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

**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

### AIR Governance Update

On January 24, 2011, AIR launched its Governance web site to provide AIR members information regarding the AIR Board's recommendations to adjust the Constitution and Bylaws.

The web site contains a historical account of the process to date. It also includes information on why the change has been recommended, a communications archive, frequently asked questions (FAQ), a reading room, the proposed Constitution/Bylaws, the ability to email the Board with specific questions, a discussion board allowing members to interact, and many other features.

The current comment period will close February 28, 2011. The Board will use member comments and feedback in drafting the final Constitution and Bylaws. The AIR membership will vote on the new Constitution/Bylaws beginning March 8, 2010. Voting will close at midnight, April 6, 2011.

Visit the web site today to ensure you will make an informed decision when casting your vote next month.

AIR Office
(air@airweb.org)

## CUPA-HR 2010-11 Administrative Compensation Survey Report Available

The College and University Professional Association for Human Resources (CUPA-HR) recently released results from its 2010-11 Administrative Compensation Survey. Results indicate that with the economy beginning its recovery from the downturn, some institutions are again beginning to award salary increases. The overall median base salary increase in 2010 was 1.4%. In 2009, it was 0.0%. However, data show that increases occurred more frequently at private institutions than public institutions. For public institutions, the median salary increase was again 0.0%; for private institutions, the median increase was 2.0%. These findings reflect the salaries for 78,118 job incumbents in public and private institutions nationwide. Salaries were reported by 1,256 institutions for 284 selected positions, mostly at the director level and above.

Survey participants included approximately 79% of all U.S. doctorate-granting institutions, 59% of master's institutions and 36% of baccalaureate institutions. A total of 384 special-focus and two-year institutions also completed this year's survey. Roughly half (48.5%) of this year's survey participants are from public institutions and the rest (51.5%) are from private institutions. Salaries for the Administrative Compensation Survey were reported in 11 job categories: Senior Executive Officers; Chief Functional Officers; Academic Deans; Academic Associate/Assistant Deans; Academic Affairs; Business and Administrative Affairs; Human Resources; Information Technology; Athletics; Student Affairs; and External Affairs.

To download a free Executive Summary, see a list of responding institutions, see data for selected positions, or order survey results for the 2011 Administrative Compensation Survey, go to Surveys on CUPA-HR's home page and click on Current Results and Respondents. Full results can be purchased in two ways: (1) in a survey report, which provides an overview of median salaries from all reporting institutions by affiliation, budget size, and enrollment with comparative tables breaking down data by budget quartiles and institutional classification, and (2) in DataOnDemand – a hands-on application that enables users to conduct their own analyses using peer comparison groups they create.

Missy Kline
Editor, CUPA-HR
mkline@cupahr.org

## Results of the 2011 e-AIR Limerick Contest

Gayle Fink (gfink@bowiestate.edu)

Once again, our IR colleagues have demonstrated their wittiness, topicality, and ability to bust a rhyme. We received eight entertaining entries in this year's limerick contest. Judging from the subject matter covered, assessment, external reporting, and surveys are very much on our minds these days. We loved all the entries, but, ultimately, our judges arrived at the following slate of medal winners:

The **Gold** Medal goes to *Trudy Bers*, Executive Director, Research, Curriculum & Planning and *Amy Blumenthal*, Professor of English, both of Oakton Community College for this limerick:



*There once was a graph – 3 dimensions*
*That purported to tell of retention.*
*But the data de jour*
*Were very obscure.*
*Keep it simple is our firm contention.*
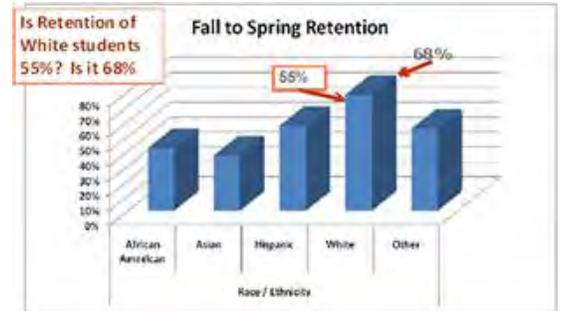
Our **Silver** Medal goes to *Theresa Ford*, Director of Educational Assessment, The College of Wooster, for penning:

*We know there is Limited Learning,*
*Where rigor our students are spurning.*
*Assessment has found*
*Results that astound.*
*Is a new paradigm worth our churning?*

Our **Bronze** Medal winner also goes to *Trudy Bers* and *Amy Blumenthal* for this limerick – the creative juices were flowing!

