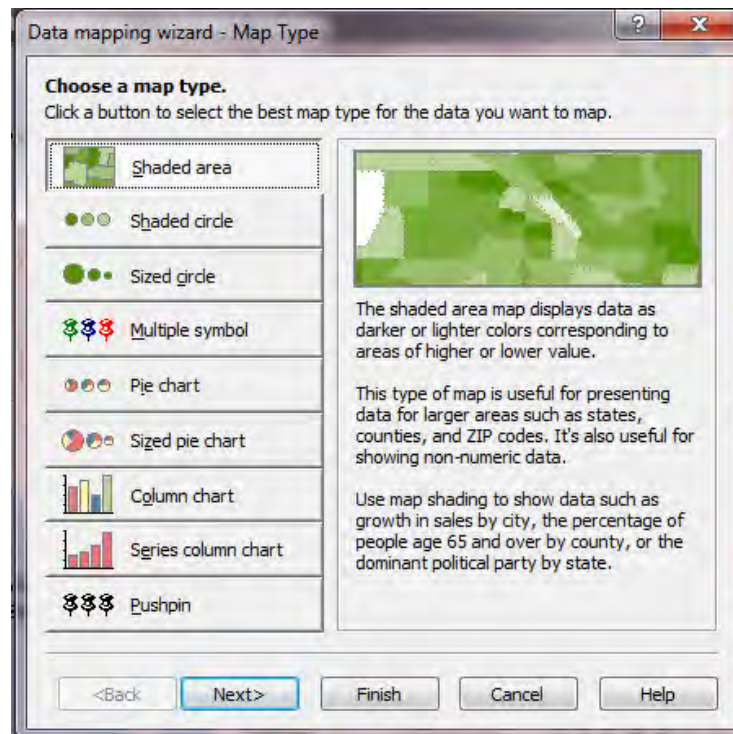
1. Create a table that has two columns, one for the county (or zip code) and another for the count.

Starting with an enrollment report, use Excel (or Access) to count individual students from either Counties (or Zip Codes), generate an Excel (or Access) table with two columns. Specify that the first column is County (or zip code) and have the second column contain the number of students from that county (or zip code).

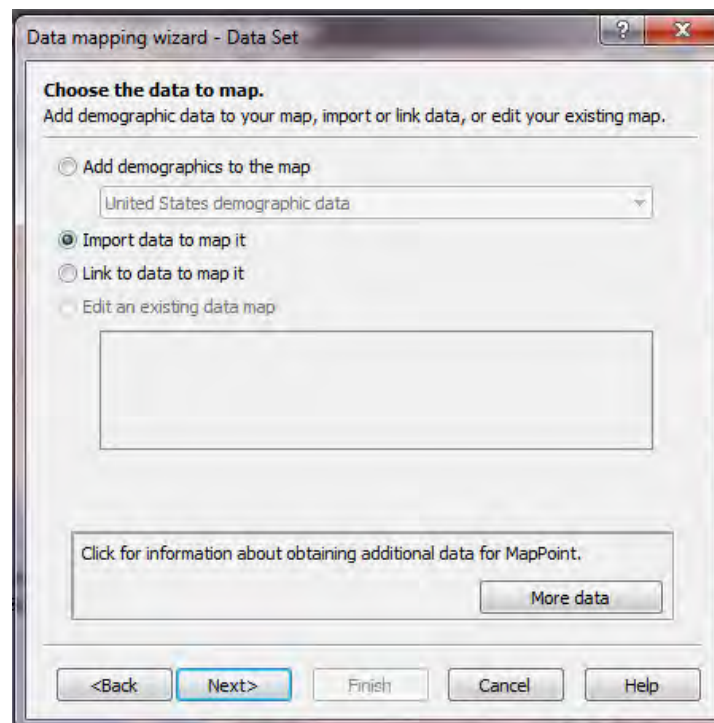
2. Open Microsoft MapPoint, Choose File/New/Data Mapping Wizard. Click OK.



3. Choose Shaded Area for Map Type. *Note:* You can choose different shading colors for different value ranges.



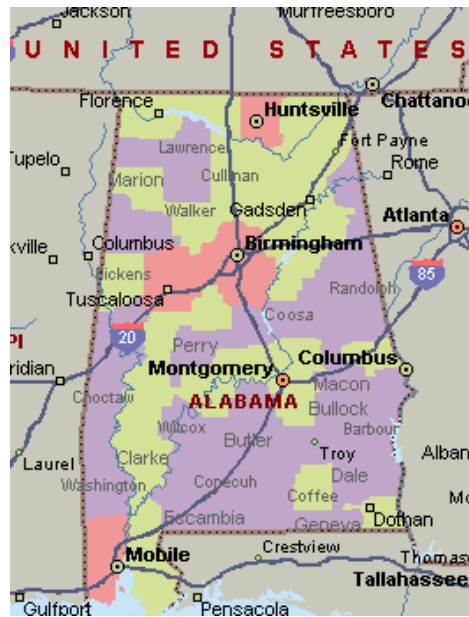
4. On the next screen, Choose import data to map it (or link data to map it).



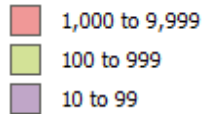
5. Next, choose the Excel Spreadsheet (or Access Table) containing your counted list, match the column names, "County" (or "Zip"), leave the counted column as "Other Data," then choose Finish.

6. MapPoint will provide a dialog allowing you to match any records that it finds ambiguous. The data to be mapped is your counted column.

Below is the completed sample map using "County".



**Other Data by County**



## Parting Thoughts

I would like to thank Mariann Hawken, Bowie State University's Angel Administrator, for providing this month's quotations related to distance education. Her email tag line (first quote below) sums thing up related to the change in higher education. Thank you Mariann!

"In the industrial age, we went to school.  
In the communications age, the school comes to us."

--Dr. Andy DiPaolo, Stanford Center for Professional Development

"In retrospect, distance education's long-term legacy will inextricably be tied to its capacity to empower and leverage educational access and opportunities for underserved populations who have been denied access due to diverse economic, social, political and/or cultural barriers."

--Dr. Don Olcott, Jr., Past President, United States Distance Learning Association and presently CEO, The Observatory on Borderless Higher Education (OBHE), London, UK.

"The challenge is not simply to incorporate learning technologies into current institutional approaches, but rather to change our fundamental views about effective teaching and learning and to use technology to do so."

-- Donald E. Hanna and Associates, *Higher Education in an Era of Digital Competition: Choices and Challenges* (2000).

"Transforming universities into fully integrated learning communities is a requirement for promoting academic success in the new millennium. When the 'millennial students' walk onto campus, it's time to call upon those who know them first hand."

-- Sandra Yancy McGuire & Dennis A. Williams, *The Millennial Learner: Challenges and Opportunities*.

"Preparing students today for tomorrow's workforce has a lot to do with teaching about how to use and evaluate knowledge. The Internet is rapidly becoming the biggest repository of information we have ever known. The key will be in our ability to find, evaluate and use the information it provides. We need to teach analytical and organizational skills. Students must know how to evaluate data."

-- The Web-Based Education Commission

"The virtue of a computer in the classroom is that it requires a user, not a watcher."

-- Diane Ravitch

Contributions to Parting Thoughts are always welcomed! Please email your favorite quote(s) to [gfink@bowiestate.edu](mailto:gfink@bowiestate.edu)