



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**

New Editor:

Gayle Fink
Bowie State University
(gfink@bowiestate.edu)

Job Editor:

Missy Wiggins, AIR
(mwiggins@airweb.org)

Subscription Management:

Donna Carlsen, AIR
(dcarlsen@airweb.org)

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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).

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).

Announcements & Information

Adjusting to e-AIR Editorship

Dear colleagues,

This issue marks a transition in the editing of the Electronic AIR (e-AIR). I'd like to personally thank Marne Einarson for all the great work she has done over the past three years – she has left big shoes to fill! I now have a deeper appreciation of the work and dedication it takes to support the newsletter. I'd also like to thank the AIR staff for “educating” me during this transition. I know I have much to learn!

Please feel free to offer suggestions and opportunities for improvement regarding e-AIR. I also would like to encourage the AIR membership to volunteer pieces of the newsletter – specifically book and resource reviews, interviews, technical tips, and parting thoughts. You can reach me by email gfink@bowiestate.edu or phone 301-860-3403. I believe the true strength of e-AIR comes from AIR member contributions.

Hope you are having a good summer!

Gayle Fink

AIR Nominations Open

Nominate Yourself or a Colleague for a Leadership Position with AIR

AIR needs you to help identify the next line up of candidates for leadership positions within AIR. The high quality of Association programs and services depends directly on the quality of AIR leadership.

We are looking for AIR members who can capably represent the diversity of our membership, help the Association advance the IR profession, and continue to make AIR a highly successful membership Association. Help us identify as many qualified members as possible for consideration. All eligible* nominees will be considered.

Please visit the [Position Description](#) page on the AIR web site for more information on any of the positions listed below:

- Vice President
- Secretary and External Relations Committee Chair
- Associate Forum Chair
- Associate Professional Development Services Chair
- Nominating Committee (five to be elected)

Nominate yourself or another member today.

Nominations close on August 20, 2010.

**To be eligible for a leadership role with AIR, you must be a current AIR member. Current Board members and those who hold graduate student memberships cannot be considered.*

Renew Your AIR Membership Today

Now is the time to take advantage of the opportunities AIR membership offers in professional development, education, and training. [Renew your membership today](#) to receive discounts on webinars, conferences, and publications. Additional benefits to continuing your membership include:

Institutes: AIR's five-day long, hands-on professional development programs for institutional researchers. Your membership provides discounted and priority registration.

Forum: AIR's premier meeting of institutional researchers. The four-day conference is attended by over 1,600 AIR members. Your membership allows you to download Forum presentations and papers from the AIR web site.

Webinars: Online professional development service delivered to your desktop. Your membership provides discounted and priority registration.

Publications: AIR publishes a variety of professional publications to meet the needs of the institutional research and higher education community. With membership you receive:

- A free copy of the *Primer for Institutional Research* (new members)
- A coupon for one free AIR publication of your choice
- Discounts on IR and higher education publications and journals
- A 25% discount on all Wiley/Jossey-Bass publications

Renew now to ensure uninterrupted member benefits. Visit the AIR [Membership Renewal](#) page and select the membership option that best meets your needs.

AIR Staff

Wall Street Journal Survey Update

Recently, some institutions were contacted by the Wall Street Journal to complete a survey about academic department resources for selected majors. The invitation to participate noted that the Wall Street Journal staff “had worked diligently” with AIR on the survey. To clarify, AIR staff and volunteer members did review the survey and provide detailed feedback. Of course, AIR does *not* endorse such surveys, and we are not sure to what degree our advice was used to shape the final survey.

Questions or comments about the survey should be directed to the Wall Street Journal as AIR is not involved in collecting these data. The contacts included in the original mailing are: Jennifer Merritt (jennifer.merritt@wsj.com) and Teri Evans (evanst@dowjones.com).

Thank you,
AIR Staff

AAUP Faculty Compensation Survey 2009-10

Our 2009-10 AAUP “Annual Report on the Economic Status of the Profession” now includes the “Additions and Corrections” supplement, both 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](#).

We do accept [data revisions and late submissions](#) at any time. As data are revised in our database they usually become available for use in peer comparison reports within two business days. These revisions form the baseline for next year’s data entry. If you need assistance in making corrections, or would like to have a report based on corrected data, please [let us know](#).

We are continuing to update our survey contact records. If you know that the survey contact person(s) for your institution has changed or will be changing, please [send us a note](#).

Michael Kinsella, who has worked as Research Assistant on this survey for the last two years, will be leaving us at the end of July to continue his studies at George Mason University. We wish him well and will have to really search to find someone with an equally patient and cheerful telephone presence.

Note: The AAUP Research Office will be closed from August 1-23.

Thank you.

John Curtis, Director of Research and Public Policy

<https://research.aaup.org>

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).