*Here's an error that just makes us squirm.*
*On this we must clearly stand firm.*
*Be it text, graphs, or tables,*
*Be consistent with labels.*
*In the middle, don't dare change your terms.*

And Honorable Mentions go to:

*John Kalb*, Director, Institutional Research, Southern Methodist University

*There is a nice fellow named Morse*
*who ranks US schools top to worse;*
*He shows up each year,*
*to make it so clear,*
*he'll continue beating this horse.*

*Erica Ecker*, Associate Director of Admissions Operations, The University of Akron

The *Real* Job Posting

*We seek IR professionals with OCD*
*(And applicable master's degree)*
*What a fun profession*
*Where a color-coding obsession*
*Is a qualification for the perfect employee.*

*Kyle Sweitzer*, Data Resource Analyst, Office of Planning & Budgets, Michigan State University

*In order to hide our high student attrition,*
*We decided to lie on our IPEDS submission.*
*While our numbers impressed,*
*IR was distressed.*
*We confessed to the Feds in an act of contrition!*

Congratulations to our winners and thanks to all who submitted limericks. Your creativity and sense of humor are much appreciated. And a very big "thank you" to our esteemed panel of judges – Michelle Appel, Sheila Eder, and Alan Sturtz.

# 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).

**C. Robert Pace (Bob)**, professor emeritus of higher education at UCLA and a pioneer in developing methods of institutional research, died February 5, 2011, in Arcata, California. He was 98 years old. Dr. Pace graduated from DePauw University in 1933, and received his Ph.D. in Psychology from the University of Minnesota in 1937, where he began his lifelong interest in measuring and evaluating college student experience before, during, and after college. He was a research psychologist for the Bureau of Navy Personnel during World War II for which he received a citation for meritorious civilian service. He joined the faculty at Syracuse University in 1947, where he directed the evaluation service center, was assistant to the chancellor, and department chair for the newly formed psychology department. His professorship at UCLA, from 1961 to his retirement in 1982 and beyond, included directing the UCLA Center for the Study of Evaluation, and creating the College Student Experiences Questionnaire, a Systematic Measurement of the Quality of Student Effort. He received many awards for his work, including the Distinguished Career Award from ASHE and the Sidney Suslow Award for Outstanding Research from AIR. Bob was known as a true scholar, not only for his significant contributions to higher education, but also for his generosity and legendary mentorship and guidance throughout the wide network of his friends and colleagues. He touched many lives in important professional and personal ways. Visit the memorial web site to help celebrate Dr. Pace's life.

**Dr. David Carter** recently retired from his position as the Director of Training and Research at the Southern Association of Colleges and Schools Commission on Colleges. He has since started his own consulting business, David Carter Accreditation Services, LLC in Atlanta, Georgia, which provides assistance to colleges and universities as they prepare for various types of accreditation reviews. David's new email address is dcarter@dcas-llc.com.

**Elizabeth J. Johnston-O'Connor**, Ph.D. is now the Director of Institutional Research and Effectiveness at Cape Cod Community College. Congratulations Elizabeth!

**Dr. John Ryan** has been appointed as Director of Institutional Research for The University of Vermont, effective March 1. Most recently John has been director of assessment in the College of Education and Human Ecology at Ohio State University (OSU). John is a member of AIR's Publications Committee and has coordinated program reviews for more than 100 academic departments across OSU's 19 colleges and supported a variety of institutional effectiveness projects and initiatives. The search firm of Isaacson, Miller was instrumental in selecting John from a pool of highly accomplished, talented candidates. For more information about the firm, visit their web site.

**Jamie Stroh** has joined the staff at Waukesha County Technical College as the Institutional Effectiveness Specialist. Jamie was previously a Research Specialist at Moraine Park Technical College. We feel fortunate that Jamie has chosen WCTC as her next stop on what we believe will be a long and successful career.

