



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

Vol. 30 No. 12 - 12/16/2010

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

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Next Issue Copy Deadline:

1/21/2011

Next Issue Target Publication Date:

1/27/2011

Visit the [web site](#) for e-AIR publishing
dates through May, 2011.

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).

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: (executivedirector@airweb.org).

Announcements & Information

Holiday Greetings

Wishing you and yours a joyous holiday season! I hope your 2011 will be one full of peace, joy, good health, and no expansion of mandatory reports! Thank you for your many contributions to e-AIR, and I look forward to collaborating with you next year!

Gayle

AIR Research and Dissertation Grants

Application Process Now Open for 2011 AIR Research and Dissertation Grants

With support from the National Science Foundation ([NSF](#)), the National Center for Education Statistics ([NCES](#)), and the National Postsecondary Education Cooperative ([NPEC](#)), the Association for Institutional Research ([AIR](#)) operates two grant programs that support research on a wide range of issues of critical importance to U.S. higher education. The programs have two separate purposes:

- NSF and NCES support grants aimed to increase the number of researchers using national datasets and demonstrate the contribution that these datasets make to the national base of knowledge on higher education policy, theory, and practice.
- NPEC funding supports grants that increase the understanding and knowledge of a specific issue area identified by NPEC. This year, the focus is "Beyond Graduation Rates: Measures of Institutional Effectiveness and Student Success."

Two levels of grants are offered:

- **Research Grants:** Faculty and practitioners are eligible for research grants of up to \$40,000 for one year of independent research (Note: These research grants are not available to students). All grant recipients must be affiliated with a U.S. postsecondary institution or relevant non-profit higher education organization.

[Research Grant Application Details](#)

[Research Grant Guidelines](#) (PDF)

- **Dissertation Grants:** Doctoral students are eligible for dissertation grants of up to \$20,000 for one year to support dissertation research and writing under the guidance of a faculty dissertation advisor.

[Dissertation Grant Application Details](#)

[Dissertation Grant Guidelines](#) (PDF)

The deadline for proposal submission is January 13, 2011. Please visit the [AIR Grants web page](#) for program descriptions and online applications.

Applicants will be notified of funding decisions by March 31, 2011. Funding will be available starting May 1, 2011.

Assistance is available from the AIR staff at grants@airweb.org or 850-385-4155 x200.

AIR Awards – Nominations Reminder

AIR Office (air@airweb.org)

AIR is now accepting nominations for awards that recognize members for their contributions to the Association and field of institutional research. Nominate yourself or a colleague for one of the following awards.

- **The John E. Stecklein Distinguished Membership Award** - recognizes an individual for significant and substantial contributions to the field of institutional research.
- **The Outstanding Service Award** - recognizes an individual for professional leadership and exemplary service to the Association.
- **The Sidney Suslow Award** - recognizes an individual's scholarly contribution to the field of institutional research.

The deadline for nominations is **January 17, 2011**. For more information visit the [AIR Awards web page](#).

Research in Higher Education – News

RIHE News – Change of Editor and Submission Process

Springer, the publisher of the journal *Research in Higher Education (RIHE)* is pleased to announce that Robert K. Toutkoushian will become the new Editor-in-Chief of Research in Higher Education as of January 1, 2011.

Dr. Toutkoushian is Professor of Higher Education at the University of Georgia and specializes in the application of economic theories and quantitative methods to problems in higher education. He has a Ph.D. in economics from Indiana University, and prior to joining the faculty at Georgia University, he worked at Indiana University and the University of Minnesota. He is well-acquainted with the aims, scope, and vision of Research of Higher Education, since he worked as consulting editor of the journal from 1998 onward.

Springer and AIR would like to express our deep gratitude to Professor John C. Smart, who is stepping back as Editor-in-Chief of Research in Higher Education, for his outstanding work and unflagging dedication over the last 20 years.

A new way of submitting your research

Beginning January 1, 2011, Research in Higher Education will be using Editorial Manager® for its submission process. Please visit the [Editorial Manager web site](#) for more information and to submit your research electronically.

Yoka Janssen
Springer Publications
Publishing Editor Education
Yoka.Janssen@springer.com

NILOA News

NILOA: *The Role of Student Affairs in Student Learning Assessment*

The Role of Student Affairs in Student Learning Assessment report demonstrates that student affairs professionals can and should play an important role in assessing student learning. In this NILOA Occasional Paper, John Schuh, Distinguished Professor of Educational Leadership and Policies Studies Emeritus at Iowa State University and Ann Gansemer-Topf, Associate Director of Research for the Office of Admissions at Iowa State University, describe the contributions student affairs can make to a campus assessment program and examine the challenges student affairs professionals often must overcome to do so effectively. They suggest why and how student affairs educators can document what students learn as a result of participating in a wide range of out-of-class experiences and by linking the student affairs mission to the institution's mission, purpose, and strategic plan; by forming partnerships with faculty and other administrators; and by sharing their expertise on student learning and development. We hope this paper will persuade faculty and institutional leaders that student affairs staff with the requisite expertise should be involved in collecting, interpreting, and using evidence of student learning for both accountability and improvement.

