



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

Vol. 30 No. 11 - 11/18/2010

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

Editor:

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

Job Editor:

Lisa Gwaltney, AIR
(lgwaltney@airweb.org)

Subscription Management:

Donna Carlsen, AIR
(dcarlsen@airweb.org)

Next Issue Copy Deadline:

12/10/2010

Next Issue Target Publication Date:

12/16/2010

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

The newsletter welcomes news items related to management research, policy analysis and planning, persons changing jobs or retiring, requests for help or suggestions from readers, announcements of professional meetings and conferences, comments about recent publications, abstracts of papers which authors are willing to share, job announcements, philosophical and/or humorous thoughts, and more. This online publication is available free to anyone interested in institutional research.

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

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

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

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

Announcements & Information

Call for Nominations - AIR Awards

AIR Office (air@airweb.org)

Nominations are now open for three prestigious AIR awards: John E. Stecklein Distinguished Membership, Outstanding Service Award, and Sidney Suslow. AIR recognizes its most outstanding members through these and other awards, sponsored by various committees.

The AIR John E. Stecklein Distinguished Membership Award

Named in honor of John E. Stecklein, this award recognizes an individual for significant and substantial contributions to the field of institutional research. Distinguished Membership status is awarded for the lifetime of the individual, and no membership dues or Forum fees are assessed for Distinguished Membership.

The AIR Outstanding Service Award (OSA)

This award recognizes an individual for professional leadership and exemplary service to AIR and for having actively supported and facilitated the goals and constitution of AIR.

The OSA recognizes individuals who have exhibited outstanding service to AIR, while the Distinguished Membership Award recognizes those who have made distinguished contributions to the field of IR at Iowa. Current and former members

The AIR Sidney Suslow Award

Named in honor of Sidney Suslow and his impact on AIR publications and scholarship, this award recognizes an individual's scholarly contribution to the field of institutional research. The Suslow Award, although not necessarily an annual award, is presented at the AIR Forum.

For more information on procedures for nomination and criteria for selection on the above awards, please visit the [AIR web site](#). Deadline for nominations for all three awards is January 17, 2011.

IPEDS Net Price Data on College Navigator

NCES has posted each institution's net price of attendance on College Navigator based on data reported in the 2009-10 IPEDS data collection. "The accuracy of the net price data is extremely important for institutions," states Christine Keller, the Higher Education Data Policy chair, "not only does the data provide new consumer information to students and parents on College Navigator, but it will also will be used for three of the six college affordability lists due to be published on College Navigator by July 1, 2011." Both the net price reporting and the college affordability lists are required by the Higher Education Opportunity Act (HEOA) of 2008.

NCES encourages institutions to review the net price information on [College Navigator](#) or follow the link from the IPEDS home page. If the data are incorrect, revisions can be made by accessing the Prior Year Revision System. For more information, go to the [NCES IPEDS news room](#). **Any changes made on or before December 1, 2010 will be reflected on College Navigator by January 15, 2011.**

The six college affordability lists will highlight institutions within each of the nine sectors with the highest tuition and fees and net price, as well as those with the highest increases in those numbers. They will also highlight schools with low tuition and fees and net prices. The specific lists are as follows, for each sector: 1) highest 5 percent of tuition and fees, 2) the highest five percent of net price, 3) the largest 5 percent of increases in tuition and fees, 4) the largest 5 percent of increases in net price, 5) the lowest 10 percent of tuition and fees, and 6) the lowest 10 percent of net price. More information on the watch lists can be found on the [National Association of College and University Business Officers](#) web site.

Please see the IPEDS keyholder at your institution for further information. The IPEDS Help Desk is also available for questions or assistance. They can be reached at ipedshelp@rti.org , or 1-877-225-2568.

Recent NILOA Releases

NILOA recently released the following reports. Please visit the [web site](#) to subscribe to the NILOA newsletter.

Provezis, S. (2010, October). [Regional Accreditation and Student Learning Outcomes: Mapping the Territory](#). (NILOA Occasional Paper No.6). Urbana, IL: University of Illinois and Indiana University, National Institute of Learning Outcomes Assessment. Regional Accreditation in the American higher education system has been challenged in recent years as to its approach to evaluating institutional quality, but too little is known about the criteria and processes they use. In this paper, Staci Provezis from the National Institute for Learning Outcomes Assessment carefully examines how regional accrediting groups make judgments about institutional quality.

[View the paper](#)

Kinzie, J. (2010). Perspectives from Campus Leaders on the Current State of Student Learning Outcomes Assessment: NILOA Focus Group Summary 2009-2010. Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA). This report highlights lessons from four focus group sessions (including one at the AIR Forum) with campus leaders including presidents, provosts, academic deans, and directors of institutional research from a variety of two- and four-year institutions regarding their perspectives on the state of learning assessment practices on their campuses.