**Sherry A. Woosley, Ph.D.** has been appointed as Director of Analytics and Research for EBI. She will be responsible for leading major research and predictive analytics initiatives related to student transition, experience, and success, including MAP-Works. Prior to joining EBI, Dr. Woosley worked in institutional research and assessment for more than 10 years at Ball State University. She also founded and directed Ball State's IR certificate program. She is a past president of the Indiana Association for Institutional Research and she continues to be an active presenter at AIR Forums.

## *IR In The Know*

### February 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. We welcome your feedback and suggestions. If you discover a resource or article that might be useful to other IR professionals, please send an email to irintheknow@airweb.org.

**National Center for Education Statistics (NCES)**
*What is the Price of College? Total, Net, and Out-of-Pocket Prices* provides the average amounts undergraduates pay annually for postsecondary education, with and without financial aid. This report draws upon the 2007-08 National Postsecondary Student Aid Study (NPSAS), a nationally representative survey of all postsecondary students enrolled in Title IV institutions. Information includes the total price of attendance (tuition and living expenses), the net price after grants (total price of attendance minus all grants), and the out-of-pocket net price (total price of attendance minus all financial aid) for public two-year, public four-year, private nonprofit four-year, and for-profit institutions at all levels.

*Tracking Students to 200 Percent of Normal Time: Effect on Institutional Graduation Rates* examines institutional graduation rates reported at 200 percent of normal time, a time frame that corresponds to completing a bachelor's degree in eight years or an associate's degree in four. The report compares the rates at 200 percent of normal time with rates reported at 150 percent and at 100 percent across nine institutional sectors. The purpose is to determine whether the longer time frame results in higher institutional graduation rates, with a particular focus on rates for Historically Black Colleges and Universities (HBCUs) or institutions with high Hispanic enrollment (HHEs).

NCES released the IPEDS State Data Center, an online application designed to meet the needs of state education officials, national and state legislative staff, policymakers, and others whose focus is on state or other grouped data. The State Data Center is composed of three data retrieval tools: (1) Custom Data Tables, (2) State Profiles, and (3) Pre-defined Reports.

The NCES *First Look* publication, *Enrollment in Postsecondary Institutions, Fall 2009; Graduation Rates, 2003 & 2006 Cohorts; and Financial Statistics, Fiscal Year 2009* presents findings from the spring 2010 IPEDS data collection. The spring collection includes five components: 1) student financial aid for 2009-10 2) fall 2009 enrollment; 3) graduation rates within 150 percent of normal program completion time for full-time, first-time degree/certificate-seeking undergraduate students beginning college in 2003; 4) graduation rates within 200 percent of normal program completion time for full-time, first-time degree/certificate-seeking undergraduate students beginning college in 2001 at four-year institutions or in 2005 at less-than-four-year institutions; and 5) finance for fiscal year 2009.

The Department of Education launched the United States Education Dashboard to monitor the country's progress in meeting President Obama's goal that by 2020 the United States will once again have the highest proportion of college graduates in the world. The Dashboard includes 16 indicators such as student participation in early learning through postsecondary education, and information on teachers, leaders, and equity. The interface allows users to view information in several different ways and download customized reports. The indicators will be updated as new information becomes available.

**Community College and High School Partnerships**
Community College and High School Partnerships is an issue brief prepared by the Community College Research Center for the White House Summit on Community Colleges. The brief focuses on prominent partnerships between community colleges and high schools which increase the likelihood of students completing three important milestones leading to college completion: (1) enrollment in college; (2) college readiness at enrollment; and (3) persistence in college. The authors organize the partnerships in two categories. The first category identifies initiatives designed to provide high school students with access to existing and regular college resources and offerings such as assessments or college courses. The second category relates to establishing program or activities for high schools students specific to their needs, such as CTE Pathways, Summer Bridge Programs and Early and Middle College High Schools. The Brief concludes with a short discussion of policy and funding considerations.

**Carnegie Classifications**
The Carnegie Foundation for the Advancement of Teaching has released an update to the Carnegie Classification of Institutions of Higher Education. Originally published in 1973 and last updated in 2005, the framework provides researchers with a standardized format to describe and compare institutions of higher education in the United States. The 2010 Updated Carnegie Classifications uses the same six categories as the 2005 Classification and is based on the most recent data on institutional characteristics and activities from sources such as NCES, the National Science Foundation, and the College Board. According to the Carnegie Foundation, the two most striking changes to the update are the increase in the number of private for-profit institutions and institutions whose instructional programs focus on professional fields like business and health.