Staci Provezis, Ph.D.

Project Manager & Research Analyst

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Changing Scene

This portion of the newsletter is devoted to keeping you informed about changes among our colleagues such as moves to new positions and/or institutions, newly hired colleagues, professional recognition honors, retirements, deaths, etc. To include an announcement in “The Changing Scene,” send a note with the key facts to Gayle Fink (gfink@bowiestate.edu).

Jennifer L. Dunseath has been appointed as the Director of Institutional Research at Rhode Island School of Design. Prior to joining RISD, she was Chief Institutional Research Officer at Framingham State University. Jennifer has also worked in the area of institutional effectiveness/research at Kettering University and the University of Michigan-Flint.

IR In The Know

December 2010

(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.

National Survey of Student Engagement (NSSE)

NSSE released its new report, *Major Differences: Examining Student Engagement by Field of Study – Annual Results 2010*, in early November. Through a survey administered at four-year colleges and universities, NSSE annually collects information from students about participation in their institution's programs and activities provided for learning and personal development. The 2010 report looks at how students' patterns of involvement vary according to their major. The report examines in detail engagement patterns for four majors: general biology, business administration, English, and psychology. This year's report also addresses the learning experiences of veterans. For more information about the history of NSSE or using the results, visit the NSSE [web site](#), or refer to the *New Directions for Institutional Research, Using NSSE in Institutional Research*, Number 14, Spring 2009.

Center for Community College Student Engagement

Similar to NSSE, the Community College Survey of Student Engagement (CCSSE) provides data and analysis about student engagement in community colleges. The survey questions assess institutional practices and student behaviors highly correlated with student learning and student retention. [The Heart of Student Success: Teaching, Learning, and College Completion](#) highlights findings from the 2010 cohort of the CCSSE, the 2010 Community College Faculty Survey of Student Engagement (CCFSSE), and the Survey of Entering Student Engagement (SENSE).

Report findings show a sizeable gap between the percent of students whose goal is to complete a certificate or associate degree and those who actually do. With many students attending part-time (60%), working more than 30 hours per week (32%), and/or caring for dependents (22%), college completion can be challenging. The report describes four strategies to help improve students' chances for college completion: strengthening classroom engagement, integrating student support into the learning experience, expanding professional development for full-time and adjunct faculty, and focusing institutional policy on creating the conditions for learning.

Class Differences: Online Education in the United States, 2010

[Class Differences: Online Education in the United States, 2010](#) reports results to the 2010 Sloan Survey of Online Learning based on responses from 2,500 colleges and universities. The report addresses questions about the nature and extent of online education. It also discusses learning outcomes in online courses, the impact of the economy on online education, proposed federal regulations on financial aid, and the future for online enrollment growth. In fall 2009, about 5.6 million students were enrolled in at least one online course, representing the largest year-to-year increase in the number of students studying online. Nearly 30% of all college and university students now take at least one course online.

AASCU: *Higher Education and the 2010 Elections*

[*Higher Education and the 2010 Elections*](#), a new *Policy Matters* brief published by the American Association of State Colleges and Universities, summarizes the short- and long-term policy implications from the November mid-term elections and discusses potential implications for higher education. The author concludes the Republican wave which swept the elections has increased the probability that funding and policy priorities in the near future will include a reluctance to raise taxes and government spending to support higher education will continue to be constrained.

NACEP: *Promoting Quality: State Strategies of Overseeing Dual Enrollment Programs*

Qualified students can earn college credit prior to high school graduation through Concurrent Enrollment Programs. The National Alliance of Concurrent Enrollment Programs (NACEP) defines a concurrent enrollment program as one offering college courses to high school students in the high school, taught by high school teachers during the regular school day. [*Promoting Quality: State Strategies of Overseeing Dual Enrollment Programs*](#) presents approaches used in six states to ensure courses taught to high school students are of the same high quality and rigor as courses taught on college campuses. The report also examines how these states encourage colleges and universities to align their dual enrollment programs with state and national quality standards.

CHEA: *State Uses of Accreditation: Results of a Fifty-State Inventory*

The Council for Higher Education Accreditation (CHEA) report, [*State Uses of Accreditation: Results of a Fifty-State Inventory*](#), outlines for each state the agencies responsible for authorizing postsecondary institutions and their roles in accreditation. The report provides information on licensure/approval agencies, accreditation requirements, and recognition requirements for accrediting organizations. Information on the role of accreditation in state transfer, articulation policies, and in the ability to receive state funding is also addressed.

NCES: *First Look*

The *First Look* report, [*Persistence and Attainment of 2003-04 Beginning Postsecondary Students: After 6 Years*](#), looks at the experiences of a nationally representative sample of students who entered college for the first time in 2003-04. It provides information about the rates at which students completed degrees or certificates, transferred to another institution, and left postsecondary education without attaining degrees.

Publications

AIR Publications

IR Applications #29 Now Available



Curriculum Assessment Using Artificial Neural Network and Support Vector Machine Modeling Approaches: A Case Study (December 2010)

Chau-Kuang Chen, Meharry Medical College

Artificial Neural Network (ANN) and Support Vector Machine (SVM) approaches have been on the cutting edge of science and technology for pattern recognition and data classification. In the ANN model, classification accuracy can be achieved by using the feed-forward of inputs, back-propagation of errors, and the adjustment of connection weights. In conjunction with the computational shortcut of kernel functions, the SVM classifier maps input data from the input space into the high-dimensional feature space, and seeks an optimal hyperplane to separate data from different classes. Both ANN and SVM machine learning algorithms can be used to establish nonlinear relationships between variables and rank the importance of variables, thereby, contributing to the effectiveness of medical curriculum assessment. The purpose of this investigation is to shed light on how to construct the most suitable ANN and SVM curriculum assessment models based on student perceptions.

You can view or download [IR Applications #29](#) from the AIR web site.

NCES Publications

2007–08 National Postsecondary Student Aid Study (NPSAS:08) Full-scale Methodology Report

This report describes the methods and procedures used for the 2008 National Postsecondary Student Aid Study (NPSAS:08). NPSAS is a comprehensive study of financial aid among postsecondary education students in the United States and Puerto Rico that provides information on trends in financial aid and on the ways in which families pay for postsecondary education. NPSAS:08 included important changes from previous NPSAS cycles in its sample design. For example, the student sample was augmented to oversample students who had received Academic Competitiveness Grants (ACG) and Science and Mathematics Access to Retain Talent (SMART) Grants. This oversampling permitted inclusion of several new interview items, allowing policymakers to gauge student knowledge about these new grant programs. NPSAS:08 was designed to provide state-level representative estimates for undergraduate students within four institutional strata—public 2-year institutions; public 4-year institutions; private not-for-profit 4-year institutions; and private for-profit institutions for six states: California, Georgia, Illinois, New York, Minnesota, and Texas. However, sufficient comparability in survey design and instrumentation was maintained to ensure that important comparisons with past NPSAS studies could be made.

[View the full report](#)

Trends in High School Dropout and Completion Rates in the United States: 1972–2008

This report builds upon a series of National Center for Education Statistics (NCES) reports on high school dropout, completion, and graduation rates that began in 1988. The report includes discussions of many rates used to study how students complete or fail to complete high school. It presents estimates of rates for 2008 and provides data about trends in dropout and completion rates over the last three and a half decades (1972-2008) along with more recent estimates of on-time graduation from public high schools. Among findings in the report was that in October 2008, approximately 3 million civilian noninstitutionalized 16- through 24-year-olds were not enrolled in high school and had not earned a high school diploma or alternative credential. These dropouts represented 8 percent of the 38 million non-institutionalized, civilian individuals in this age group living in the United States.

[View the full report](#)

Highlights from PISA 2009: Performance of U.S. 15-Year-Old Students in Reading, Mathematics, and Science Literacy in an International Context

This report provides international comparisons of average performance in reading literacy and three reading literacy subscales and in mathematics literacy and science literacy. It includes the percentages of students reaching PISA proficiency levels, for the United States and the OECD countries on average, and trends in U.S. performance over time. It also reports average scores by gender for the United States and other countries and by student race/ethnicity and school socioeconomic contexts within the United States. Supplemental tables on the NCES website include additional data from PISA 2009, including the percentages of students in all PISA countries reaching the PISA proficiency levels and information on trends in performance around the world in reading, mathematics, and science literacy.

[View the full report](#)

New PowerStats Data on Beginning Postsecondary Students Longitudinal Study for 2004-2009

The Beginning Postsecondary Students Longitudinal Study (BPS:04/09) is a nationally representative study of undergraduates who entered postsecondary education for the first time during the 2003–04 academic year.

This longitudinal survey continued over a period of six academic years, from 2003–04 to 2008–09, and provides information about the rates at which students completed degrees or certificates, transferred to other institutions, and left postsecondary education without attaining degrees or certificates.

To view more information and to access the data, please visit the [NCES web site](#). Once you click on the PowerStats icon, log in using your existing PowerStats account or create a new one following the on-screen instructions.

Student Data Privacy Issues Explored in New Technical Brief

Basic Concepts and Definitions for Privacy and Confidentiality in Student Education Records discusses basic concepts and definitions that establish a common set of terms related to the protection of personally identifiable information, especially in education records in the Statewide Longitudinal Data Systems (SLDS). This Brief also outlines a privacy framework that is tied to Fair Information Practice Principles that have been disseminated in both the United States and international privacy work.

This Technical Brief is a product of the National Center for Education Statistics at the Institute of Education Sciences, part of the U.S. Department of Education.

[View the full report](#)

Data Stewardship Described in New SLDS Technical Brief

This Statewide Longitudinal Data Systems (SLDS) Technical Brief focuses on data stewardship, which involves each organization's commitment to ensuring that privacy, confidentiality, security, and the appropriate use of data are respected when personally identifiable information is collected. Data stewardship involves all aspects of data collection, from planning, collection and maintenance to use and dissemination. It starts with an inventory of personally identifiable data elements when a system is first designed. At this stage, the need for each of these data elements should be established, their quality should be evaluated, and a risk level should be assigned to each personally identifiable data element.

The Brief also explores:

- Internal control procedures that should be implemented to protect personally identifiable information, including the use of unique student identifiers and linking codes, workforce security, authorization for access, role based access to student record data, permitted uses, and the handling of data breaches.
- The use of public notices of education record systems.
- Accountability and auditing, including an overview of the types of audit activities that can be implemented to ensure the successful implementation of all stages of data stewardship.

This Technical Brief is a product of the National Center for Education Statistics at the Institute of Education Sciences, part of the U.S. Department of Education.

[View the full report](#)

Meetings and Events

2011 AIR Annual Forum

Toronto, Ontario, May 21 – 25

[Sheraton Centre Toronto Hotel](#)

2011 TAG Topics Announced

Targeted Affinity Group (TAG) sessions provide an in-depth focus on pre-selected issues and topics. The 2011 [TAG topics](#) are Access, Affordability, Quality in Higher Education, Retention and Graduation, and Liberal Arts Education.

Visit the Forum Web Site Today



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

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

Registration Coming Soon!

Registration and full program details will be available in mid-January. Don't forget to [renew or apply for your passport](#).

Affiliate Group Conferences



Call for Papers: The **European Higher Education Society (EAIR) 33rd** Forum will be hosted by The Warsaw School of Economics in Warsaw, Poland on August 28-31, 2011. The deadline for proposals is Monday, January 24, 2011. The Poster deadline is May 1, 2011. Please visit the [conference web site](#) for more information.

The **Florida Association of Institutional Research (FAIR)** announces its annual conference, February 17-18, 2011 at the Mission Inn Resort and Club, Howey-in-the-Hills, FL. More information is available on the [conference web site](#).



Other Meetings



Call for Papers: The 4th Annual HE Institutional Research Conference 2011 - Kingston University and the UK and Ireland Higher Education Institutional Research (HEIR) Network - Zare are delighted to announce the call for papers for the 4th Annual UK and Ireland Higher Education Institutional Research (HEIR) Network Conference: 'Scanning the Horizons: Institutional Research in a borderless world', to be held at Kingston University, June 16–17, 2011. **The deadline for online proposal submission is February 7, 2011.** More information can be found at our [conference web site](#).

The 30th **Annual Conference on The First-Year Experience** will be held February 4-8, 2011 at the Marriott Atlanta Marquis in Atlanta, Georgia. A special conference hotel rate and early bird registration are available through January 12, 2011. More information can be found at the [conference web site](#).



**Annual Conference
on the First-Year
Experience®**

Supporting, Advancing, Improving – Our Mission Remains



Preliminary Program Now Available! The 11th Annual Texas A&M Assessment Conference “Learn...Share...Innovate” February 20–22, 2011, Hilton Conference Center, College Station, Texas. Visit our [web site](#) for more information.

The Organisation, Economics, And Policy of Scientific Research, Annual Workshop Call For Proposals - Proposal deadline: November 30, 2010.
Workshop Date: February 18-19, 2011, Turin, Italy. More information can be found on the [web site](#) or by contacting [Cornelia Meissner](#).



The Higher Education Data Warehousing Forum (HEDW) 2011 conference: SAVE THE DATE - April 3-5, 2011, at the Bell Harbor Conference Center in Seattle, Washington. Sunday training includes Stephen Few on ‘Dashboard Design for At-a-Glance Monitoring’ and the Keynote speaker, Ken Collier, Agile Consultant and Author on Agile DW/BI. See the [conference web site](#) for further information.

Professional Development

AIR IPEDS Winter and Spring Collection Tutorials Available

On-line video tutorials are now available on the [AIR Web site](#) for the following IPEDS components:

- Human Resources
- Fall Enrollment
- Finance
- Student Financial Aid
- Graduation Rates Survey
- Graduation Rates 200

Each tutorial contains an Overview, What's New, and a Step-by-Step chapter. These training materials are funded in part through a project with the US Department of Education/National Center for Education Statistics (NCES).

Seeking Participants - Dr. M Alfred Haynes Research Training Institute for Social Equity

The Health Disparities Research Center of Excellence at Meharry is offering the Dr. M. Alfred Haynes Research Training Institute for Social Equity, Monday – Friday from 7:30 am to 5:30 p.m., April 4-15, 2011. Evening sessions will include national keynote speakers.

The institute will focus on expanding the knowledge and understanding of junior faculty members regarding health disparities, while improving and enhancing their skills to engage the community in health services research. Participants will be primarily minority investigators, senior health disparities research faculty, and community and faith-based leaders. The curriculum is designed to expose participants to, and enhance their knowledge and skills about, cutting-edge health disparities research. This is a two-week training course consisting of 85 didactic hours.

For information about the institute and to submit an application, [visit the web site](#) or call [Catalina Goss](#) at 615-327-6789.

Career Opportunities

AIR Job Listing Summary

Lisa Gwaltney, AIR Office (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).

[EXECUTIVE DIRECTOR INSTITUTIONAL EFFECTIVENESS, PLANNING AND RESEARCH - College of Lake County Grayslake, IL](#)

Deadline Date: January 14, 2011

[MANAGER OF PROGRAM EVALUATION - Jack Kent Cooke Foundation Lansdowne, VA](#)

Deadline Date: 3/31/2011

[VICE PRESIDENT INSTRUCTION AND INSTITUTIONAL RESEARCH - Foothill College Los Altos Hills, CA](#)

Deadline Date: 01-28-2011/Open Until Filled*

[RESEARCH ANALYST \(2-3 full/part time positions\) INSTITUTIONAL RESEARCH & PLANNING - University of Kansas Lawrence, KS](#)

Deadline Date: Review of applications begins 12/28/2010. Open until filled.

[CHIEF INSTITUTIONAL RESEARCH OFFICER - Framingham State University Framingham, MA](#)

Deadline Date: 01/09/2011

[FACULTY CONTRIBUTING, METHODOLOGIST, Ed.D PROGRAM \(Part time\) - Walden University Minneapolis, MN](#)

Deadline Date: 02/24/2011

[ASSISTANT FOR INSTITUTIONAL RESEARCH AND ASSESSMENT - State University of New York Cortland, NY](#)

Deadline Date: Open until filled

[PROGRAMMER ANALYST - Cambridge College Cambridge MA](#)

Deadline Date: Open until filled

[SEVERAL POSITIONS AVAILABLE - The Kansas Board of Regents Topeka, KS](#)

Deadline Date: Open until Filled

[FACULTY CORE, PSYCHOLOGY RESEARCH \(Part-Time\) - Walden University Minneapolis, MN](#)

Deadline Date: 02/10/2011

[DATABASE ANALYST - Western Kentucky University Bowling Green, KY](#)

Deadline Date: January 3, 2011

[ASSOCIATE VICE PRESIDENT INSTITUTIONAL RESEARCH AND PLANNING - California State University East Bay, CA](#)

Deadline Date: Open Until Filled

[ASSISTANT VICE PRESIDENT FOR RECORDS AND INSTITUTIONAL EFFECTIVENESS - Minnesota State University Moorhead, MN](#)

Deadline Date: Open until filled

[VIRTUAL POSITION: ACADEMIC PROGRAM COORDINATOR ASSESSMENT - Walden University Minneapolis, MN](#)

Deadline Date: 01/15/2010

[RESEARCH ANALYST - Old Dominion University Norfolk, VA](#)

Deadline Date: Open until filled

[PROJECT MANAGER - POST-CONVERSION TO DATATEL - Parkland College Champaign, IL](#)

Deadline Date: 12/13/10 05:00 PM

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

Deadline Date: January 1, 2011

[RESEARCH ANALYST - Passaic County Community College Paterson, NJ](#)

Deadline Date: Open until filled

[RESEARCH ANALYST - Rio Hondo College Whittier, CA](#)

Deadline Date: January 5, 2011

[ASSOCIATE VICE PRESIDENT FOR PLANNING AND INSTITUTIONAL EFFECTIVENESS - College of Charleston Charleston, SC](#)

Deadline Date: January 24, 2011

[MANAGEMENT RESEARCH ANALYST - Arizona State University Phoenix, AZ](#)

Deadline Date: Initial date: December 17, 2010. Applications will be accepted/reviewed until a candidate is selected.

[SR. METRICS ANALYST - MD Anderson Cancer Center Houston, TX](#)

Deadline Date: December 31, 2010

[SAS PROGRAMMER - Center for Community College Student Engagement Austin, TX](#)

Deadline Date: Open until filled

[DIRECTOR INSTITUTIONAL RESEARCH & PLANNING - Allan Hancock Joint Community College Dist. Santa Maria, CA](#)

Deadline Date: Friday, January 7, 2011

[DIRECTOR OF INSTITUTIONAL RESEARCH - Delaware Technical & Community College Dover, DE](#)

Deadline Date: Monday, December 13, 2010

[INSTITUTIONAL EFFECTIVENESS SPECIALIST - Southwestern Indian Polytechnic Institute Albuquerque, NM](#)

Deadline Date: 12/22/2010

[ASSISTANT DIRECTOR - Rochester Institute of Technology Rochester, NY](#)

Deadline Date: Open Until Filled

[INSTITUTIONAL RESEARCH ANALYST I - Valdosta State University Valdosta, GA](#)

Deadline Date: Open until filled

[ASSISTANT DIRECTOR OF ASSESSMENT - Lincoln Memorial University Harrogate, TN](#)

Deadline Date: Open until filled

[INTERIM DIRECTOR OF INSTITUTIONAL RESEARCH - US Institution US](#)

Deadline Date: 12/6/2010

[DIRECTOR OF THE OFFICE OF INSTITUTIONAL RESEARCH - American University of Sharjah Sharjah, UAE](#)

Deadline Date: January 1, 2011 (for full consideration)

[SENIOR PROGRAMMER RESEARCH ASSOCIATE - National Student Clearinghouse Herndon, VA](#)

Deadline Date: Open until filled

[SENIOR ASSESSMENT & PLANNING ASSOCIATE - Miami Dade College Miami, FL](#)

Deadline Date: Open Until Filled

[DIRECTOR FOR INSTITUTIONAL RESEARCH ASSESSMENT & PLANNING \(IRAP\) - Dar Al-Hekma College](#) Jeddah,
Kingdom of Saudi Arabia

Deadline Date: December 31, 2010

[INSTITUTIONAL RESEARCH ANALYST - University of Houston](#) Houston, **TX**

Deadline Date: open until filled

[ASSESSMENT & ACCREDITATION SERVICES DIRECTOR - University of Houston](#) Houston, **TX**

Deadline Date: open until filled

[ASSISTANT DIRECTOR ASSESSMENT PROGRAMS - StudentVoice](#) Buffalo, **NY**

Deadline Date: 4/10/2011

[COLLEGE RESEARCH DATA ANALYST - University of Akron](#) Akron, **OH**

Deadline Date: 12/14/2010

[RESEARCH & PLANNING ASSOCIATE - McHenry County College](#) Crystal Lake, **IL**

Deadline Date: Application review begins December 8, 2010

[REPORTING ANALYST - Indiana State University](#) Terre Haute, **IN**

Deadline Date: 12/23/2010

[ASSOCIATE DIRECTOR OF INSTITUTIONAL RESEARCH - Lesley University](#) Cambridge, **MA**

Deadline Date: Open until filled

[INSTITUTIONAL RESEARCH ANALYST - Truckee Meadows Community College](#)

Deadline Date: Open Until Filled

[PROGRAM OFFICER - Lumina Foundation for Education](#) Indianapolis, **IN**

Deadline Date: Open until filled

[ASSISTANT VICE PRESIDENT FOR INSTITUTIONAL ANALYSIS - New Mexico State University](#) Las Cruces, **NM**

Deadline Date: December 20, 2010

[MANAGING DIRECTOR PROFESIONAL SERVICES - ABET](#) Baltimore, **MD**

Deadline Date: Open until filled

[INSTITUTIONAL RESEARCH ANALYST - Vaughn College](#) Flushing, **NY**

Deadline Date: December 19, 2010

[ENROLLMENT MARKETING ANALYST - Mesa State College](#) Grand Junction, **CO**

Deadline Date: January 4, 2011

[COORDINATOR OF INSTITUTIONAL DATA - South Piedmont Community College](#) Monroe, **NC**

Deadline Date: Open until filled

[PLANNING AND RESEARCH ANALYST - San Mateo Community College District](#) San Mateo, **CA**

Deadline Date: Open until filled

[INSTITUTIONAL RESEARCH COORDINATOR - Drexel University](#) Philadelphia, **PA**

Deadline Date: Open until filled

[DATA MANAGER/RESEARCH ANALYST - Ohio Wesleyan University](#) Delaware, **OH**

Deadline Date: Open Until Filled

[EXECUTIVE DIRECTOR OF INSTITUTIONAL EFFECTIVENESS - Ball State University](#) Muncie, **IN**

Deadline Date: Open until filled

Technical Tips from the Field

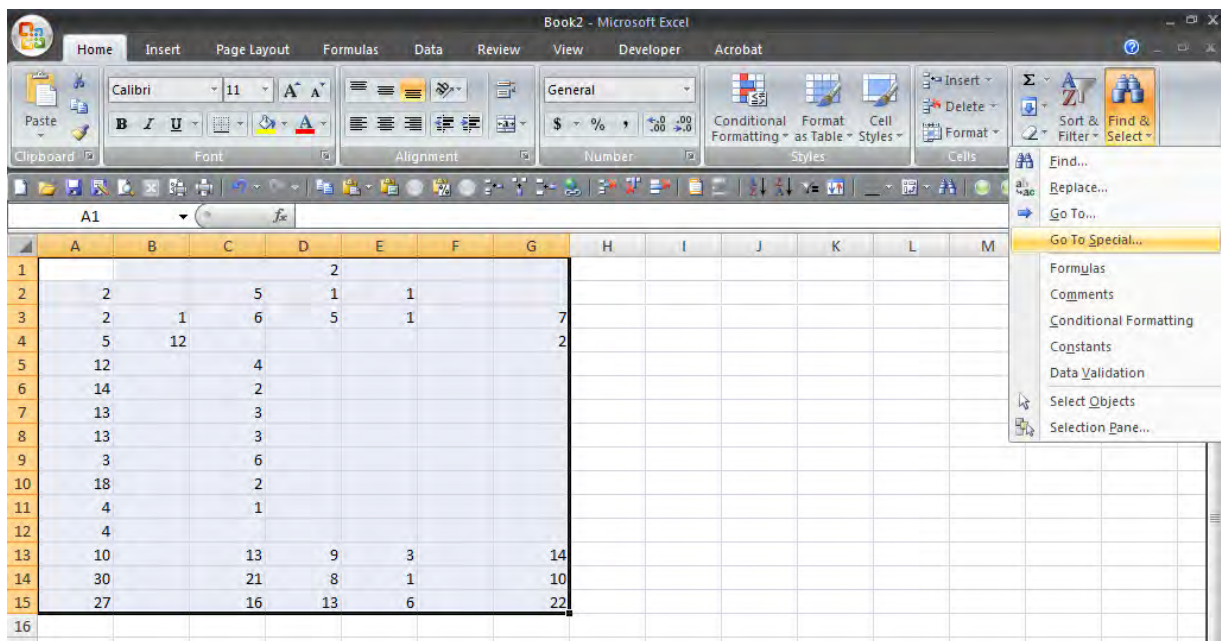
How to Fill Blank Cells in a Data Table in Microsoft Excel

Gayle Fink (gfink@bowiestate.edu)

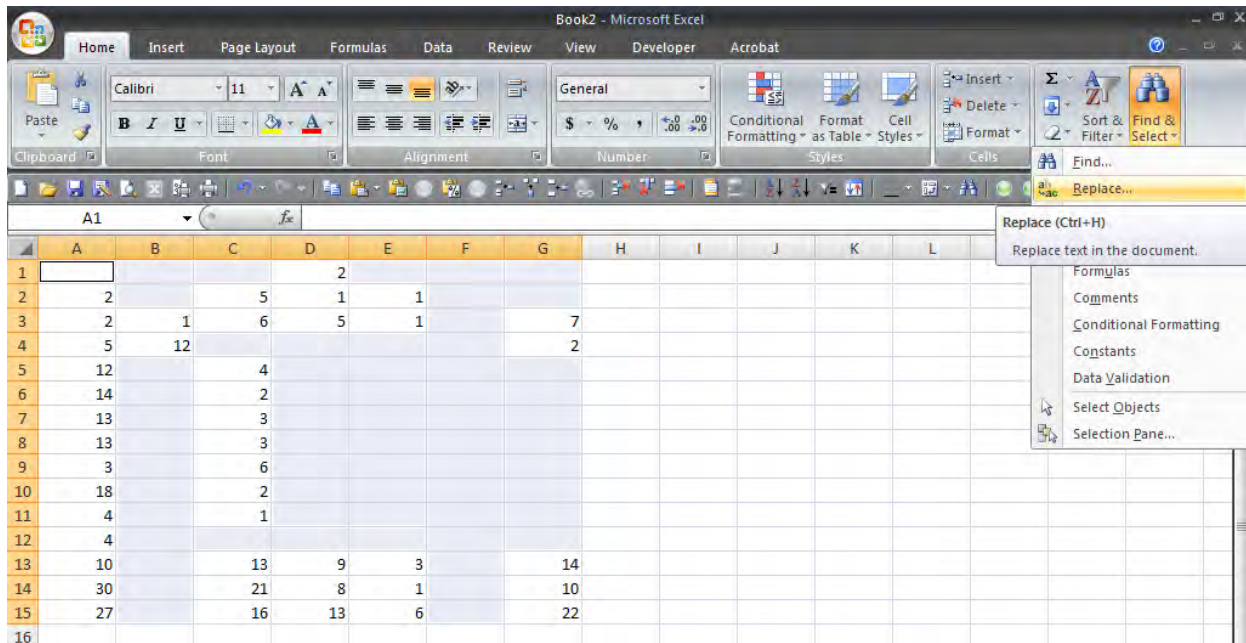
This month's Tech Tip was prepared by Shama Akhtar, Research and Planning Analyst, the Community College of Baltimore County. Thank you Shama for this very useful tip! It should make our lives a lot easier!

Since we are pretty regular users of Excel and spend a lot of time with large data tables, blank cells can cause problems (or at the very least be odd looking). The solution is to fill blank cells with zeros. For a small table, typing zeros in blank cells is simple, but if you're dealing with thousands of rows of data, manually filling blank cells can be a time-consuming nightmare. Here's a quick, easy way to fill blank cells.

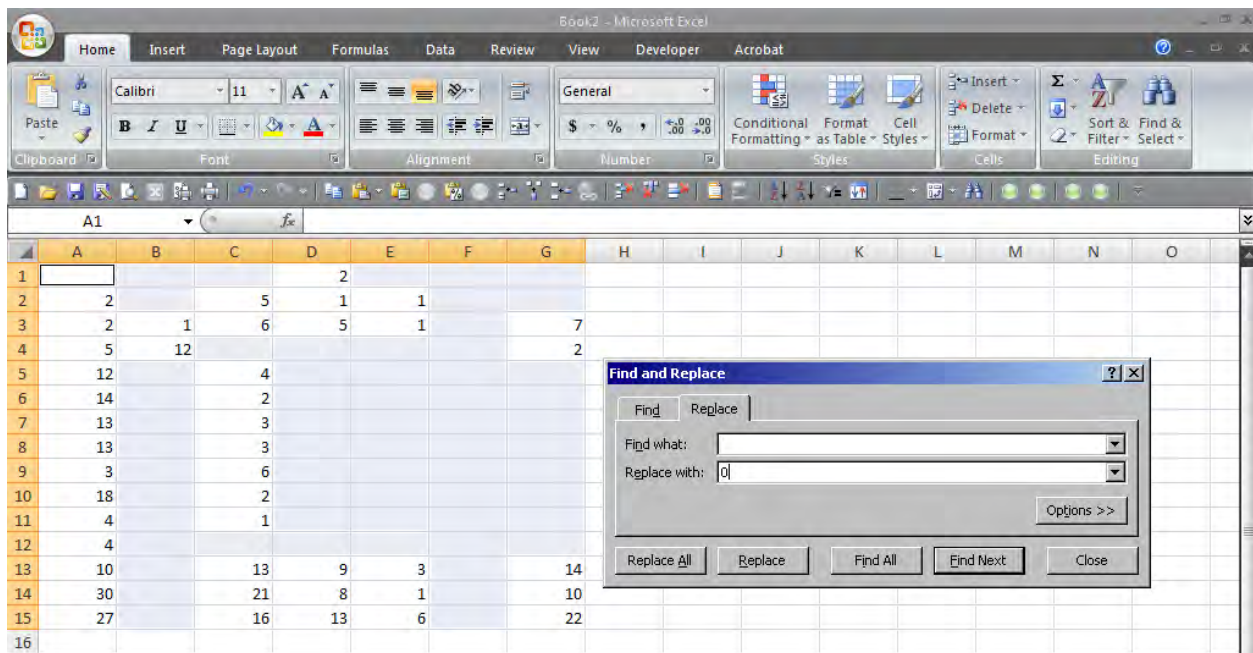
1. Highlight your row, column, or table of data containing the blank cells. Click on the Find & Select (the binoculars icon) on the menu across the top of the screen and choose Go To Special.



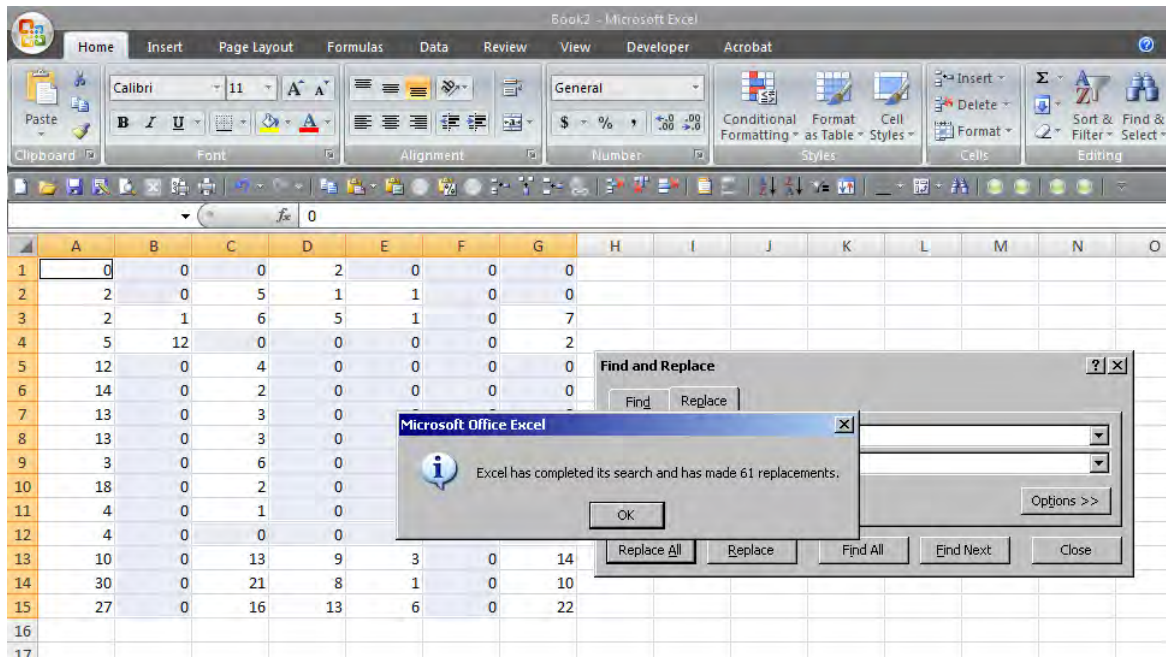
2. Click the Blanks radio button and then click OK. You will notice that all your blank cells have been highlighted.
3. Click on the Find & Select icon again and choose Replace.



4. When the Replace window appears, leave the Find What box blank and enter 0 in the Replace With box. Click the Replace All button.



5. All the blank cells have been replaced with 0. Excel will tell you how many blank cells have been replaced.



I have used this to make my tables/data look “pretty” for various presentations and clients, as well as when I am preparing them for other analysis.

Parting Thoughts

As 2010 comes to a close, I thought I'd share some thoughts on resolutions. Happy holidays and a wonderful New Year!

Many people look forward to the New Year for a new start on old habits.

--**Anonymous**

Year's end is neither an end nor a beginning but a going on, with all the wisdom that experience can instill in us.

--**Hal Borland**

An optimist stays up until midnight to see the New Year in. A pessimist stays up to make sure the old year leaves.

--**Bill Vaughan**

We will open the book. Its pages are blank. We are going to put words on them ourselves. The book is called Opportunity and its first chapter is New Year's Day.

--**Edith Lovejoy Pierce**

I'm a little bit older, a little bit wiser, a little bit rounder, but still none the wiser.

--**Robert Paul**

One resolution I have made, and try always to keep, is this: To rise above the little things.

--**John Burroughs**

I will not bore my boss by with the same excuse for taking leave. I will think of some more excuses.

--**Anonymous**

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