[View the paper](#)

Staci Provezis, Ph.D.
Project Manager & Research Analyst
sprovez2@ad.uiuc.edu

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. Maryann Ruddock Brown retired from the University of Texas at Austin at the end of August. She served as an institutional researcher for 32 years at St. Edward's University (Austin, TX), the University of Texas System Office, the Mississippi Institutions of Higher Learning, and UT Austin, where she most recently served as Associate Vice President. Maryann was a president of TAIR, Secretary and Member-at-Large for SAIR, and presented many papers at AIR, SAIR and TAIR. During her retirement she will be traveling with her new husband, Tony. *(The e-AIR Editor apologizes for the lateness of this posting.)*

IR In The Know

November 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.

College Board: Trends in Higher Education Series

The College Board's Trends in Higher Education Series addresses college affordability. Three recent reports are discussed here:

Trends in College Pricing 2010 provides detailed information on 2010-11 tuition and fees and room and board for public two-year and four-year, and private four-year institutions. The report focuses on both published prices and net prices that take into account grant aid. Trend data on institutional finances and family income also provide a measure of college affordability.

Trends in Student Aid 2010 covers the types, sources, and amounts of financial aid available to assist students in paying for postsecondary education. The report looks at both undergraduate and graduate debt. The report can be used as a resource to assess and improve the effectiveness of student aid in increasing educational opportunities. Data in this report are from the 2009-10 academic year.

The 2010 College Pricing and Student Aid reports note that despite rising tuition and fees, the average net prices students pay have increased more slowly than the Consumer Price Index over the past five years when grant aid and tax benefits are factored into the equation. As tuition and other costs associated with college increase and family incomes are stagnant or decline, financial aid has become increasingly important. Both College Board reports, including more detailed data which can be downloaded, are available at www.collegeboard.com/trends.

Tuition Discounting: Institutional Aid Patterns at Public and Private Colleges and Universities, 2000-01 to 2008-09 examines undergraduate institutional aid patterns in public two-year and four-year colleges and private not-for-profit four-year colleges and universities. The undergraduate tuition discount rate, defined as the ratio of institutional grant aid to published tuition and fee charges, is higher at private institutions than public institutions, but there are also differences within the sectors. Prices net of institutional grants and tuition waivers average about 10% below the published price at public two-year colleges, about 20% below at public four-year institutions, and about 33% below at private not-for-profit four-year colleges and universities. The authors find in spite of increasing costs to attend college and declining or stable family incomes, a significant portion of institutional aid is being awarded to students who do not have financial need.

The Project on Student Debt: *Student Debt and the Class of 2009* is the fifth annual report on the cumulative student loan debt of recent college graduates. The analysis shows debt levels of students continue to rise with the 2009 graduates carrying an average of \$24,000 in student loans. Debt levels vary widely from state to state and from college to college, even when the sticker prices look the same. The unemployment rate for recent college graduates was 8.7% in 2009, up from 5.8% in 2008, making it the highest annual rate on record for college graduates aged 20 to 24. An [interactive map](#) shows the average debt and the proportion of students with debt for each state and more than 1,000 colleges and universities.

American Institutes for Research: *Finishing the First Lap: The Cost of First-Year Student Attrition in America's Four Year Colleges and Universities*

When students drop out before their second year of college, they have invested time and money yet their goal has not been achieved. *Finishing the First Lap: The Cost of First-Year Student Attrition in America's Four Year Colleges and Universities* focuses on the costs associated with first-year student attrition. Using IPEDS data from 2003 to 2008, the author found over the five year period, states appropriated almost \$6.2 billion to pay for the education of students who did not return to a second year. In addition, \$1.4 billion in state student grants and \$1.5 billion in federal grants was spent on these students. The report also provides state estimates of spending on dropouts from 2003 to 2008.

NACAC: *2010 State of College Admission*

Each year the National Association for College Admission Counseling (NACAC) surveys counselors from high schools, colleges, and universities and presents the results in the *2010 State of College Admission* report. The 2010 report addresses key trends in the admission process, including information on high school graduation, college enrollment, the cost of applying, factors in the admission decision, and social media trends in the admission process.

Report highlights show college enrollment is at an all-time high and is expected to increase until about 2018. For the fall 2009 admission cycle, four-year colleges and universities received an average of 80% of their applications online. The top factors in the admission decision were grades in college preparatory courses, strength of curriculum, standardized test scores, and overall high school grade point average. Colleges and universities spend about \$524 to recruit each applicant, \$843 to recruit each admitted student, and \$2,553 to recruit each enrolled students.

Publications

Editor's Publication of the Month

Gayle Fink (gfink@bowiestate.edu)

CAS Professional Standards for Higher Education, 7th Edition

By: Council for the Advancement of Standards in Higher Education. (2009) Washington, D.C.

More and more, IR professionals are asked to support outcomes assessment efforts both within and outside the classroom. Internal campus resources on learning outcomes assessment is typically deeper than resources related to student affairs assessment. May I suggest that when you are asked to facilitate processes regarding assessment in student affairs or graduate level student programs and services, you examine the *CAS Book of Standards*.

The *CAS Book of Standards* contains functional area standards for over 40 programs including academic advising, admissions, auxiliary services, campus activities, dining services, distance education programs, financial aid, international programs, orientation programs, and student leadership. CAS was initially published in 1986 based on the "premise that practitioners needed access to a comprehensive and valid set of criteria by which to judge program quality and effectiveness." General standards are also provided for use in areas where standards are not developed.

The CAS functional area standards and guidelines are "basic statements that should be achievable by any program in any higher education institution when adequate and appropriate effort, energy and resources are applied. Further, standards reflect a level of good practice generally agreed upon by the profession-at-large." A sample self-study process is provided to assist professionals in the examination of their program.

For each standard, the functional area role is placed into a context. The specific standard is structured into 14 parts:

Mission	Legal Responsibilities	Financial Resources
Program	Equity and Access	Technology
Leadership	Diversity	Facilities and Equipment
Human Resources	Organization and Management	Assessment and Evaluation
Ethics	Campus and External Relations	

For the IR professional, it is important to review the glossary of terms, the references and the CAS member associations to get a sense of the professional organizations involved in student affairs as well as the subject area literature to gain an elementary understanding of and appreciation for these professions.

I hope you consider adding the *CAS Book of Standards* to your reference collection.

AIR Publications

Now Available – Professional File # 118



Improving the Way Higher Education Institutions Study Themselves: Use and Impact of Academic Improvement Systems (K. Bender & T. Siller - Colorado State University, J. Jonson – University of Nebraska-Lincoln; 24pp; No 118). *Fall 2010*

Abstract

Can higher education institutions continue using planning and self-evaluation processes that are decades old without any reform? Several recent monographs urge institutions to embrace continuous improvement processes that engage systematic planning and department self-evaluation across whole campuses, but they do not show institutions how to do it. This article describes an improvement system shared by two very high-research universities that includes features such as interactive organizational learning environments, and it highlights the aspects of the system that help deal with some organizational problems such as administrative turnover, disconnected planning efforts, and limited sharing of information.

You can view or download [PF # 118](#) from the AIR web site. **Interested in having your manuscripts considered for the *Professional File*?** Please send four (4) copies of your manuscript to the editor, Dr. Gerald McLaughlin (gmclaugh@depaul.edu). Manuscripts are accepted at any time of the year as long as they are not under consideration for another journal or similar publication. Please follow the style guidelines of the *Publications Manual of the American Psychological Association, 6th Edition*.

NCES Publications

Employees in Postsecondary Institutions, Fall 2009, and Salaries of Full-Time Instructional Staff, 2009-10

This First Look presents data from the Winter 2009-10 Integrated Postsecondary Education Data System (IPEDS), including data on the number of staff employed in Title IV postsecondary institutions in fall 2009 by primary function/occupational activity, length of contract/teaching period, employment status, salary class interval, faculty and tenure status, academic rank, race/ethnicity, and gender.

[View the full report](#)

Meetings and Events

2011 AIR Annual Forum

Toronto, Ontario, May 21 – 25

[Sheraton Centre Toronto Hotel](#)

Over 490 Proposals Received

The Call for Proposals for presentations at the 2011 AIR Forum closed on October 30, 2010. This year's total of 492 proposals exceeds the number submitted for last year's record breaking Forum. The large number of proposals assures we will have a rich and diverse program again this year and is an early predictor of Forum attendance.

The strong response to this year's Call for Proposals signals that the 2011 Forum will be another great professional development and networking opportunity.

Visit the Forum Web site Today



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

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

Registration Coming Soon!

Mark your calendar, check your passport, and plan to join us May 21–25, 2011 in Toronto.

Registration and full program details will be available in mid-January.

Email: forum@airweb.org

Other Meetings

The [National Association for College Admission Counseling](#) is currently seeking session proposals for its 2011 National Conference in New Orleans, LA. We invite you to consider submitting a proposal if you have conducted research into college access, counseling, higher education admission, or a related subject. Visit the National Conference [Call for Proposals Web site](#) for more information. **Submit your session ideas through Thursday, December 9, or forward this email to someone you'd like to see present.** For more information, contact NCcall@nacacnet.org.



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

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



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

Supporting, Advancing, Improving – Our Mission Remains



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

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



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

Professional Development

AIR Data and Decisions® Academy

Air Office (air@airweb.org)

The development of institutional capacity to use data for decision-making is central to the mission of AIR. To help achieve that goal, AIR recently launched the Data and Decisions® Academy, a series of foundational courses which provide self-paced, online professional development for early career institutional researchers. Initial course offerings were developed with grant funding in support of the *Achieving the Dream* initiative.

Six courses targeted for IR practitioners at two-year colleges are available now: *Longitudinal Tracking for IR*, *Foundational Statistics for Decision Support*, *Foundations of Data Management*, *Designing IR Research*, *Learning Outcomes*, and *Survey Design*. A seventh course, *Student Success Through the Lens of Data*, is now in production and will launch Spring/Summer 2011.

The courses are accessible without travel or special software. Academy participants may complete a course in about 25 hours or select components to learn and apply immediately. Practicing professionals serve as course mentors reviewing assignments, answering questions, and guiding the learning experience.

Institutional researchers from all sectors of higher education participate in course development and serve as mentors. Future Academy plans include intermediate and advanced training, as well as courses for other segments of the IR community.

Two previous rounds of Presidential Scholarships have provided training for 100 IR practitioners at two-year colleges across the U.S. (and the Northern Marianas Islands).

A third scholarship round was recently launched for two-year colleges that have not previously participated. A personalized letter sent to presidents at two-year institutions nationwide invited them to nominate a staff member. Each nomination includes a pledge from the president that the college will cover \$600 in tuition cost and allow the nominee to complete the courses on the clock. Scholarships cover the remaining \$800 in tuition for two of the six available Academy courses. Nominees must fill out an online application and submit a letter of intent to complete the application process.

For more information, visit the [Academy web site](#)

NRC Online Course Offerings

The National Resource Center for The First-Year Experience and Students in Transition announces open registration for courses two through four of their online course series.

Teaching that Informs and Transforms: Strategies and Techniques for Engaging and Challenging Today's Learners will run March 7 – April 8, 2011. Taught by Brad Garner of Indiana Wesleyan University, this course will focus on the nuts and bolts of learning outcomes, course design, selection of engaging instructional strategies, relationship building with students, effective use of technology, and the assessment of student learning.

Models and Methods of Student Advising: Promoting Career and Academic Success and Transition will run April 4 – May 6, 2011. Taught by Paul Gore of the University of Utah, this course will provide participants with an overview of integrated academic and career advising in practice.

Proving and Improving: The Pillars of First-Year Assessment will run May 9 – June 10, 2011. Taught by Jennifer R. Keup, this is the fourth and final course in the series. As Director of the NRC since 2007, Keup leads a course that will serve as a comprehensive introduction to first-year assessment and provides participants with the knowledge and tools needed to make sense of first-year assessment issues at their respective institutions.

The cost is \$425 per course, and enrollment is limited to the first 25 registrants. Additionally, participants can earn 1.5 continuing education units (CEUs) for each course listed above.

Please visit the [web site](#) for more information.

Rico Reed

romando@mailbox.sc.edu

Common Data Standards Webinar

Common education data standards are a critical step in ensuring systems can share this data efficiently and effectively and support higher academic achievement for all students. Fortunately, state and national leaders and the federal government have recently come together through the Common Education Data Standards (CEDS) Initiative to collaborate on the development, adoption, and implementation of voluntary, common education data standards for a key subset of K-12 and K12-to-postsecondary-education transition elements. Version 1 of the CEDS was released in September 2010. A core subset of data elements from the K-12 and postsecondary sectors provides agreed-upon standard definitions, code sets, business rules, and technical specifications. Future versions of the CEDS will likely cover additional K-12 and postsecondary elements as well as early childhood and workforce elements.

Join members of the CEDS Initiative for a webinar on December 10, 2010 with an introduction to the CEDS Initiative. The webinar will include a brief presentation by Initiative members followed by an interactive conversation using questions submitted by participants from the around the country.

December 10, 2010

2 pm – 3:30 pm EDT

Click [here](#) to register and submit questions.

The CEDS Initiative is a collaborative effort comprised of the CEDS Technical Working Group (TWG) and the CEDS Consortium. The TWG's role is to develop the standards; it is facilitated by the U.S. Department of Education's National Center for Education Statistics and includes representatives from several state and local education agencies, higher education organizations, the Council of Chief State School Officers (CCSSO), the State Higher Education Executive Officers (SHEEO), the Postsecondary Electronic Standards Council (PESC), and the Schools Interoperability Framework (SIF) Association. The Consortium focuses on the communication, adoption and implementation of the standards and includes representatives from CCSSO, SHEEO, PESC, SIFA, and Data Quality Campaign (DQC). Consortium members' efforts are supported by the Bill & Melinda Gates Foundation and the Michael & Susan Dell Foundation.

John Blegen

JBlegen@sheeo.org

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 INSTITUTIONAL RESEARCH - Northeastern](#), Boston, **MA**

Deadline Date: 12/15/2010

[INSTITUTIONAL RESEARCH CONSULTANT - Bauder College](#), Atlanta, **GA**

Deadline Date: 12/15/2010

[SENIOR RESEARCH ANALYST - Maryland Higher Education Commission](#), Annapolis, **MD**

Deadline Date: November 30, 2010

[INSTITUTIONAL EXCELLENCE COORDINATOR - University of Dubuque](#) Dubuque, **IA**

Deadline Date: Open until filled

[DIRECTOR OPERATIONS ANALYSIS - University of Central Florida](#), Orlando, **FL**

Deadline Date: November 25, 2010

[RESEARCH ASSOCIATE - University of Texas](#) Austin, **TX**

Deadline Date: Until Filled

[COORDINATOR INSTITUTIONAL RESEARCH & GRANTS - Chabot College](#), Hayward, **CA**

Deadline Date: 11-28-2010

[POST-DOCTORAL RESEARCH FELLOW - University of Arizona](#) Tucson, **AZ**

Deadline Date: Open; Review of applications begins on 11/22/2010.

[ASSISTANT DIRECTOR OF DIVERSITY RESEARCH & ASSESSMENT - University of North Texas](#) Denton, **TX**

Deadline Date: Open until filled

[COORDINATOR STATISTICAL RESEARCH - SDES STUDENT SUCCESS CENTER - University of Central Florida](#), Orlando, **FL**

Deadline Date: November 25, 2010

[VICE PRESIDENT FOR INSTITUTIONAL RESEARCH - Georgia Military College](#) Milledgeville, **GA**

Deadline Date: Open until filled

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

Deadline Date: November 22, 2010

[INSTITUTIONAL RESEARCH ANALYST \(Pos. #00218\) - Kern Community College District](#) Bakersfield, **CA**

Deadline Date: 11/18/2010

[DIRECTOR OF ORGANIZATIONAL EFFECTIVENESS - Central Washington Univeristy](#) Ellensburg, **WA**

Deadline Date: December 5, 2010

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

Deadline Date: Open until filled

[DIRECTOR OF PLANNING AND INSTITUTIONAL EFFECTIVENESS - Suffolk County Community College](#) Long Island, **NY**

Deadline Date: January 7, 2011

[DIRECTOR OF INSTITUTIONAL RESEARCH - Chatham University](#) Pittsburgh, **PA**

Deadline Date: Applications accepted until position filled

[POSTDOCTORAL RESEARCH ASSOCIATE \(req ID#: 006445\) - University of Southern California](#) Los Angeles, **CA**

Deadline Date: Open until filled

[ANALYST - University of Minnesota](#) Minneapolis, **MN**

Deadline Date: Open until filled; review of applications will begin November 12, 2010

[RESEARCH ANALYST - Univeristy of Wisconsin](#) Milwaukee, **WI**

Deadline Date: 11/28/10

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

Deadline Date: November 21, 2010

[DIRECTOR UNIVERSITY ASSESSMENT OFFICE - Illinois State University](#), **IL**

Deadline Date: December 1, 2010

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

Deadline Date: Open until filled

[DIRECTOR OF INSTITUTIONAL RESEARCH - Dominican University](#) Chicago, **IL**

Deadline Date: December 17, 2010 (priority); open until filled

[ACADEMIC PROGRAM ACCREDITATION AND ASSESSMENT SPECIALIST - East Stroudsburg University of Pennsylvania](#)

East Stroudsburg, **PA**

Deadline Date: 11/29/2010

[SENIOR RESEARCH ANALYST - Los Angeles Community College District](#) Los Angeles, **CA**

Deadline Date: November 19, 2010

[RESEARCH ANALYST - Los Angeles Community College District](#) Los Angeles, **CA**

Deadline Date: November 19, 2010

[DIRECTOR OF INSTITUTIONAL RESEARCH AND ASSESSMENT - Transylvania University](#) Lexington, Kentucky

Deadline Date: Open until filled

[DIRECTOR OF INSTITUTIONAL RESEARCH PLANNING, AND ASSESSMENT - University of Northwestern Ohio](#), Lima,

OH

Deadline Date: November 30, 2010

[DIRECTOR OF RESEARCH & SCHOLARLY ACTIVITY](#) Texas A&M, Corpus Christi, **TX**

Deadline Date: 02/01/2011

[DIRECTOR OF ENROLLMENT AND INSTITUTIONAL RESEARCH - East Arkansas Community College](#) Forrest City, **AR**

Deadline Date: December 10, 2010

[DIRECTOR OF ASSESSMENT AND ACCREDITATION - Miami Dade College](#) Miami, **FL**

Deadline Date:

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

Deadline Date: Open until filled

[ASSOCIATE PROVOST FOR INSTITUTIONAL EFFECTIVENESS - University of Delaware](#) Newark, **DE**

Deadline Date: Review of credentials will commence on December 1

[SENIOR RESEARCH AND EVALUATION OFFICER - College Success Foundation](#) Issaquah, **WA**

Deadline Date: Applications received prior to November 26, 2010 will be given priority consideration

[EXECUTIVE DIRECTOR INSTITUTIONAL EFFECTIVENESS AND CONTINUOUS PROCESS IMPROVEMENT - Fashion Institute of Technology](#), New York, **NY**

Deadline Date: Open until filled

[QUALITY ASSURANCE SPECIALIST - East Carolina University](#) Greenville, **NC**

Deadline Date: 11/28/2010

[RESEARCH ANALYST - Citrus Community College](#) Glendora, **CA**

Deadline Date: 12/01/2010

[ASSOCIATE DIRECTOR FOR FISCAL POLICY & RESEARCH - Washington State Higher Education Coordinating Board](#) Olympia, **WA**

Deadline Date: Open until filled. For best consideration, submit application materials by December 1, 2010

[SENIOR RESEARCH ANALYST - EDUCAUSE](#) Boulder, **CO**

Deadline Date: November 15 or until a suitable candidate is selected

[DATA COORDINATOR THE GRADUATE SCHOOL - University of Maryland](#), College Park, **MD**

Deadline Date: For Best Consideration by November 1

[ASSOCIATE DIRECTOR FOR INSTITUTIONAL RESEARCH \(Strategic and Benchmarking Data\) - Drexel University](#) Philadelphia, **PA**

Deadline Date:

[SENIOR RESEARCH ANALYST OFFICE OF INSTITUTIONAL RESEARCH - Wayne State University](#), Detroit, **MI**

Deadline Date:

[ASSOCIATE DIRECTOR OF UNIVERSITY 101 PROGRAMS - University of South Carolina](#) Columbia, **SC**

Deadline Date: Open until filled, initial review will begin November 8

[SENIOR PROGRAM EVALUATOR - University of Florida](#) Gainesville, **FL**

Deadline Date: Open Until Filled

[SENIOR RESEARCH ASSOCIATE - Fort Valley State University](#) Fort Valley, **GA**

Deadline Date: Until filled

[ASSOCIATE DIRECTOR DATA ANALYSIS & REPORTING - Northern Virginia Community College](#), Annandale, **VA**

Deadline Date: Open until filled

[ASSISTANT PROFESSOR ANTHROPOLOGY - Cal Poly Pomona](#) Pomona **CA**

Deadline Date: Dec. 1, 2010

[DIRECTOR DEPARTMENT OF TESTING SERVICES - American Dental Association](#) - Chicago, **IL**

Deadline Date: 11/24/2010

[ASSOCIATE DIRECTOR OF INSTITUTIONAL EFFECTIVENESS - Tidewater Community College](#) Norfolk, **VA**

Deadline Date: October 29, 2010 or until filled

[RESEARCH ASSOCIATE - MPR Associates Inc.](#), Berkeley, **CA**

Deadline Date: Open until filled

[EXECUTIVE DIRECTOR OF INSTITUTIONAL RESEARCH & EFFECTIVENESS](#) Odessa College, Odessa, **TX**

Deadline Date: Open until filled

[ASSISTANT PROVOST FOR INSTITUTIONAL & MARKET RESEARCH - The New School](#) New York, **NY**

Deadline Date: Open Until Filled

[INSTITUTIONAL RESEARCH SPECIALIST - Madonna University Livonia, MI](#)

Deadline Date: Open until filled

[RESEARCH ANALYST ENROLLMENT MANAGEMENT- Ithaca College, Ithaca, NY](#)

Deadline Date: Open until filled

[DIRECTOR INSTITUTIONAL EFFECTIVENESS AND PLANNING - Salem State University, Salem, MA](#)

Deadline Date: Open until filled

[SENIOR RESEARCH ASSOCIATE - City Colleges of Chicago Chicago, IL](#)

Deadline Date: 12-31-10

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

Deadline Date: 12-31-2010

[PART-TIME RESEARCH ASSOCIATE - City Colleges of Chicago Chicago, IL](#)

Deadline Date: 12-31-10

[DIRECTOR OF INSTITUTIONAL RESEARCH - Becker College, Worcester, MA](#)

Deadline Date: Open until filled

[ASSOCIATE DIRECTOR OF INSTITUTIONAL ASSESSMENT - George Mason University Fairfax, VA](#)

Deadline Date: Open until filled; review begins mid-Nov

[ASSESSMENT ANALYST - George Mason University Fairfax, VA](#)

Deadline Date: Open until filled; review begins mid-Nov

[DIRECTOR OF INSTITUTIONAL RESEARCH - Ivy Tech Community College Fort Wayne, IN](#)

Deadline Date: October 29, 2010

[VICE PRESIDENT-DATA RESEARCH, AND ANALYTICS - EDUCAUSE, Boulder, CO](#)

Deadline Date: November 15, 2010 or until a suitable candidate is identified

[ASSISTANT DIRECTOR FOR INSTITUTIONAL ASSESSMENT - Holy Family University Philadelphia, PA](#)

Deadline Date: Open until filled

[DIRECTOR OF INSTITUTIONAL RESEARCH PLANNING, AND ASSESSMENT - Lincoln College, Normal, IL](#)

Deadline Date: Open Until Filled

[DIRECTOR OF ASSESSMENT - John D. and Catherine T. MacArthur Foundation Chicago, IL](#)

Deadline Date:

[EXECUTIVE DIRECTOR - Southern Illinois University Edwardsville, IL](#)

Deadline Date: December 1, 2010

[DIRECTOR OF INSTITUTIONAL RESEARCH & PLANNING - Marist College Poughkeepsie NY](#)

Deadline Date: Open until filled

[OUTCOMES ASSESSMENT & EVALUATION ADMINISTRATOR - University of South Florida Polytechnic Lakeland, FL](#)

Deadline Date: December 31, 2010

[RESEARCH ANALYST II - University of Memphis Memphis, TN](#)

Deadline Date: Open until filled

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

Deadline Date: Open Until Filled

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

Deadline Date: Open until filled

[INSTITUTIONAL OUTCOMES ASSESSMENT ANALYST - Philadelphia College of Osteopathic Medicine Philadelphia, PA](#)

Deadline Date: Open until Filled

[ASSISTANT DIRECTOR RESEARCH & ANALYTICS - Broward College, Fort Lauderdale, FL](#)

Deadline Date: Open Until filled

[RESEARCH ANALYST - Piedmont Virginia Community College Charlottesville, VA](#)

Deadline Date: Open until Filled

[DIRECTOR OF RESEARCH - Georgia Foundation of Independent Colleges Atlanta, GA](#)

Deadline Date: Open until filled

Technical Tips from the Field

Visualizing Likert-type Questions in Microsoft Excel

Gayle Fink (gfink@bowiestate.edu)

This month's Tech Tip is from Dr. Douglas Nutter, Institutional Research Director at Bowie State University. Thank you Doug for sharing!

In many institutions, questionnaires and surveys are administered using questions with Likert-type responses (e.g. Strongly Disagree, Disagree, Agree, Strongly Agree). Often, reports are provided to end users as tables that include individual questions, the mean response, and tabulations for each individual response. Reporting in this manner is viewed by some as overly lengthy, and often it's preferable to visualize these data. How might we do this?

When we need to present Likert-type data for more than a few questions, one approach is to generate a graph that includes both the mean response for each question and a representation of the strength of feeling of the respondents; that is, the total number of positive responses vs. the total number of negative responses. Below, I describe how to accomplish this using MS Excel.

Suppose we have a data file from this semester's English 101 Course Evaluation, which consists of 19 questions. We calculate (after assigning appropriate numeric values to each response level, e.g. "Strongly Agree" = 4, "Agree" = 3, "Disagree" = 2, "Strongly Disagree" = 1) a mean score. We also calculate the difference in total positive responses and total negative responses (**ENGL 101 pos-vs-neg**), resulting in a data file such as this one. (**ENGL 101 mean** is a calculated column, discussed below.)

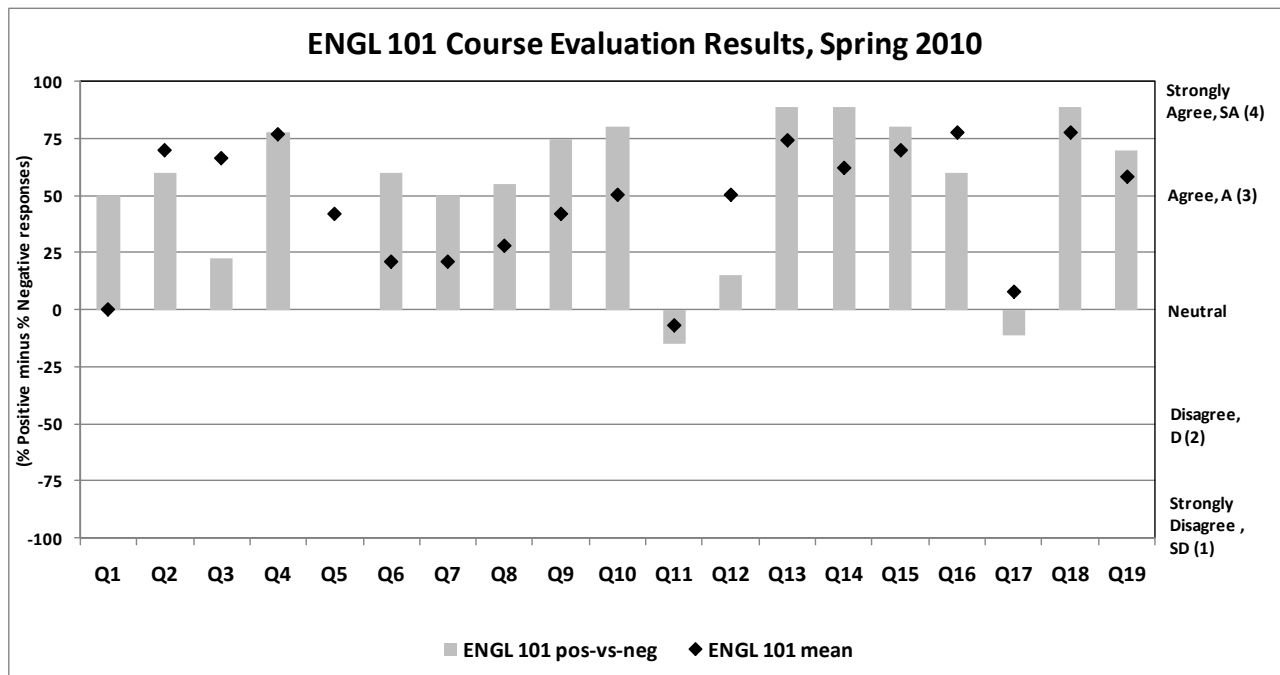
Question	Mean	ENGL 101 pos-vs-neg	ENGL 101 mean
Q1	2.50	50	0
Q2	3.50	60	70
Q3	3.45	22	67
Q4	3.60	78	77
Q5	3.10	0	42
Q6	2.80	60	21
Q7	2.80	50	21
Q8	2.90	55	28
Q9	3.10	75	42
Q10	3.22	80	50
Q11	2.40	-15	-7
Q12	3.22	15	50
Q13	3.56	89	74
Q14	3.39	89	62
Q15	3.50	80	70
Q16	3.61	60	78
Q17	2.61	-11	8
Q18	3.61	89	78
Q19	3.33	70	58

Note that for **ENGL 101 pos-vs-neg**, in cases where there are more negative than positive responses, the sum is less than zero. Also, the values in the mean column and the values in the **ENGL 101 pos-vs-neg** column are on a much different scale. Graphing the values from the **Mean** and **ENGL 101 pos-vs-neg** columns would not allow us to differentiate the raw **Mean** values. So, we need to rescale.

- 1) To visualize both of these scales on a single axis, we rescale the mean values so that bars representing "negative" responses are clearly differentiated from positive responses. To do this, convert the mean values to a scale of {-100, +100} using the formula $y = (70 * x) - 175$ (for a four-point Likert scale).

Although not perfectly linear, the resulting values provide a good basis for visualizing the data. These values are the column **ENGL 101 mean** in the spreadsheet shown above. (Note that if you use a five-point Likert scale, the transformation will be different. In the case of five points, the transforming equation would be $y = (50 * x) - 150$.)

- 2) Create a bar chart using the three **bolded** columns of data.
- 3) Select the “mean” bar series, right-click, select Change Series chart type → Line. You now have a line graph overlying the bar chart.
- 4) Format the line graph by selecting the line series, right-clicking, selecting Format Data Series → Line Color → No line. You now have bars representing the positive-to-negative difference and single points representing the mean.
- 5) From this point, all that’s left is some formatting. Specifically, to obtain the final product shown below:
 - a. format the y-axis to range from -100 to 100.
 - b. format the plot area with Border → Solid line.
 - c. Manually add (as text boxes) the scale on the right y-axis. If you use a 4-point Likert scale, be sure to note that “neutral” is only used as a reference point and was not an answer choice.
 - d. The remainder of the formatting (font size, axis labels, chart titles) I’ll leave to you, as these are straightforward.



This graph is useful because it visualizes two key features of Likert-type questions: 1) What is the mean *and* 2) Were there more positive or negative responses?

Parting Thoughts

During the recent MdAIR conference, Michael W. Matier, Director, Academic Planning and Information Systems, Cornell University, provided his insights on traits that can enhance the practice of institutional research. Even though you will not be able to benefit from the context and the examples mentioned during his address, I found these thoughts reassuring and confirming and I hope you will too!

Excerpts from:

**Collective, Collected, and Conventional Wisdom:
Twenty-five Years of Unconventional Institutional Research
24th Annual Meeting of the Maryland Association for Institutional Research
Friday October 22, 2010**

**Michael W. Matier
Director, Academic Planning & Information Systems
Cornell University**

While I was the director of Institutional Research & Planning at Cornell, **contextualizing institutional decision-making** was the mission of the office. We didn't make decisions. But we worked for and supplied information to those who did.

I'm going to suggest several pieces of "wisdom" that I've picked up during my 25-year career, but will admit I'm not convinced they are all in fact mutually exclusive of one another. You'll note they don't have a lot to do with the technical aspects of the practice of institutional research. I'll make no apology for that for two reasons. First, there are others in a much better position to offer you technical advice. Second, and more importantly, I've come to believe there are far greater marginal gains to be garnered from improvements in the non-technical aspects of the practice of IR.

I offer these for your consideration as you contemplate ways to enhance the effectiveness of your own practice of institutional research. They are borne out of my experience, but please understand that I am suggesting them with more than a modicum of trepidation, as I hope will be clear in the first piece of "wisdom:"

- I don't have all the answers – and you should be suspicious of anyone who thinks, suggests, or otherwise behaves as if they do.
- The practice of institutional research is optimally framed by three fundamental questions: What?, So What?, and Now What?
- "A way of seeing is also a way of not seeing – a focus on object A involves a neglect of object B." (From Kenneth Burke, *Permanence and Change: An Anatomy of Purpose*, 1936)
- Be suggestive rather than declarative when sharing the results of your work with others.
- You have two eyes, two ears, and one mouth – it is imperative to learn to use them in those proportions.
- On a good day decision-making is 85% politics, and that's not necessarily a bad thing.
- It is important to learn when NOT to ask for permission – but be sure to give yourself cover when doing so.
- Not everyone "gets it" in the same way . . . AND . . . not everyone "gets it" at the same time.

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