Dr. Douglas Shapiro has been appointed as the senior research director of the National Student Clearinghouse Research Center, the research arm of the National Student Clearinghouse. He will be responsible for leading major research studies produced by the center, such as national enrollment trends in areas such as postsecondary attendance, as well as managing the center's research resources. Prior to joining the Clearinghouse, he was the director of institutional research at The New School in New York City. Previous to that he served as the vice president for Research and Policy Development at the Minnesota Private College Council. Dr. Shapiro has directed research in areas such as student retention, college costs, student access and financial aid, impact of recessions on enrollment, academic performance of student athletes, and markets for highly-educated labor.

IR In The Know

July 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.

Data Security and Privacy Protections – Request for Comments

Recommendations from a report contracted by U.S. Department of Education on data security for education data systems are now available for review and comment until August 13, 2010. The [list of recommendations](#) outlines ways the Department can address emerging challenges in protecting student data in education data systems. The report will be used as a resource by the Department's forthcoming Privacy Technical Assistance Center, expected to be in operation by late 2010. To post comments, visit the [Protecting Privacy Blog](#) on the Department's web site.

Educational Attainment in the United States: 2009

Information on educational attainment is collected annually in the [American Community Survey](#) (ACS) and the [Current Population Survey](#) (CPS). The U.S. Census Bureau's [Educational Attainment in the United States: 2009](#) data tables provide information from these sources on degree attainment in the United States by age, gender, and race/ethnicity. The tables also include data on the highest level of education achieved by a wide range of demographic and socioeconomic characteristics including age, gender, race, Hispanic origin, marital status, household relationship, citizenship, nativity, and year of entry. Historical tables provide data on mean earnings by degree attainment level, gender, race and Hispanic origin with data back to 1975, and tables on attainment levels back to 1940. Several highlights are:

- More women than men are expected to enter professions such as doctor, lawyer, and college professor as they represent approximately 58 percent of young adults (ages 25 to 29) who hold an advanced degree.
- Among people in the 25-29 age group, nine percent of women and six percent of men held either a master's degree or higher.
- The 2008 data show having such a degree pays off with average earnings of those with an advanced degree higher than those with a bachelor's degree only (\$83,144 compared with \$58,613). People whose highest level of attainment was a high school diploma had average earnings of \$31,283.

Minorities and the Recession-Era College Enrollment Boom

In [Minorities and the Recession-Era College Enrollment Boom](#), the Pew Research Center describes the characteristics of freshmen and the institutions educating them. It also examines the impact of the growth on institutions and the impact of the recession on student employment.

The report shows that freshmen enrollment in postsecondary institutions increased by 144,000 students from fall 2007 to fall 2008. This six percent increase was the largest increase in 40 years with almost three-quarters attributed to the growth in minority enrollment. Freshmen enrollment grew 15 percent for Hispanics, eight percent for blacks, six percent for Asians, and three percent for whites. Some of the increase in minorities is due to the changing demographics; in addition, Hispanics are now completing high school at record rates. Two-year institutions had the greatest increase in freshmen enrollment at 11 percent. Freshmen enrollment in the less than two-year institutions increased by five percent, and in the four-year institutions by five percent.

Rebalancing the Mission: The Community College Completion Challenge - AACC

President Obama has set forth an agenda for the U.S. to once again have the highest proportion of college graduates in the world by 2020. In April 2010, the American Association of Community Colleges (AACC) and five other community college organizations responded by reaffirming their commitment to improving completion rates while maintaining their commitment to access and quality. The AACC report, [*Rebalancing the Mission: The Community College Completion Challenge*](#), identifies three areas in which community colleges may modify their missions to improve student persistence and success: course enrollment, course completion, and certificate and degree completion. The report notes community colleges will have difficulty embracing the practices and perspectives needed to increase completion rates without additional fiscal resources, especially at a time when they are facing double-digit enrollment growth.

Getting Past Go: Rebuilding the Remedial Bridge to College Success

The Education Commission of the States (ECS), Knowledge in the Public Interest (KPI), and the Policy Research on Preparation, Access and Remedial Education (PRePARE) at the University of Massachusetts, Boston released the joint report [*Getting Past Go: Rebuilding the Remedial Bridge to College Success*](#), which describes current policies for remedial education and suggests a framework for further study of policies related to remedial education.

National data show 34 percent of all new entering college students required at least one remedial class and for students enrolling in a community college, 43 percent required some remedial education. For those who need only one course, this is a minor hurdle. For those who need two or more courses, this is a bigger challenge, with many never completing their goal of attaining a college degree.

Publications

Editors' Publication of the Month

Web Site Review: Measuring Quality in Higher Education: An Inventory of Instruments, Tools and Resources (www.airweb.org/MeasuringQuality)

This web site review was contributed by Paula S. Krist, Ph.D., SOLES, University of San Diego. Thank you Paula! If you are interested in reviewing a book, evaluating a web site, or reviewing other resources of use to IR and assessment professionals, please email Gayle Fink, gfink@bowiestate.edu.

The Association for Institutional Research has developed a site for institutional representatives to learn more about assessment instruments, tools, and services. The site is interesting, well-organized, and will definitely be useful to institutional research and assessment professionals; it may also be useful to other college administrators involved in institutional effectiveness efforts. Below is a review of three specific aspects of the site: usability, design, and resources.

Usability: I would rate the ease of use of this site as a B+. Absolutely every link on the site works. It is easy to use the menu on the right side to navigate to the page you want. Within the search menu of the inventory, there are many ways to search for an item of interest. This search flexibility will be helpful to people with varied levels of assessment experience.

Usability Suggestion:

Within the section titled *Organization of the Measuring Quality Inventory*, it would be useful to have a link to the each of the groups of resources accessible by clicking on the correct category name.

Design: The design is generally good. In particular, I like the Announcements section on the home page. Some of the design suggestions would likely improve usability, too.

Design Suggestions:

1. I would recommend adding a cleaner home page that gives a one or two sentence overview of the purpose of the site and a list of features that the site includes (e.g., introduction guidelines, searchable inventory, etc.) Retain the announcements section on the home page.
2. A very good section called *The Assessment Landscape* deserves better placement than appended to the *Guidelines for Selecting and Using Assessment Instruments, Tools, and Services*. Many people, particularly those new to the field, may not know the current state of affairs regarding assessment. Because this section provides a context for why an institution might need new resources, it could have a link under the web site guide.
3. Consider highlighting (e.g., different color, larger text) the "View Search Options" link on the Inventory page to make it stand out more.
4. If the site has directions for submitting items for consideration in the Announcements section or to recommend instruments, tools, or resources, they are not obvious. If it is not yet a feature of the site, it might be considered in the next update.

5. When you click “Learn More about the Four Categories of Instruments,” you go to a section titled *Organization of the Measuring Quality Inventory*. It would be helpful to number the four categories within this section and make them bold. Currently, the first two categories are not numbered.
6. The terms used within this section should be an exact match for the terms used on the search options inventory page. For example, the search area should say "assessment instruments" versus "instruments", and "software tools/platforms" versus "tools/platforms." The largest disconnect occurs between what is described as "collaborative projects and assessment services" in the text, and "projects, initiatives, and services" on the search page.

Resources: The scope of each category listed in the resources section is well focused for the 10,000 foot level approach that is taken.

Resource Suggestion:

Consider adding a link to the new National Institute for Learning Outcomes Assessment (www.learningoutcomesassessment.org) under *Assessment*.

AIR Publications

Now Available – IR Applications #27



Using Geospatial Techniques to Address Institutional Objectives: St. Petersburg College Geo-Demographic Analysis

Phillip Morris, College of Education, University of Florida

Dr. Grant Thrall, Department of Geography, University of Florida

Abstract

Geographic analysis has been adopted by businesses, especially the retail sector, since the early 1990s (Thrall, 2002). Institutional research can receive the same benefits businesses have by adopting geographic analysis and technology. The commonalities between businesses and higher education institutions include the existence of trade areas, the provision of services to clients (students), and the identification of clients geographically by their addresses. Among the valuable information that institutions of higher education can create using business geography are psychographic profiles of student populations, commuting patterns, the underlying demographics of the institution's trade area, and the ability to plan for new facilities to meet the needs of the market. Understanding these geographic characteristics can assist in identifying institutional objectives and planning how to best implement these objectives.

You can view or download IR [Applications # 27](#) from the AIR web site.

NCES Publications

Status and Trends in the Education of Racial and Ethnic Groups

The *Status and Trends in the Education of Racial and Ethnic Groups* report examines educational progress and challenges in the U.S. by race and ethnicity. This report shows that over time, the numbers in each race/ethnicity who have completed high school and continued their education in college have increased. Despite these gains, the rate of progress has varied. Differences on key indicators of educational background, performance, and attainment persist among the various races and ethnicities studied.



- In 2008, a higher percentage of children who identified as Asian (51 percent) had a mother with at least a bachelor's degree than did children who identified as White (36 percent), as two or more races (31 percent), as Black (17 percent), as American Indian/Alaska Native (16 percent), and as Hispanic (11 percent).
- Forty-eight percent of public school 4th-graders were eligible for free or reduced-price lunches in 2009, including 77 percent of Hispanics, 74 percent of Blacks, 68 percent of American Indian/Alaska Natives, 34 percent of Asian/Pacific Islanders, and 29 percent of White 4th-graders.
- From 1999 to 2008, the total number of Black and Hispanic students taking an Advanced Placement (AP) exam more than tripled, from 94,000 to 318,000 students. In 2008, Asians had the highest mean AP exam score (3.08) across all exams, while Blacks had the lowest (1.91).
- Among 8th-graders in 2009, 63 percent of Asians/Pacific Islanders had no absences in the past month, compared to 35 percent of American Indians/Alaska Natives.
- In 2008, 44 percent of White 18- to 24-year-olds were enrolled in colleges and universities (a 16 percentage point increase from 1980); approximately 32 percent of Black 18- to 24-year-olds were enrolled in colleges or universities (an increase of 12 percentage points from 1980); and 26 percent of Hispanic 18- to 24-year-olds were enrolled (an increase of 10 percentage points from 1980).

[View the full report.](#)

Suggestions for Improving the IPEDS Graduation Rate Survey Data Collection and Reporting

In 1990, Congress enacted the Student Right-to-Know (SRTK) Act which requires colleges and universities to disclose the rate students complete academic programs at postsecondary education institutions. The National Center for Education Statistics (NCES) at the U.S. Department of Education developed the Graduation Rate Survey (GRS) to help institutions comply with the SRTK requirements. The purpose of this paper is to present recommendations for reducing complexity and confusion of completing the GRS survey as well as improve the standardization of data. The paper summarizes findings from two activities: deliberations of the NPEC GRS Working Group (with feedback from the full NPEC membership) and an analysis of graduation rate survey perceptions using entries in the Common Dataset listserv.

[View the full report.](#)

Other Publications

New NILOA Study

Exploring the landscape: What institutional websites reveal about student learning outcomes assessment activities. Jankowski, N. A., & Makela, J. P. (2010, June, Urbana, IL: University of Illinois and Indiana University, National Institute of Learning Outcomes Assessment).

Abstract

Despite persistent calls for colleges and universities to post student learning outcomes assessment information on their web sites, the assessment information that can be found online falls considerably short of the activities reported by chief academic officers. The study finds that institutions are often not taking full advantage of their web site to increase transparency regarding student learning outcomes assessment. The researchers share their findings and offer recommendations for institutions. [View the paper here.](#)

NILOA Mission

The **National Institute for Learning Outcomes Assessment (NILOA)** assists institutions and others in discovering and adopting promising practices in the assessment of college student learning outcomes. Established in 2008, NILOA's primary objective is to discover and disseminate ways that academic programs and institutions can productively use assessment data internally to inform and strengthen undergraduate education as well as externally to communicate with policy makers, families, and other stakeholders.

NILOA Occasional Paper Series

NILOA Occasional Papers are commissioned to examine contemporary issues and to inform the academic community of the current state of the art of assessing learning outcomes in American higher education.

[National Institute for Learning Outcomes Assessment \(NILOA\)](#)

Achieving The Dream – New Edition of Data Notes

The July/August 2010 issue of Data Notes has been released, and can be viewed on the [Achieving the Dream web site](#).

July/August 2010: Gender and Outcomes

This issue of Data Notes looks at student developmental education and gateway course outcomes by gender. The data show that more than half of students were referred to developmental math, with female students being more likely to be referred than male students. Females were more likely to complete any or all levels of developmental math referred to, while males with developmental math needs succeeded at lower rates at each developmental referral level. Across all racial/ethnic groups, males lagged females in first developmental math class completion rates, with Native American/Alaskan Native and Hispanic males fell further behind their female counterparts. In terms of completing gateway math within two years, females in all racial/ethnic groups had a 2 to 3 percentage-point advantage over males.

Round 1, 2, 3, 4, and 2009 Colleges, Data Facilitators and Coaches

You will soon be able to view the individual college's companion figures to this issue of Data Notes on the [Achieving the Dream web submission site](#). An email will be sent notifying you when these are available for viewing. To view your college's data, once you sign in to [the web submission site](#) using your username and password, select the July/August 2010 issue under the "Reports" menu.

The JBLA Achieving the Dream Team

Meetings and Events



Award Winners Honored at AIR 2010 Forum

The 2010 AIR Forum closed with the Annual Luncheon, where an elite group of members were recognized for their contributions to the Association, the field of institutional research, and higher education.

AIR is pleased to announce the winners of the following awards presented by the Membership and Publications Committees:

- **AIR Outstanding Service Award** - Dr. Michael Middaugh, Dr. Richard Voorhees
- **Sidney Suslow Award** - Dr. Gary Pike
- **AIR John E. Stecklein Distinguished** - Dr. Terrence Russell , Dr. John Smart

The following awards recognize outstanding examples of presentations at the AIR:

- **2009 Charles F. Elton Best Paper Award**

Dr. Iryna Johnson, Auburn University

Class Size and Student Performance at a Public Research University: A Cross-Classified Model

- **2010 Best Poster Award**

The Role of Cooperative Education on Student Academic Performance and Career Progression: Caroline Noyes, Jonathan Gordon, and Joseph Ludlum; Georgia Institute of Technology

Academic Performance and Persistence of Undergraduate Students at a Land-Grant Institution: A Statistical Analysis Utilizing Detailed Institutional Data: Fran Hermanson, Vicki McCracken, and Diem Nguyen; Washington State University

Congratulations to all of our 2010 award winners!

Save the Date!

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

**About the Forum:**

Join your colleagues and friends from around the world next year in Toronto for the 51st Annual Forum "Passport to New Ideas, Better Decisions". Learn about advancements in institutional research, acquire valuable skills and techniques you can apply at your institution, and contribute to the scholarship of the field.

About Toronto:

Toronto, an international destination city, is Canada's cultural, entertainment and financial capital – offering the perfect venue for multinational discussion related to the role of higher education in a changing global economy.

Don't forget your passport! Visit the [U.S. Department of State website](#) to apply for a new passport or renew yours today.

2011 Call for Proposals:

AIR will accept proposals for the 2011 Forum beginning this fall. Please continue to check www.airweb.org/forum for more information.

SAIR 2010: Pay It Forward – Networking for the Future

Registration is now open for the SAIR 2010 Conference, Sept. 25th-28th, 2010 in New Orleans, Louisiana at the InterContinental – New Orleans. There is a full slate of pre-conference workshops, papers, panels, and roundtables for the edification of attendees. We will have a unique Monday night function: An evening at the Mid City Lanes Rock 'n' Bowl, rocking to jukebox music and bowling for high scores with food and drinks galore. [Visit the conference web site](#) for more information, and come visit SAIR in NOLA!

Roy "Ike" Ikenberry, Ph.D.

Director of Institutional Research and SAIR Program Chair

roy.ikenberry@belmont.edu

MidAIR 2010: Embracing the Promises and Challenges of the New Decade

Registration is now open and proposals are being accepted for the 30th Annual Conference of the Mid-America Association for Institutional Research (MidAIR). The conference will be held November 10 - 12, 2010 at the Marriott Country Club Plaza in Kansas City, Missouri. Institutional research professionals, higher education faculty, and graduate students are encouraged to submit proposals for presenting original research or to lead topical discussions. The MidAIR Conference features distinguished speakers; workshops conducted by leading practitioners, research presentations, and the chance to meet and get to know colleagues from throughout the region. The deadline for submitting proposals is Monday, August 16, 2010. To register for the conference or to submit a proposal, [visit our web site](#).

Anthony G. Girardi
MidAIR 2010 Conference Program Chair
Tony.Girardi@iowa.gov

CIRPA 2010 Conference – Registration Open

Registration is now open for the CIRPA 2010 Conference, October 23rd - 26th in Ottawa, Ontario. To register, please [visit our web site](#). Register now to take advantage of the early bird rates. Early registration also helps the conference organizers (especially the local arrangements committee) plan effectively to deliver a smooth event. The Ottawa Marriott is accepting reservations and details are on the [conference web site](#). Rooms are limited so please book early. Also note that the [conference schedule](#) is being updated from time to time and that the current version is always located on the web site. Best wishes for an enjoyable summer and we look forward to seeing everyone in Canada in the fall.

Caroline Lachance (clachance@aucc.ca) and Tony Eder (teder@uvic.ca), Conference Co-Chairs

2010 CAIR Conference – Save the Date and Call for Proposals

The 2010 CAIR Conference “What Counts: Return to Our Census” will be held November 17-19, 2010, at the beautiful and accessible Doubletree Hotel San Diego/Mission Valley in sunny San Diego, California. For more information on the hotel, [visit their web site](#).

Call for Proposals: CAIR has initiated an easy submission process for the 2010 conference. Just [visit the site](#) to enter your proposed presentation. The best presentation at this conference receives a \$500 stipend to present at the next AIR Forum as well. The deadline for submitting proposals is 5:00 p.m. on Monday, August 16, 2010.

Willard Hom
Director (Dean), Research & Planning
Chancellor's Office, California Community Colleges
President, California Association for Institutional Research
WHOM@CCCCO.edu

Southern African Association for Institutional Research (SAAIR) 17th Annual Forum

The Southern African Association for Institutional Research (SAAIR) 17th Annual Forum will be held September 21 – 23, 2010 at the University of Johannesburg, Auckland Park, South Africa.

The program includes confirmed keynote speakers, **Dr. Randy L. Swing (US) and Professor Ian Robinson (UK)**, as well as presentation and evaluation of papers and various social events. Delegates will have the opportunity to network professionally and socially with keynote speakers and a range of individuals from across the sector.

The theme of the conference, **Student Success**, is aimed at exploring existing practices and also at expanding the boundaries of existing IR and QA frameworks that address student success in higher education. For more information about the SAAIR Student Success Forum, [visit the SAAIR conference web site](#).



Join Us at the 10th Annual SEAIR Conference

The South East Asian Association for Institutional Research (SEAIR) Executive Committee invites you to attend the 10th annual SEAIR conference to be held October 19 to 21, 2010 at the Summit Ridge Hotel & Promenade, Tagaytay City, Philippines. The theme of the conference is *Towards Global-ASEAN Institutional Research Strategic Alliances*. This conference will provide a venue for academics, educators, researchers, and practitioners in higher education to highlight their completed works and allow them to network and interact with each other. It is envisioned that the interactions of the participants will lead to possible strategic alliances between and among different institutions to share knowledge, experiences, and expectations about higher education from a Global-ASEAN perspective.

For more information, visit the [conference web site](#), or view the [conference promotional video](#).

Sutee Sujitparapitaya
San Jose State University
Sutee.Sujitparapitaya@sjsu.edu

Professional Development

IPEDS Workshops Coming this Fall

The Association for Institutional Research (AIR) announces several upcoming workshops related to IPEDS. These face-to-face training sessions are geared toward IPEDS data providers and users and are taught by experienced practitioners from across the country. The workshops are co-hosted by [AIR](#) and other higher education organizations, with funding provided by the National Center for Education Statistics (NCES). For additional information and to request to attend a workshop, please visit the [IPEDS Workshops page](#) on the AIR web site.

Note: There is no fee to attend the IPEDS Workshops, and you do *not* have to be a member of AIR or the co-sponsoring organization to attend. If you will only be attending the IPEDS Workshop and not the meeting, you are not required to pay the registration fee for the co-sponsoring meeting.

Fall Workshop Opportunities:

Virginia Association for Management Analysis and Planning (VAMAP) – September 17, 2010 – Williamsburg, Virginia

- IPEDS Data as the Public Face of an Institution
- IPEDS Data and Benchmarking: Supporting Decision Making and Institutional Effectiveness – Module 1

Online registration *closes* on August 12, 2010

City University of New York (CUNY) – September 24, 2010 – Brooklyn, New York

- IPEDS Data and Benchmarking: Supporting Decision Making and Institutional Effectiveness – Module 1
- IPEDS Data and Benchmarking: Supporting Decision Making and Institutional Effectiveness – Module 2

Online registration *closes* on August 12, 2010

Southern Association for Institutional Research (SAIR) – September 29, 2010 – New Orleans, Louisiana

- Leading (Managing) and IPEDS Cycle- Module 2
- IPEDS Finance Survey Training for IR Professionals

Online registration *closes* on August 18, 2010

Kentucky Association for Institutional Research (KAIR) – October 13, 201 – Louisville, Kentucky

- Leading (Managing) and IPEDS Cycle- Module 2
- IPEDS Finance Survey Training for IR Professionals

Online registration *opens* on August 12, 2010

Rocky Mountain Association for Institutional Research (RMAIR) – October 20, 2010 – Denver, Colorado

- IPEDS Data and Benchmarking: Supporting Decision Making and Institutional Effectiveness – Module 1
- IPEDS Data and Benchmarking: Supporting Decision Making and Institutional Effectiveness – Module 2

Online registration *opens* on August 18, 2010

Northeast Association for Institutional Research (NEAIR) – November 14, 2010 – Saratoga Springs, New York

- IPEDS Data and Benchmarking: Supporting Decision Making and Institutional Effectiveness – Module 1
- IPEDS Data and Benchmarking: Supporting Decision Making and Institutional Effectiveness – Module 2

Online registration *opens* on September 7, 2010

Pennsylvania State University Announces Fall 2010 Courses for their Certificate in the Institutional Research Program

Pennsylvania State University offers courses in institutional research leading to a certificate 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. [Learn more about this program.](#)

The following courses will run from September 13th to December 17th in the fall of 2010:

Introduction to Institutional Research (3 credits)

Instructor: J. Fredericks Volkwein

This course provides students with an overview of the institutional research profession and the most common functions that institutional research offices carry out. Students will gain a fuller understanding of campus decision support activities and processes such as strategic planning, compliance reporting, enrollment management, resource management, institutional effectiveness, student outcomes assessment, and program evaluation. During this course, the classroom and work experiences are aimed at understanding the readings, obtaining hands-on experience in analyzing data, and developing reporting skills for the purposes of institutional research.

Planning and Resource Management in Higher Education (3 credits)

Instructor: Linda Strauss

This course provides students with a working knowledge of strategic planning models and budgeting structures and processes. Students will develop tools and skills in environmental scanning, revenue forecasting, expenditure controls, and benchmarking. During this course, the online learning experiences are aimed at applying the readings, obtaining hands-on experience in analyzing data, and developing reporting skills.

Questions regarding the program can be directed to:

John Cheslock
Director, Certificate in Institutional Research
Pennsylvania State University
jjc36@psu.edu

Career Opportunities

AIR Job Listing Summary

Missy Wiggins, AIR Office (mwiggins@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 Missy Wiggins by [email](#) or phone (850-385-4155 ext. 103).

[DIRECTOR - MPR Associates](#) Washington **DC**

Deadline Date: August 28, 2010

[ASSOCIATE DIRECTOR - University of Florida](#) Gainesville, **FL**

Deadline Date: Open Until Filled

[INSTITUTIONAL RESEARCHER - Northeast Wisconsin Technical College](#) Green Bay, **WI**

Deadline Date: Open Until Filled

[DIRECTOR INSTITUTIONAL EFFECTIVENESS - Forsyth Technical Community College](#), Winston-Salem, **NC**

Deadline Date: August 4, 2010 at 12 noon

[QUANTITATIVE RESEARCH ASSOCIATE/SOCIAL SCIENCES \(Job #6264\) - American Institutes for Research](#)

Washington, **DC**

Deadline Date: 09/26/2010

[RESEARCH ANALYST - Long Island University](#) Brookville, **NY**

Deadline Date: Open Until Filled

[DIRECTOR - Higher Education Data Sharing Consortium \(HEDS\)](#) Lancaster, **PA**

Deadline Date: September 1, 2010

[EVALUATION RESEARCH ASSOCIATE - Tufts Medical Center](#) Boston **MA**

Deadline Date: Open Until Filled

[DIRECTOR OF POLICY & PLANNING RESEARCH - Pennsylvania State System of Higher Education](#) Harrisburg, **PA**

Deadline Date: Open Until Filled

[INSTITUTIONAL EFFECTIVENESS & ACCREDITATION OFFICER - Florida State College](#) Jacksonville, **FL**

Deadline Date: Open Until Filled

[SENIOR RESEARCH ANALYST - MassBay Community College](#) Wellesley Hills, **MA**

Deadline Date: August 6, 2010 or thereafter until filled.

[RESEARCH ANALYST - The College of Coastal Georgia](#) Brunswick, **GA**

Deadline Date: August 1, 2010

[RESEARCH ANALYST - Johns Hopkins University](#) Baltimore, **MD**

Deadline Date: August 30, 2010

[ASSESSMENT & RESEARCH SPECIALIST - Faulkner University](#) Montgomery, **AL**

Deadline Date: Open Until Filled

[VICE PRESIDENT FOR PLANNING & INSTITUTIONAL EFFECTIVENESS - Suffolk County Community College](#) Selden, **NY**

Deadline Date: Open Until Filled

[ASSOCIATE VICE PRESIDENT FOR PLANNING INSTITUTIONAL RESEARCH & ASSESSMENT - College of Charleston](#)
Charleston, **SC**

Deadline Date: August 12, 2010 for best consideration or open until filled

[VISITING RESEARCH SCIENTIST - University of Illinois at Urbana-Champaign](#)

Deadline Date: August 16, 2010

[DIRECTOR OF UNIVERSITY LIFE ASSESSMENT RESEARCH & RETENTION - George Mason University](#) Fairfax, **VA**

Deadline Date: August 16, 2010 for best consideration or open until filled

[DIRECTOR OF INSTITUTIONAL RESEARCH - College of Charleston](#) Charleston, **SC**

Deadline Date: June 2, 2010

[DIRECTOR OF INSTITUTIONAL RESEARCH - Sonoma State University](#) Rohnert Park, **CA**

Deadline Date: August 13, 2010

[RESEARCH ANALYST - University of Denver](#) Denver, **CO**

Deadline Date: Open Until Filled

[COLLEGE RESEARCHER \(SUPERVISOR INSTITUTIONAL RESEARCH - 2 positions available\) - Foothill College](#)

Deadline Date: July 30, 2010

[RESEARCH ANALYST & REPORTING COORDINATOR - University of Richmond](#) Richmond, **VA**

Deadline Date: Open Until Filled

[MANAGER INSTITUTIONAL RESEARCH - Institute of Applied Technology](#) Abu Dhabi, United Arab Emirates

Deadline Date: Open Until Filled

[PROGRAM SUPERVISOR ACADEMIC PLANNING & REPORTING - Peirce College](#) Philadelphia, **PA**

Deadline Date: Open Until Filled

[SENIOR RESEARCH ANALYST - Santa Clara University](#) Santa Clara, **CA**

Deadline Date: Application review begins July 15 and continues until filled

[ASSESSMENT & DATA COORDINATOR - Salve Regina College](#) Newport, **RI**

Deadline Date: Open Until Filled

[RESEARCH ANALYST - Franklin University](#) Columbus, **OH**

Deadline Date: August 30, 2010

[RESEARCH ANALYST - ENROLLMENT MANAGEMENT - Columbia College Chicago](#) Chicago, **IL**

Deadline Date: August 7, 2010

[POLICY & PLANNING SPECIALIST I/REPORT SPECIALIST - Longwood University](#) Farmville, **VA**

Deadline Date: Open Until Filled

[RESEARCH ANALYST - Cerritos College](#) Norwalk, **CA**

Deadline Date: August 13, 2010

[SENIOR INSTITUTIONAL RESEARCH ANALYST - Mott Community College](#) Flint, **MI**

Deadline Date: July 9, 2010

[RESEARCH FELLOW - Centre for Urban Greenery & Ecology](#) Singapore

Deadline Date: Open Until Filled

[DIRECTOR OF INSTITUTIONAL RESEARCH - Skidmore College](#) Saratoga Springs, **NY**

Deadline Date: Open Until Filled

[INSTITUTIONAL RESEARCH ANALYST - Virginia Commonwealth University](#) Richmond, **VA**

Deadline Date: Open Until Filled

[DIRECTOR OF INSTITUTIONAL RESEARCH & ASSESSMENT - Metropolitan College of New York](#) New York, **NY**

Deadline Date: Open Until Filled

[RESEARCH ANALYST - University of Kansas Medical Center](#) Kansas City, **KS**

Deadline Date: Review of applications will begin July 5, 2010 and continue until position is filled.

[DIRECTOR OF PLANNING & INSTITUTIONAL RESEARCH - University of Arkansas](#) Little Rock, **AR**

Deadline Date: Open Until Filled

[RESEARCH ANALYST - Dartmouth College](#) Hanover, **NH**

Deadline Date: Open Until Filled

[INTERIM ASSOCIATE VICE CHANCELLOR OF INSTITUTIONAL EFFECTIVENESS - Los Angeles Community College](#)

[District](#) District Office, Los Angeles, **CA**

Deadline Date: July 30, 2010

[DIRECTOR OF INSTITUTIONAL RESEARCH - Loras College](#) Dubuque, **IA**

Deadline Date: Open Until Filled

[INSTITUTIONAL EFFECITVENESS MANAGER - University of Alaska Southeast](#) Juneau, **AK**

Deadline Date: Open Until Filled

Technical Tips from the Field

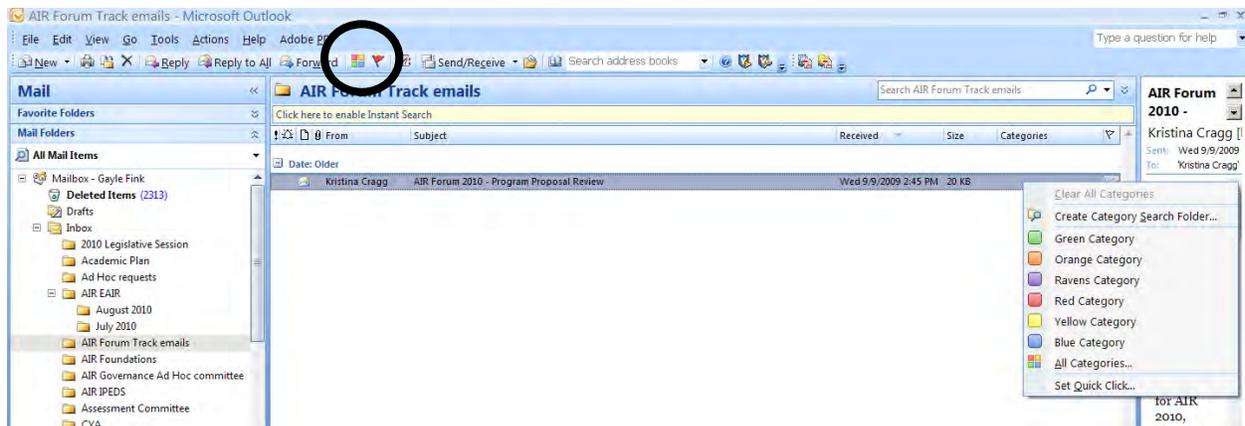
Managing Email in Outlook - Assigning Color Categories

One of the challenges we all face is how to manage our email. I've created folders by area, but I still need a way that I can quickly identify which emails need immediate action. This is how I discovered assigning color categories to emails.

Here is an example. As Editor of e-AIR, I receive a fair number of email requests to include content in the newsletter. I have created an email folder for all of these requests and just before the copy deadline I access that folder to get the information. Each email is assigned a different color which aligns with each e-AIR feature. In this way, it is easy to create the content by feature!

The steps below are from MS Office. To assign a color category, do the following:

- For a message in your Inbox or any message list, right-click the message, point to **Categorize** , and then click a color category.
- For an open message, on the **Message** tab in the **Options** group, click **Categorize** , and then click a color category.



To see more categories or to create a new category, click **All Categories** to open the **Color Categories** dialog box. To assign a color category from the **Color Categories** dialog box, you must select the check box next to the color category. The **Color Categories** dialog box is also a quick way to assign multiple categories to an item.

The first time that you assign a default color category to an item, you will be prompted to rename the category. At this time, you can also change the color of the category and choose a keyboard shortcut.

I also use this feature to flag items that need follow up! It is very helpful to identify "hot" items with a quick click! Hope you find this useful.

Parting Thoughts

This month's parting thoughts were contributed by Phil Handwerk, Institutional Researcher, Law School Admission Council. Phil writes:

When I'm getting a bit full of myself and the "importance" of my data, I read the following quote which hangs above my desk, think about those for whom data are not a way of life, and come back to earth.

"Figures often beguile me, particularly when I have the arranging of them myself; in which case the remark attributed to Disraeli would often apply with justice and force: 'There are three kinds of lies: lies, damned lies, and statistics.'" -- Mark Twain (*Mark Twain's Autobiography*)

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