**Filling in the Blanks**
*Filling in the Blanks: How Information Can Affect Choice in Higher Education*, a report by the American Enterprise Institute for Public Policy Research, presents findings from a survey of 1,000 parents on attitudes and preferences about the college choice process. When choosing between two public four-year colleges, parents were 15 percent more likely to select the college with a higher graduation rate. The study also found that parents with less education, lower incomes, and less knowledge of the college application process were more likely to choose a college with higher graduation rates than better informed and more advantaged parents. The authors conclude graduation rates should be made more readily available to students and families during the admission and financial aid processes.

**Academically Adrift**
*Academically Adrift: Limited Learning on College Campuses*, a new book based on research by Richard Arum and Josipa Roksa, found that 36 percent of college students did not demonstrate any significant gains in a range of skills such as critical thinking, analytical reasoning, and written communications between their freshman and senior years. The sociologists based their findings primarily on a nationally representative sample of 2,300 students at 24 four-year colleges using the College Learning Assessment, a standardized essay examination which tests writing, reading, analytic proficiencies.

## Publications

### Editor's Choice

### Visual Display Tools

Gayle Fink (gfink@bowiestate.edu)

I encouraged the readership to send in their comments related to visual display tools last month. Below are the responses. Thank you for sharing other tools and approaches. They have given me some ideas for *my* office!

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In Visual Displays of Information you mention gapminder.org. I am enamored of the idea of animating data too, but the data in Gapminder are only their specific data sets. However, you can create a motion chart for your data in Google docs. It is pretty basic at this point, but I imagine in a heartbeat it will improve. One can create such a motion chart and then capture it in Camtasia and save it as a Flash or wmv file. Fun stuff.

-Fran Chickering, Institutional Research, Great Bay Community College.

*Editor's note:* Camtasia is available for a free 30 day trial download.

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I have had a great time using two visualization tools:
For mapping, GeoCommons offers an amazing set of free tools for converting address/location data into standard coordinates and KML files. The interface is very user-friendly and they have a ton of shapefiles for delineating counties, districts, etc. ArcGIS Explorer is also good, but I prefer the former.

For pure data visualization, especially realtime, I have found Tableau to be a nice tool – especially if your department can pony up for the paid version for creating dashboards. They have mapping as well, but it is not nearly as robust as a dedicated GIS solution. Their free online version works in a pinch, but the visualizations are static. Keep up the great articles!

-Chadd Bennett, Director of Research and Publications, Independent Colleges of Washington

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Greetings - We've recently begun a new initiative to turn our research reports into video presentations. Our belief is that to influence classroom instruction, our research, especially on the success of intervention strategies, needs to reach the faculty level. Faculty are very busy, and most don't have time to read our reports. We believe that if we can't reach them with reports, perhaps we can reach them with videos. Below is an example of a video we recently recorded and are about to send out. This approach is really easy, and even the most understaffed IR office (aren't we all) can quickly pull it off. All you need is a Webcam and screen capture software like CamStudio. Click here for the channel link (be sure to click on full screen when playing video) or click here for the link to full screen.

-Oleg Bespalov, Executive Director of Research and Institutional Effectiveness, San Jose/Evergreen Community College District.

## AIR Publications

### Professional File #119 Now Available

*Top-Down Versus Bottom- Up Paradigms of Undergraduate Business School Assurance of Learning Techniques* (R. Priluck, Pace University, and J. Wisenblit, Seton Hall University; 15pp; No 119). Winter/Spring 2011

**Abstract:**
This paper describes two models of assessment of undergraduate business learning in two similar universities located on the East Coast of the United States. Both models stem from seeking continued accreditation by the AACSB and are focused on a group of student skills identified by the faculty as essential to undergraduate business education. The assessment processes within the two schools differ in their approaches to methods of measurement. One school used a top-down model, which was created by administrators and operated outside the normal coursework to assess students in the program. The other school used methods embedded in the courses to only assess programs (i.e., a bottom-up model). Whereas the learning goals, course structures, and faculty composition were similar for the two schools, the bottom-up approach involved more faculty members in the assessment process.

You can view or download Professional File # 119 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*.

## Journal News

This new feature covers various journals featured on the AIR web site. AIR members receive considerable discounts on all journals offered. In this edition of e-AIR, *Research in Higher Education* and *Innovative Higher Education* are highlighted.

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### *Research in Higher Education* – RIHE Alerts

*Research in Higher Education (RIHE)* is the official peer-reviewed academic journal of AIR. *RIHE* is directed at those concerned with the functioning of postsecondary education, including two-year and four-year colleges, universities, and graduate and professional schools. *RIHE* enhances understanding of educational institutions, helps faculty and administrators in making more informed decisions about current or future operations and in improving efficiency and effectiveness, and covers such topics as curriculum and instruction; recruitment and admissions; and retention, attrition, and transfer. The table of contents for the AIR Forum issue of RIHE is now available (Volume 52, #2, March 2011):

- *The Determinants of Out-Migration Among In-State College Students in the United States*
  Terry T. Ishitani
  Pages: 107-122

- *Why do All the Study Abroad Students Look Alike? Applying an Integrated Student Choice Model to Explore Differences in the Factors that Influence White and Minority Students' Intent to Study Abroad*
  Mark H. Salisbury, Michael B. Paulsen and Ernest T. Pascarella
  Pages: 123-150

- *Engaging Undergraduates in Science Research: Not Just About Faculty Willingness*
  M. Kevin Eagan, Jessica Sharkness, Sylvia Hurtado, Cynthia M. Mosqueda and Mitchell J. Chang
  Pages: 151-177

- *The Impact of Learning Communities on First Year Students' Growth and Development in College*
  Louis M. Rocconi
  Pages: 178-193

- *Using Instrumental Variables to Account for Selection Effects in Research on First-Year Programs*
  Gary R. Pike, Michele J. Hansen and Ching-Hui Lin
  Pages: 194-214

For more information, contact Rob Toutkoushian, RIHE Editor. Manuscripts may be submitted using the Editorial Manager system.

*AIR members receive a discount on RIHE and other Springer journals. Visit the web site to order RIHE at the discounted price.*

## *Innovative Higher Education*

The journal of ***Innovative Higher Education*** is now in its 36th year of publication. It is a refereed scholarly journal with a distinguished and internationally known editorial review board. The goals of the journal are:

- To present descriptions and evaluations of innovations and provocative new ideas with relevance for action beyond the immediate context in higher education;

- To focus on the effect of such innovations on teaching and students;

- To be open to diverse forms of scholarship and research methods by maintaining flexibility in the selection of topics deemed appropriate for the journal; and

- To strike a balance between practice and theory by presenting manuscripts in a readable and scholarly manner to both faculty and administrators in the academic community.

We welcome manuscripts on a variety of topics in higher education, the key word being *innovation*. For complete information see the IHE Publications web site, where you will find the complete guidelines for submission, abstracts going back to 1989, a topical listing of articles published, and the listing of Editorial Board members.

The journal is published both online and in print, which means that articles appear quite quickly in the online version and are fully citable as such. The most recent issue includes the following articles:

- "Tackling Suboptimal Bachelor's Degree Completion Rates through Training in Self-Regulated Learning,"

- "Advancing Diversity in STEM,"

- "Transformational Partnerships: A New Agenda for Higher Education,"

- **"**Developing Peer Mentoring Through Evaluation,"

- "21st Century Competencies for Doctoral Leadership Faculty."

For further information, contact Kay Gillespie, Associate Editor, at kaygi2@aol.com.

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## NCES Publications

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## Other Publications

### January/February 2011 Issue of Data Notes
Amy Topper (atopper@jblassoc.com)

*Data Notes* is a bimonthly newsletter that presents data from the national Achieving the Dream database. Achieving the Dream: Community Colleges Count, is a multiyear national initiative to help more community college students succeed. The initiative focuses particularly on student groups that traditionally have faced significant barriers to success, including students of color and low-income students. The January/February 2011 issue of Data Notes can be viewed on the Achieving the Dream web site.

#### *Developmental Education: Time to Completion*
This issue of Data Notes investigates the number of attempts it takes students to complete all developmental education courses to which they are referred. Subsequent gateway course completion and overall persistence are also examined. Three-year outcomes were analyzed and disaggregated by developmental education subject (English and math) and the level of developmental education assignment. Students referred to developmental math were more likely to attempt the class than were students referred to developmental English. The data show that the number of developmental education course attempts and the student's referral level are both inversely related to successful gateway course completion, regardless of subject. Three-year persistence rates were positively associated with developmental coursework completion, but not with the number of developmental coursework attempts.

### NILOA January 2011 Newsletter
George Kuh (kuh@indiana.edu)

The National Institute for Learning Outcomes Assessment (NILOA) announces the availability of the January 2011 newsletter featuring the eighth Occasional Paper From Gathering to Using Assessment Results: Lessons from the Wabash National Study By Charlie Blaich and Kathy Wise. Drawing from the Wabash Study, a multi-institutional longitudinal research and assessment project, Charlie Blaich and Kathy Wise, from the Center of Inquiry at Wabash College, share their field-tested findings and lessons learned about campus use of assessment results. The Wabash Study assists institutions in collecting, understanding, and using data. The researchers at the Center of Inquiry found the last component to be the real challenge—using the data for improved student learning. In this Occasional Paper, Blaich and Wise describe the accountability movement, the history and purpose of the Wabash Study, and the reasons why institutions have a difficult time moving from gathering data to using data, providing five practical steps for using the data collected. Additional information can be found on the NILOA web site.

# Help Requests

### Experience with Task Stream

I'm wondering if anyone has had experience with using Task Stream's "Learning Achievement Tools" (for tracking learning outcomes and building an archive of evidence) & "Accountability Management System" (for structuring processes for institutional effectiveness). Can you recommend these tools? We're interested in looking into assessment software and would appreciate any advice you could give. Thanks for the help.

Hadley Garbart
Director of Student Records and Research, Maryland Institute College of Art
hgarbart@mica.edu

# Meetings and Events

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

**Plenary Speakers Announced**

We are pleased to announce the 2011 AIR Forum plenary speakers, Dr. Richard Arum and Dr. Mark Milliron. Read more about their sessions on the Forum web site.

**Register Today**

Register today for the 2011 AIR Forum. The Forum includes more than 400 presentations and an Exhibit Hall featuring the latest IR tools and resources. This is the "must attend" event for seasoned and early career higher education professionals working in institutional research and related fields.

**Make Your Travel Arrangements**

Visit the Travel & Hotel page on the Forum web site for information on passports and special AIR Forum group rates at the Sheraton Centre Toronto Hotel. Make your hotel reservation by **March 20** to secure the discounted rate.

Email: forum@airweb.org

## Other Meetings

**Scanning the Horizons: Institutional Research in a Borderless World -** The 4th Annual HE Institutional Research Conference 2011 - Kingston University and the UK and Ireland Higher Education Institutional Research (HEIR) Network are delighted to announce that registration will open March 7, 2011. More information can be found at our conference web site.

**The New England Educational Assessment Network (NEEAN)** will present our 8th annual Assessment Dialogues, focused on Integrative Learning, at UMass/Amherst on Friday, March 25, 2011. Facilitators include Melissa Peet and Laura Keefer from University of Michigan, and Darlene Crone-Todd from Salem State University. NEEAN will offer a set of workshops for administrators and faculty on the process of developing and assessing Integrative Learning across programs. Participants will focus on integrative learning issues in assessment with colleagues from their own and other institutions. See the NEEAN web site for details.

**The Seventeenth Annual Catholic College and University Forum for Institutional Research** April 10-11, 2011 hosted by DePaul University & Loyola University, Chicago. 2011 Speakers include Jennifer A. Lindholm, Ph.D., Special Assistant to the Vice Provost for Undergraduate Education, University of California, Los Angeles, Michael Galligan-Stierle, Ph.D., President, Association of Catholic Colleges and Universities (ACCU), and Joseph R. Ferrari, Ph.D., DePaul University. Registration closes April 1, 2011. To register, and for more information, visit the web site.

**Assessment Training and Research Institute – Call for Proposals and Save the Date:** The ATaRI Institute will be held May 11-13, 2011 in Tallahassee, Florida and is hosted by the Office of University Assessment at Florida A&M University. Keynote speaker is Dorothy J. Minear, Ph.D., **Senior Associate Vice Chancellor, Academic and Student Affairs, State University System of Florida, Board of Governors. