



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).

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

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).

Beginning July 1, 2011, **Pat Harvey**, Richard Bland College (Petersburg, Virginia) will become the part-time Director of Institutional Effectiveness and part-time math instructor, which will enable him to train the new Institutional Effectiveness Director, Tyler Hart, who is currently the Financial Aid Director at Richard Bland. Tyler will become the full-time IE Director July 1, 2012, when Pat retires into the classroom.

Dr. **Rigoberto Rincones-Gomez (Rigo)** will be joining Achieving the Dream, Inc. effective July 1, 2011, as National Director of Data Coaching. This role will continue the work Rigo has been doing for the last five years at MDC when it was the Managing Partner of the Achieving the Dream (AtD) initiative. As National Director of Data Coaching, Rigo will recruit, train, and lead the work of 36 Data Coaches as they help AtD colleges build capacity for assessment, evaluation, and data and policy analysis. Rigo will continue to serve as the Data Coach to the Community College of the District of Columbia and to develop training resources and institutional research capacity across the Achieving the Dream network. Rigo brings more than 16 years of national and international experience in research, evaluation, project management, and institutional improvement from the private, nonprofit, and higher education fields.

IR In The Know

May 2011

(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. Beginning with this issue, we are implementing a new category, ***Policy Watch***, to alert readers to topics which may warrant attention over the next few months or commentary. We welcome your feedback and suggestions. If you discover a resource or article you think might be useful to other IR professionals, please send an email to irintheknow@airweb.org.

The Degree Qualifications Profile

The Lumina Foundation released [*The Degree Qualifications Profile*](#), which defines what is expected of college graduates at the associate level, bachelor's level and master's level, regardless of their field of study. A group of policy experts worked with Lumina to identify five primary levels of competencies: Specialized Knowledge, Broad/Integrated Knowledge, Intellectual Skills, Applied Learning, and Civic Learning. *The Degree Qualifications Profile* is a work in progress, and will be field tested by accreditors and other higher education organizations and then refined over the next several years.

Teaching, Learning, and Sharing: How Today's Higher Education Faculty Use Social Media for Work and for Play

[*Teaching, Learning, and Sharing: How Today's Higher Education Faculty Use Social Media for Work and for Play*](#), a collaborative report by Pearson Learning Solutions, Babson Survey Research Group, and Conversion, provides survey results on how higher education faculty use social media personally, professionally, and in class. Most faculty are aware of the major social media sites, and more than three-quarters visited a social media site within the past month for their personal use and nearly one-half posted content. Over 90% of faculty use social media in courses they teach or professionally. Facebook and YouTube are the most frequently cited sites for personal and professional use. Nearly two-thirds of faculty have used social media during a class and 30% post content for students to view or read outside class; 20% have assigned students to comment on or post to social media sites. Faculty have concerns about privacy and integrity as well as the time the use of social media requires.

Winning the Future: Improving Education for the Latino Community

Nearly 22 percent, or slightly more than 1 in 5, of all pre-K–12 students enrolled in America's public schools are Latino. Yet, Latino students face persistent obstacles to educational attainment. [*Winning the Future: Improving Education for the Latino Community*](#), a Department of Education report, highlights strategies and initiatives designed to boost Latino achievement in the education pipeline. Examples include increased funding for Head Start programs and the Investing in Innovation Fund (i3), simplifying the student aid process, and providing more Pell grants to make college affordable. Since Latinos are projected to comprise 60% of the nation's population growth in the next 50 years, the education success of the Latino population will be crucial to strengthening the U.S. workforce and economy.

Educational Attainment in the United States: 2010

The U.S. Census Bureau's [*Educational Attainment in the United States: 2010*](#) data tables provide information on degree attainment by age, gender, and race/ethnicity. The data is collected annually in the [American Community Survey](#) (ACS) and the [Current Population Survey](#) (CPS). Educational attainment refers to the highest level of education that an individual has completed. The data are derived from the question, "What is the highest grade of school...has completed, or the highest degree...has received?" The data tables also include the highest level of education achieved by a wide range of demographic and socioeconomic characteristics including age, sex, race, Hispanic origin, marital status, household relationship, and citizenship. Highlights from the 2010 report are:

- From 2000 to 2010, the percentage of people over age 25 with at least a bachelor's degree increased from 26% to 30%.
- Of the 200 million people 25 and older, 87% had at least a high school education.
- Among the employed population 25 and older, 37% of women had attained a bachelor's degree or higher, compared with 35% of men.
- People who are employed are more likely to have college degrees.

College Enrollment and Work Activity of 2010 High School Graduates

The U.S. Bureau of Labor Statistics has published a [report](#) providing information on 2010 high school graduates (16 to 24 years old) and their educational attainment and work activity. As of October 2010, 68.1% of the 2010 high school graduates were enrolled in postsecondary education with women enrolling at a higher rate than men (74.0% vs. 62.8%). The enrollment rate of Asians (84.0%) was higher than whites (68.6%), blacks (61.4%), and Hispanics (59.6%). Recent high school graduates who were not enrolled in college in October 2010 were more likely than to be working or looking for work than those who were enrolled in college, 76.6% compared to 40.0%.

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Policy Watch

On October 29, 2010, the Department of Education published in the *Federal Register* [final regulations on program integrity issues \(75 FR 66832\) \(Program Integrity Regulations\)](#). This was followed by two "Dear Colleague" letters to provide guidance on the implementation of the new regulations on the state licensing of distance education programs and gainful employment program reporting requirements. For those interested in more detailed information, Federal Student Aid is offering a series of webinars on the regulatory requirements for institutions that offer educational programs to prepare students for gainful employment. The first webinar will be broadcast on May 25 and May 26. More information can be found the Federal Student Aid [website](#).

- **State Authorization for Distance Education Programs:** One issue addressed in [DCL GEN-11-05](#) was state authorization to offer distance education, including correspondence study and online learning. Under the regulations, a student enrolled in an educational program offered by an institution cannot use Title IV, HEA program funds for that program if the institution the student is attending does not have authorization to offer programs in the state in which the student is located while receiving instruction.
- **Gainful Employment Reporting Requirements:** To be eligible for Title IV funding, an educational program must lead to a degree (associate, bachelor's, graduate, or professional) or prepare students for "gainful employment in a recognized occupation" i.e., GE Programs. The [second letter](#) dealt with reporting requirements about students enrolled in these programs and disclosures to prospective students. The regulations also require institutions to notify the U.S. Secretary of Education if they plan to add GE Programs to their list of Title IV-eligible programs.

Publications

Journal News

This feature covers various journals highlighted on the AIR web site. AIR members receive [considerable discounts](#) on all journals offered. In this edition of e-AIR, *Research in Higher Education*, *New Directions for Institutional Research* and *Innovative Higher Education* are featured.

Research in Higher Education – RIHE Alerts

Research in Higher Education ([RIHE](#)) is the official peer-reviewed academic journal of AIR. RIHE is intended for those concerned with the functioning of postsecondary education, including two-year and four-year colleges, universities, and graduate and professional schools. Volume 52, #3, May 2011 is now available:

- *Meta-Analysis in Higher Education: An Illustrative Example Using Hierarchical Linear Modeling*
Nida Denson and Michael H. Seltzer
Pages: 215-244
- *Technology Commercialization Effects on the Conduct of Research in Higher Education*
Joshua B. Powers and Eric G. Campbell
Pages: 245-260
- *Gender Gaps in Collegiate Teaching Style: Variations by Course Characteristics*
Thomas F. Nelson Laird, Amy K. Garver and Amanda Suniti Niskodé-Dossett
Pages: 261-277
- *Disciplinary Differences in Student Ratings of Teaching Quality*
David Kember and Doris Y. P. Leung
Pages: 278-299
- *An Investigation of the Contingent Relationships Between Learning Community Participation and Student Engagement*
Gary R. Pike, George D. Kuh and Alexander C. McCormick
Pages: 300-322

For more information, contact [Rob Toutkoushian](#), RIHE Editor. Manuscripts may be submitted using the [Editorial Manager system](#).

New Directions for Institutional Research

[New Directions for Institutional Research](#) focuses in detail on a specific topic relating to IR, planning, or higher education management in general.

The most recent volume in the series, entitled *Assessing Complex General Education Outcomes*, was edited by Jeremy D. Penn. As Penn explains, “Many institutions that have recently replaced their cafeteria-style general education programs with general education programs that focus on complex student learning outcomes find themselves at a loss when attempting to gather evidence on student achievement of these outcomes for internal improvement and external accountability purposes. This volume makes a compelling case that institutions can and should be assessing consequential, complex general education student learning outcomes like critical thinking, teamwork, and intercultural competence and provides faculty members and assessment leaders with the tools and resources to get engaged in this important work.” Below are the chapters included in this volume.

1. The Case for Assessing Complex General Education Student Learning Outcomes Jeremy D. Penn
2. Outcome Assessment from the Perspective of Psychological Science: The TAIM Approach Pamela Steinke, Peggy Fitch
3. Which Test? Whose Scores? Comparing Standardized Critical Thinking Tests Donald L. Hatcher
4. Beyond Math Skills: Measuring Quantitative Reasoning in Context Nathan D. Grawe
5. Developing and Assessing College Student Teamwork Skills Richard L. Hughes, Steven K. Jones
6. Assessing Intercultural Competence Darla K. Deardorff
7. Assessing Civic Knowledge and Engagement Julie A. Hatcher
8. Assessing Integrative Learning Marcia Mentkowski, Stephen Sharkey

Individuals interested in becoming a volume editor should contact Editor-in-Chief Paul Umbach:
paul_umbach@ncsu.edu.

Innovative Higher Education

Innovative Higher Education is available in both online and print versions. Articles accepted for publication appear quite quickly online, generally within about three weeks from final submission to press. These articles are then fully citable with a doi number (digital object identifier). Volume 36, number 3, of the journal is now in print, and includes the following articles.

- “Creating an Innovative Interdisciplinary Healthcare Policy and Management Graduate Certificate Program” by Kathleen L. McFadden, Shi-Jie (Gary) Chen, Jay R. Naftzger, Donna J. Munroe, and Evan M. Selinger (Northern Illinois University)
- “Collaboration between Faculty and School Counselors: An Experience from a Case based Course,” by Jose M. Coronel (University of Huelva, Spain)
- “The Power of Inquiry as a Way of Learning” by Virginia S. Lee (independent consultant)
- “Benchmarking the Learner centered Status of Courses” by Phyllis Blumberg and Laura Pontiggia (University of the Sciences in Philadelphia)
- “Using Technology to Enhance Higher Education” by Susan L. Renes and Anthony T. Strange (University of Alaska – Fairbanks)

Editor’s Tip: Follow the guidelines and instructions for submission for any journal. If, for example, the page guideline provided says 20-25 pages and the manuscript submitted is 40 pages long, it will likely not be accepted for review due to excessive length.

AIR members receive a discount on all journals. Visit the [web site](#) to order at the discounted price.

NCES Publications

[Postsecondary Awards in Science, Technology, Engineering, and Mathematics \(STEM\), by State: 2001 and 2009](#)

These tables provide state-level information on the conferring of Science, Technology, Engineering, and Mathematics (STEM) awards (degrees and certificates) from academic years 2000–01 and 2008–09, both overall and by field.

Other Publications

Now Available - May/June 2011 Issue of Data Notes

Gateway Coursework: Time to Completion: Gateway courses generally include the first college-level English and math courses students are required to take. Increasing the number of students who attempt gateway classes is important in terms of student persistence and credential completion. And, the percentage of students who succeed when attempting gateway classes (the completions ratio) needs attention. At best, failure to successfully complete these classes slows progress toward graduation or transfer. At worst, it may trigger the decision to drop out. This analysis investigates the number of attempts it takes students to complete gateway coursework, to determine if there are identifiable characteristics associated with students who pass these classes on the first attempt as compared to those who attempt the coursework multiple times. The findings indicate students with certain characteristics have higher rates of gateway course success, or require fewer attempts to succeed.

Colleges, Data Facilitators and Coaches: You will soon be able to view your individual college's companion figures to this issue of *Data Notes* on the [Web Submission Site](#). We will alert you when they are released.

You can view this issue of *Data Notes* on the [Achieving the Dream website](#).

Sue Clery
sclery@jblassoc.com

AIR Members Invited to Submit Research Papers to ERIC

ERIC, the U.S. Department of Education's digital library of education research and information, invites AIR members to submit research reports and papers to expand and update the ERIC Collection in the area of higher education. ERIC features more than 65,000 full-text documents tagged as speeches and meeting papers within its holdings of more than 1.3 million education-related records.

Because ERIC is searched more than 13 million times per month, research in ERIC receives high visibility and remains available permanently. Individuals will be able to locate your work by going directly to the government [Web site](#), by using Google or other Internet search engines, or by searching a commercial database such as EBSCO or ProQuest. Accepted work is made available to the public within 30 days.

When you upload a Word or PDF version of your conference paper or research report to ERIC's [submission site](#), you'll be asked to sign an online agreement to enable the display of full text in a PDF format. You'll also be asked to provide some details about your paper, including a short abstract. Please make sure your name, the paper title, and the conference name, date, and location are on a cover sheet to help readers place your work.

Researchers often ask whether sharing materials through ERIC will affect later journal publication. Materials in ERIC continue to be the property of the copyright holder. Because copyright is not transferred, individuals are free to seek publication in journals and other avenues.

You can learn more about the benefits of sharing your work with the broader education community from this [downloadable PDF](#).

-Carol Boston
Sr. Communications Specialist, ERIC Project

For questions related to individual submissions, please contact us at ericfeedback@csc.com.

Editor's note: AIR has an arrangement with ERIC to make recent articles from the Professional File, IR Applications, and past Forum papers available from ERIC's digital library web site.

Meetings and Events

2011 AIR Annual Forum

Toronto, Ontario, May 21 – 25

[Sheraton Centre Toronto Hotel](#)



See You in Toronto!

We look forward to seeing the more than 1,500 members that will attend the 2011 AIR Forum.

Visit the [web site](#) for complete program information.

forum@airweb.org

Affiliate Group Meetings



The Sixth Regional Conference on Higher Education for Knowledge Creation and Capacity Building will be held August 8-12, 2011, at the Guest Houses/Conference Centre, University of Lagos, Akoka-Yaba, Lagos, Nigeria. The conference is organized by Higher Education Research and Policy Network (HERPNET). The deadline for submission of abstracts/papers is June 16, 2011. Visit the [web site](#) for more information about call for papers and the conference.

Canadian Institutional Research and Planning Association 20th Annual Conference –

Call for Papers: The Canadian Institutional Research and Planning Association is pleased to announce its Call for Papers for "*Looking Forward: Institutional Research and Planning in Canada*" which will focus on challenges facing our profession in the future while not losing sight of our origins. The conference is being held in Fredericton, New Brunswick, from October 23rd to 25th 2011 at the Lord Beaverbrook Crowne Plaza Hotel. **Call for Paper Deadline: May 15, 2011.** Please see the conference [web site](#) for submission details. All inquiries regarding submissions or the conference should be directed to Conference Co-Chair Elizabeth Lane (elizabeth.lane@dal.ca).



The California Association for Institutional Research (CAIR) Conference - Save the Date:

CAIR will hold its annual conference November 9-11, 2011 at the Doubletree Hotel Sonoma - Wine Country in Rohnert Park, California. The conference theme is Assessing the Landscape of Higher Education in California. Additional information is available on the [CAIR web site](#).

Other Meetings



Association for the Assessment of Learning in Higher Education (AALHE) will hold its first annual conference June 5-7, 2011, in Lexington, KY. The conference, sponsored by the University of Kentucky, will be held at both the Hyatt Regency hotel in Lexington and on the campus of the University. See the web site for more information. See the [web site](#) for more information.

The **NASPA Assessment & Persistence Conference** will be held June 9-11, 2011 at The Cosmopolitan of Las Vegas. Further information can be found at the [NASPA web site](#).



National Benchmarking and Best Practices Conference will be held at Johnson County Community College, Overland Park, KS, June 14-16, 2011. Please refer to the [conference web site](#) for further information.

The draft conference program for the **UK and Ireland Higher Education Institutional Research (HEIR)** network 4th Annual Conference: *Scanning the Horizons: Institutional research in a borderless world*, is available at the [conference web site](#). The HEIR conference will be held at Kingston University, London, UK, June 16-17, 2011. Keynote speakers include: Prof. Sir Peter Scott, University of London, UK; Dr. Lis Lange, University of the Free State, South Africa; and Angel Calderon, RMIT University, Australia. Paper presentations, workshops, and posters will span themes of accountability and engagement, supporting decision makers, IR in action, enhancing student experiences and measuring outcomes, and looking forward through IR. More information is available at the [conference web site](#).



The **Higher Education Research Institute (HERI)** will be hosting three intensive, hands-on and expert-led training institutes this summer at UCLA, which will include the CIRP Summer Institute (July 13-15), the Diversity Research Institute (July 20-21) and the new Retention & Persistence Institute (August 10-12). For more details about each institute and lodging information, please visit the [web site](#) or call 310-825-7079.

Advancing the STEM Agenda Conference - Save the Date: The American Society for Quality (ASQ) Education Division conference committee is pleased to announce its STEM conference, *Advancing the STEM Agenda in Education, the Workplace and Society*. The conference is co-sponsored with the University of Wisconsin-Stout and will be held July 19-20, 2011. See the conference [web site](#) for more details.



Assessment in the Arts Conference - Save the Date: Rocky Mountain College of Art and Design is coordinating the Assessment in the Arts conference, July 28-30, 2011, in Denver, CO. The keynote speaker will be Dr. Douglas Boughton, the Director of the School of Art at Northern Illinois University. Please contact aostrowski@rmcad.edu for further information.

IUPUI 2011 Assessment Institute – Save the Date: The Assessment Institute will be held October 30-November 1, 2011 in Indianapolis, IN. For more information, please consult our [web site](#) and click on Assessment Institute - October 30 - November 1, 2011.

Professional Development



Registration is now open for the 2011 Foundations I Institute in Atlanta, Georgia, July 12 - 16.

Foundations I Institute: The Practice of Institutional Research is specifically designed for new professionals in the field of institutional research. The Institute provides a broad overview of IR along with hands-on practice of core IR skills.

Make the investment in high-quality, applied training for you or your staff today.

The five-day, face-to-face Institute is led by instructors selected for their practical knowledge and expertise. All participants attend an overview module that focuses on strategies for the practice of IR and customize the rest of their training by selecting three of the other modules offered. Training modules cover the following topics: statistics for IR, survey design and administration, data management, format and design of reports, and use of national data sets.

Visit the Foundations I Institute [Web site](http://www.airweb.org/2011Foundations1) for information on Institute modules, faculty, and the agenda.

Less than 30 spots left, so [register now](#).

Rapid Insight Inc. Webinar

Hosted by Rapid Insight Inc., the Innovations in Institutional Research Webinar will be held June 7th, 2011, at 2:00 p.m. ET and led by Loralyn Taylor, Ph.D., Director of Institutional Research and Registrar at Paul Smith's College in upstate New York.

A tough economy and commitment to data informed decision making is putting increased demands on institutional researchers at all levels. The world at Paul Smith's College is no different. In this webinar, Dr. Taylor will share the story of her quest to find ways to get more accomplished in a limited amount of time. Key to her progress has been finding the right technological solutions that enable her to automate certain tasks, expedite dynamic and flexible ad hoc reporting, and increase her institution's ability to drive their strategic objectives through quality reporting and analysis. Using technological solutions such as including Rapid Insight's Veera and Analytics programs have enabled Dr. Taylor to respond to increasing data requests, providing the critical analyses needed to drive new student success initiatives. This has resulted in over \$500,000 in additional net student income over the past 18 months.

[Register now](#) for the Innovations in Institutional Research Webinar.

NEEAN 7th Annual Academic Assessment Institute

The New England Education Assessment Network is holding its 7th annual assessment institution on June 9 & 10, 2011, Keene State College, New Hampshire. The featured speaker will be Carol Geary Schneider, the President of Association of American Colleges and Universities (AACU). This institute is a two-day intensive program that supports college and university faculty and administrative teams as they strengthen campus assessment efforts and link their findings with curriculum design, delivery, improvement, and accreditation expectations. A primary goal of the institute is to provide time for individual teams to address those issues that are most pertinent to their campuses. For further information please see the [NEEAN website](#).

Annual Institute on Best Practices in Institutional Effectiveness

The fourth **Annual Institute on Best Practices in Institutional Effectiveness** being held in Baltimore, Maryland, July 10-13, 2011. The focus of this year's institute is on the assessment of student learning.

The **Annual Institute on Best Practices in Institutional Effectiveness**, sponsored by the Center for Applied Research, is a three-day intensive training designed to help higher education institutions develop and follow effective strategies to accomplish institutional effectiveness at their institutions. Special attention is paid to accomplishing reaffirmation of accreditation, learning outcomes (establishing, measuring, and using results), program and unit reviews, general education competencies and assessment, strategic planning, and effective assessment methods for academic programs, administrative units, and student services. Attendees leave with a notebook full of templates, processes, presentations, and educational tools to use to accomplish their work. It is strongly recommended that institutions bring a team to the institute if possible.

Speakers:

- Barbara Walvoord – one full day on learning outcomes assessment and working with faculty
- Linda Suskie – from Middle States Commission – talking about the national accrediting environment and learning outcomes
- George Kuh – from the National Institute for Learning Outcomes Assessment (NILOA), Trudy Bers - presenting and displaying data (student, assessment, etc.)
- Rigo Rincones – the application of program evaluation to higher education and the evaluation of initiatives

[Registration](#) is now open. The institute will be held at the Towson Marriott Conference Center (across from Towson University and 10 minutes from the harbor.) Marriott rate: single - \$119/double - \$129. Contact the hotel for reservations at: 1-800-453-0309 and reference Annual Institute on Best Practices in Institutional Effectiveness for the discounted rate. [Reserve your room today](#) at our conference website.

For more information, contact Terri Manning by phone at 704-330-6592 or by email terri.manning@cpcc.edu.

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).

[ASSOCIATE DIRECTOR OF INSTITUTIONAL RESEARCH - James Madison University](#) Harrisonburg, VA

Deadline Date: 8-Jul-11

[DATA RESEARCH SPECIALIST - American Public University System](#) Charles Town, WV

Deadline Date: Open until filled

[ASSISTANT DIRECTOR, ELECTRONIC RESEARCH ADMINISTRATION - Notre Dame](#) South Bend, IN

Deadline Date: 5.30.11

[ASSESSMENT COORDINATOR - Fort Lewis College](#) Durango, CO

Deadline Date: 1-Jun-11

[SENIOR RESEARCH ASSOCIATE - McHenry County College](#) Crystal Lake, IL

Deadline Date: Open Until filled

[RESEARCH ASSISTANT - Hezel Associates](#) Syracuse, NY

Deadline Date: 5/23/2011

[AVP, INSTITUTIONAL RESEARCH, PLNG & EFFECTIVENESS - Broward College](#) Fort Lauderdale, FL

Deadline Date: 6/10/2011

[INSTITUTIONAL RESEARCH AND ASSESSMENT ANALYST - Georgia Military College](#) Milledgeville, GA

Deadline Date: Open until filled

[DIRECTOR OF INSTITUTIONAL RESEARCH, ASSESSMENT & PLANNING - Dar Al-Hekma College](#) Jeddah, Saudi Arabia

Deadline Date: 1-Jul-11

[SENIOR RESEARCH ANALYST - University of Wisconsin](#) Milwaukee, WI

Deadline Date: 31-May- 11

[INSTITUTIONAL RESEARCH MANAGER - Carilion Clinic](#) Roanoke, VA

Deadline Date:

[DIRECTOR OF MARKET & SURVEY RESEARCH - Performa Higher Education](#) Whitsett, NC

Deadline Date: Open until filled

[DIRECTOR, INSTITUTIONAL RESEARCH - Cleveland State University](#) Cleveland, OH

Deadline Date: Open until filled; review begins: 05-31-2011

[DIRECTOR OF THE OFFICE OF INSTITUTIONAL RESEARCH, PLANNING AND EFFECTIVENESS \(OIRPE\) - Fort Valley State University](#) Fort Valley, GA

Deadline Date: Open until filled

[DIRECTOR OF INSTITUTIONAL RESEARCH - Keene State College](#) Keene, NH

Deadline Date: Open until filled

[ASSISTANT DIRECTOR OF RESEARCH AND PLANNING - City Colleges of Chicago](#) Chicago, IL

Deadline Date: 15-Jun-11

[ASSOCIATE VICE PRESIDENT, INSTITUTIONAL RESEARCH, PLANNING & EFFECTIVENESS - Broward College](#) Fort Lauderdale, FL

Deadline Date: 10-Jun-11

[EXECUTIVE DIRECTOR OF BUSINESS INTELLIGENCE - Davenport University](#) Grand Rapids, MI

Deadline Date: 6/10/2011

[SENIOR RESEARCH ANALYST-ASSESSMENT & RESEARCH - College of the Holy Cross](#) Worcester, MA

Deadline Date: open until filled

[LEAD QUANTITATIVE ANALYST - Bridgepoint Education](#) San Diego, CA

Deadline Date:

[INSTITUTIONAL RESEARCH ANALYST - Duke University](#) Durham, NC

Deadline Date: 30-May-11

[DATA WAREHOUSE DEVELOPER - Brandeis University](#) Waltham, MA

Deadline Date: Open Until filled

[ASSISTANT DIRECTOR-ASSESSMENT PROGRAMS - Campus Labs](#) Buffalo, NY

Deadline Date: 7/1/2011

[COORDINATOR OF INSTITUTIONAL RESEARCH AND EFFECTIVENESS - Macon State College](#) Macon, GA

Deadline Date: 5/27/2011

[ACCREDITATION SERVICES SPECIALIST - Bridgepoint Education](#) San Diego, CA

Deadline Date: Open until filled

[ASSISTANT VICE CHANCELLOR FOR INSTITUTIONAL EFFECTIVENESS - University of Wisconsin](#) Kenosha, WI

Deadline Date: n/a

[DIRECTOR OF ENROLLMENT ANALYSIS - George Mason University](#)

Deadline Date: 5/20/2011

[ASSISTANT DEAN: SCIENCE, TECHNOLOGY, ENGINEERING & MATH \(STEM\) - Middlesex Community College](#) Bedford, MA

Deadline Date: 1-Jun-11

[DATA MANAGER - Colorado Community College System](#) Denver, CO

Deadline Date: Open until filled

[DATA MANAGER - Saint Louis University](#) St. Louis, MO

Deadline Date: 30-Jun-11

[INSTITUTIONAL RESEARCH ANALYST - Saint Louis University](#) St. Louis, MO

Deadline Date: 30- Jun-11

[INSTITUTIONAL RESEARCHER - University of Saint Mary](#) Leavenworth, KS

Deadline Date: until position is filled

[RETENTION SPECIALIST - University of Saint Mary](#) Leavenworth, KS

Deadline Date: Until position is filled

[ASSISTANT/ASSOCIATE PROVOST FOR ASSESSMENT AND INSTITUTIONAL EFFECTIVENESS - Pepperdine University](#) Malibu, CA

Deadline Date: 6/3/2011

[DIRECTOR, INSTITUTIONAL RESEARCH AND EFFECTIVENESS - Governors State University](#) University Park, IL

Deadline Date: Open Until filled

[ASSOCIATE VICE PROVOST FOR ENROLLMENT MANAGEMENT - Indiana University](#) Bloomington, IN

Deadline Date: June 2, 2011

[DIRECTOR, REGIONAL ACCREDITATION - Kaplan University](#) Chicago, IL

Deadline Date: Open until filled

[INSTITUTIONAL RESEARCH ANALYST - Community College of DC](#) Washington, DC

Deadline Date: 31-May-11

[RESEARCH ASSOCIATE - University of Alaska](#) Anchorage, AK

Deadline Date: Open until filled

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

Deadline Date: May 13, 2011.

[ENROLLMENT ANALYST - University of Alaska](#) Fairbanks, AK

Deadline Date: 8-May-11

[RESEARCH TECHNICIAN I \(revised\) - California State University](#) San Bernardino, CA

Deadline Date: Open until filled

[RESEARCH ASSOCIATE-PART TIME - Charter Oak State College](#) New Britain, CT

Deadline Date: 20-May-11

[DATA WAREHOUSING DEVELOPER - University of Maryland](#) College Park, MD

Deadline Date: May 23, 2011 or until filled

[ASSISTANT DIRECTOR OF PLANNING - Northwestern University](#) Evanston, IL

Deadline Date: Open until filled

[VICE PRESIDENT FOR PLANNING AND INSTITUTIONAL EFFECTIVENESS - Pittsburgh Theological Seminary,](#) Pittsburgh, PA

Deadline Date: Open until filled

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

Deadline Date: 16-May- 11

[ASSISTANT DIRECTOR-IRE - South University](#) Savannah, GA

Deadline Date: Open until filled

[ASSOCIATE INSTITUTIONAL RESEARCH ANALYST - University of Arizona](#) Tucson, AZ

Deadline Date: Open until filled

[ASSOCIATE VICE CHANCELLOR FOR INSTITUTIONAL RESEARCH AND PLANNING - Indiana University-Purdue University](#) Fort Wayne, IN

Deadline Date: 5/23/2011

[INSTITUTIONAL RESEARCH AND ASSESSMENT ANALYST - Xavier University](#) Cincinnati, OH

Deadline Date: May 13, 2011

[DIRECTOR OF ASSESSMENT & EVALUATION - University of Missouri,](#) Columbia, MO

Deadline Date: 22 -May-11

[DIRECTOR, INSTITUTIONAL RESEARCH, PLANNING & ASSESSMENT - Midwestern State University](#) Wichita Falls, TX

Deadline Date: TBD (review of applications begins on 5/18/11)

[ACADEMIC ASSESSMENT AND INSTITUTIONAL EFFECTIVENESS COORDINATOR - Mercy College of Health Sciences](#) Des Moines, IA

Deadline Date: Open until filled

- [DIRECTOR, DEPARTMENT OF INSTITUTIONAL RESEARCH, PLANNING & ASSESSMENT - National Defense University](#)
Fort Lesley J. McNair, Washington, DC
Deadline Date: 27-May-11
- [EXECUTIVE DIRECTOR OF INSTITUTIONAL EFFECTIVENESS - Ball State University, Muncie, IN](#)
Deadline Date: Open until filled
- [SENIOR RESEARCH ANALYST - The New School New York, NY](#)
Deadline Date: Open until filled
- [SENIOR INSTITUTIONAL RESEARCH ANALYST - University of Rochester Rochester, NY](#)
Deadline Date: 6-May-11
- [INFORMATION DELIVERY ANALYST - Oregon State University Corvallis, OR](#)
Deadline Date: 6/16/2011
- [ASSOCIATE DIRECTOR FOR RESEARCH AND SPECIAL PROJECTS - Purdue University West Lafayette, IN](#)
Deadline Date: 5/15/2011
- [SENIOR RESEARCH ASSOCIATE - Minnesota State Colleges and Universities System St. Paul, MN](#)
Deadline Date: May 9, 2011
- [ASSESSMENT PROJECT COORDINATOR - Azusa Pacific University Azusa, CA](#)
Deadline Date: Open until filled
- [RESEARCH ASSOCIATE - University of St. Thomas Houston, TX](#)
Deadline Date: Open until filled
- [DIRECTOR OF PLANNING & INSTITUTIONAL RESEARCH, Texas A&M University Corpus Christi, TX](#)
Deadline Date: open until filled
- [DIRECTOR, ASSESSMENT AND INSTITUTIONAL RESEARCH - NewSchool of Architecture and Design ,](#)
Deadline Date: Open until filled
- [COORDINATOR OF COMPUTER APPLICATIONS \(Institutional Research Analyst\) - Florida A&M University Tallahassee, FL](#)
Deadline Date: 16-May-11
- [REGISTRAR - Bowdoin College Brunswick, ME](#)
Deadline Date: 5/13/2011
- [DIRECTOR OF PLANNING AND PERFORMANCE - Northern Kentucky University Highland Heights, KY](#)
Deadline Date: Open until filled
- [SENIOR DATA ANALYST - EDUCAUSE, Boulder, CO](#)
Deadline Date: 5/21/2011
- [DIRECTOR OF INSTITUTIONAL RESEARCH - Pacific College of Oriental Medicine San Diego, CA](#)
Deadline Date: open until filled
- [SENIOR ASSISTANT DIRECTOR-COORDINATOR OF ASSESSMENT AND EVALUATION - Purdue University West Lafayette, IN](#)
Deadline Date: None
- [DIRECTOR INSTITUTIONAL RESEARCH - Kirkwood Community College Cedar Rapids, IA](#)
Deadline Date: 6/1/2011
- [ASESSMENT COORDINATOR - Arizona State University Phoenix, AZ](#)
Deadline Date: 16-May-11
- [DIRECTOR OF DATA QUALITY AND INSTITUTIONAL RESEARCH - Cardinal Stritch University Milwaukee, WI](#)
Deadline Date: 9-May-11

[SENIOR RESEARCH ANALYST ECAR \(2011\) - EDUCAUSE](#) Boulder, CO

Deadline Date: 21-May-11

[DIRECTOR OF INSTITUTIONAL RESEARCH - Middlesex Community College](#) Bedford, MA

Deadline Date: 29-Apr-11

[DIRECTOR, HEALTH CARE DATA AND ANALYSIS CORE - Dartmouth Institute for Health Policy & Clinical Practice](#)
Hanover, NH

Deadline Date: Open until filled

[RESEARCH ANALYST FOR INSTITUTIONAL EFFECTIVENESS AND RETENTION - LeTourneau University](#) Longview, TX

Deadline Date: open until filled

[COORDINATOR OF ACCREDITATION AND QEP - Central Carolina Community College](#) Sanford, NC

Deadline Date: 4/20/2011

[QUANTITATIVE RESEARCH ANALYST - Eduventures](#), Boston, MA

Deadline Date: Open until filled

[DIRECTOR OF INSTITUTIONAL RESEARCH AND ASSESSMENT SUPPORT - Augustana College](#) Sioux Falls, SD

Deadline Date: 1-May-11

[INSTITUTIONAL RESEARCH DATABASE MANAGEMENT ANALYST - LCTCS](#) Baton Rouge, LA

Deadline Date: Open Until filled

[SENIOR SURVEY RESEARCH ASSOCIATE - ACT, Inc](#) Iowa City, IA

Deadline Date: Open until filled

[RESEARCH SCIENTIST - Kaplan Higher Education](#) Chicago, IL

Deadline Date: Open until filled

[ASSOCIATE VICE PRESIDENT OF INSTITUTIONAL RESEARCH AND ASSESSMENT - National University](#) La Jolla, CA

Deadline Date: Open Until filled

[BUSINESS INTELLIGENCE ANALYST - Columbia College](#) Chicago, IL

Deadline Date: Open until filled

[DATA SPECIALIST - Aims Community College](#) Greeley, CO

Deadline Date: Open until filled

[DIRECTOR OF INSTITUTIONAL RESEARCH - Western Governors University](#) Salt Lake City, UT

Deadline Date: Open until filled

[INSTITUTIONAL RESEARCH ANALYSTANALYST AND ASSESSMENT OFFICER - University of the West](#) Rosemead, CA

Deadline Date: Review of applications begins immediately

[RESEARCH ANALYST, INSTITUTIONAL RESEARCH - Tufts University](#) Medford, MA

Deadline Date: Open until filled

[ASSESSMENT SPECIALIST POSITIONS - Long Island University](#) NY*

Deadline Date: Open until filled

[RESEARCH ANALYST 3 \(PREP RESEARCH ANALYST\) - Oregon Department of Human Services](#) Salem. OR

Deadline Date: 18-Apr-11

[RESEARCH ANALYST - West Virginia Higher Education Policy Commission](#) Charleston, WV

Deadline Date: 30-Apr-11

[DIRECTOR OF ASSESSMENT - State University of New York Downstate Medical Center](#) Brooklyn, NY

Deadline Date: Open until filled

[DIRECTOR OF INSTITUTIONAL RESEARCH AND PLANNING - Mount Olive College](#) Mount Olive, NC

Deadline Date: Position advertised until filled

[DIRECTOR OF INSTITUTIONAL RESEARCH - Norfolk State University](#) Norfolk, VA"" target=_blank">Will begin reviewing applications on April 18, 2011"

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

Deadline Date: Open

[DIRECTOR OF ACADEMIC ASSESSMENT AND INSTRUCTOR - Georgia Southen University](#) Statesboro, GA

Deadline Date: 16-May-11

[INSTITUTIONAL RESEARCH ANALYST - University of Texas](#) San Antonio, TX

Deadline Date: 14- Apr-11

[RESEARCH ASSOCIATE - Lakeland Community College, Kirtland, OH](#)

Deadline Date: 8-Apr-11

[DIRECTOR OF INSTITUTIONAL RESEARCH AND PLANNING - Rhode Island College](#) Providence, RI

Deadline Date: Open Until filled

[DIRECTOR OF ACADEMIC ASSESSMENT - Georgia Southern University](#) Statesboro, GA

Deadline Date: 16-May-11

[MANAGER DECISION SUPPORT SYSTEMS - Maricopa Community Colleges](#) Tempe, AZ

Deadline Date: 4/1/2011

[DIRECTOR OF INSTITUTIONAL RESEARCH - Carroll University](#) Waukesha, WI

Deadline Date: 4/22/2011

[STUDENT LEARNING OUTCOMES PROFESIONAL/ASSESSMENT SPECIALIST - Rensselaer Polytechnic Institute](#) Troy, NY

Deadline Date: Open until filled

[RESEARCH ANALYST - Grand Rapids Community College](#) Grand Rapids, MI

Deadline Date: 4/10/2011

[RESEARCH ANALYST - Rutgers University](#) New Brunswick, NJ

Deadline Date: 15-Apr-11

[POLICY AND PLANNING COORDINATOR - Higher Colleges of Technology](#) Abu Dhabi, UAE

Deadline Date: n/a

[DIRECTOR OF INSTITUTIONAL RESEARCH - National Labor College, Silver Spring, MD](#)

Deadline Date: Until filled

[DATA ANALYST - University of Washington](#) Tacoma, WA

Deadline Date: Open until filled

[DIRECTOR OF OUTCOMES ASSESSMENT - Johnson County Community College](#) Overland Park, KS

Deadline Date: n/a

[DIRECTOR OF ASSESSMENT-OFFICE OF INSTITUTIONAL EFFECTIVENESS - Regent University](#) Virginia Beach, VA

Deadline Date: open until filled

[DIRECTOR OF INSTITUTIONAL RESEARCH - Fresno Pacific University](#) Fresno, CA

Deadline Date: n/a

Technical Tips from the Field

Calculating Effect Size for T-Tests of Means

Gayle Fink (gfink@bowiestate.edu)

This month's Technical Tip is from Marlene Clapp, PhD, Senior Research Analyst, University of Massachusetts Dartmouth. Thank you Marlene for helping readers get more out of SPSS output!

SPSS easily allows a user to test the difference in two independent means or two dependent (paired) means by way of Compare Means under the Analyze option on the menu toolbar. However, in the t-test output, SPSS only provides you with information on whether any determined difference is statistically significant (i.e., the p value for the test, or how likely any difference you found is due to chance alone). There is no associated information on the practical significance, or effect size, of the test findings (i.e., whether the magnitude of any difference found is really anything worth writing home about!). This technical tip provides a quick look at a template that was developed in Microsoft Excel to calculate effect size when testing the difference in two independent or dependent (paired) means.

The example that follows uses SPSS output data from a test of the difference in the mean fall GPA of full-time and part-time students (i.e., t-test of two independent means

(Figure 1; note: output has been truncated for ease of presentation).

| fulltime Full-time | N | Mean | Std. Deviation | Std. Error Mean |
|--------------------------------------|------|--------|----------------|-----------------|
| fallgpa Fall GPA 0 Part-time student | 563 | 2.0380 | 1.36259 | .05743 |
| 1 Full-time student | 4437 | 2.2968 | 1.17974 | .01771 |

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | |
|--|---|------|------------------------------|---------|-----------------|-----------------|
| | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference |
| fallgpa Fall GPA Equal variances assumed | 49.066 | .000 | -4.814 | 4998 | .000 | -.25880 |
| Equal variances not assumed | | | -4.307 | 673.224 | .000 | -.25880 |

Just three values need to be filled in on the template (Figure 2) to calculate the effect size, or eta-squared (η^2) value, of the test: the t-statistic, the size of your first group, and the size of your second group. Another sheet in the Excel template will calculate eta-squared for a t-test of two dependent (paired) means (not shown).

Figure 2. Calculating Eta-Squared (Effect Size) for Independent Samples t-test

| | | | | | |
|---|-----|------|---|--------------------------|--------------------------------------|
| mclapp: Value of the t-statistic from your SPSS output for the Independent Samples Test...remember to use the correct value depending upon whether or not equal variances can be assumed! | | | | | |
| | | | mclapp: Size of one of your groups being tested as shown under the Group Statistics SPSS output | | |
| t | N1 | N2 | df | Eta-squared (η^2) | mclapp: degrees of freedom |
| -4.307 | 563 | 4437 | 4998 | 0.004 | |
| Eta-squared interpretation: | | | mclapp: Size of your other group as shown under the Group Statistics SPSS output | | |
| 0.01 small effect | | | | | |
| 0.06 moderate effect | | | | | |
| 0.14 large effect | | | | | |

If you would like a copy of the Microsoft Excel template for calculating eta-squared (effect size) when testing the difference in two independent or dependent (paired) means, please use the contact information below:

Marlene Clapp, Ph.D.
Senior Research Analyst
UMass Dartmouth
Office of Institutional Research and Assessment
Foster Administration Building, Room 209
285 Old Westport Road
North Dartmouth, MA 02747-2300

phone: 508-999-8136
email: mclapp@umassd.edu

REFERENCES Pallant, J. (2010). SPSS survival manual: A step by step guide to data analysis using SPSS (4th ed.). England: Open University Press McGraw-Hill Education.

Parting Thoughts

In honor of the upcoming AIR Forum, the focus of this month's Parting Thoughts is networking. Reader contributions of Parting Thoughts are most welcome. Send them to Gayle Fink (gfink@bowiestate.edu).

The way of the world is meeting people through other people.

~Robert Kerrigan

It's not what you know but who you know that makes the difference.

~Anonymous

The tassel's worth the hassle!

~Author Unknown

More business decisions occur over lunch and dinner than at any other time, yet no MBA courses are given on the subject.

~Peter Drucker

Informal conversation is probably the oldest mechanism by which opinions on products and brands are developed, expressed, and spread.

~Johan Arndt

Read more networking quotes at your leisure on finestquotes.com.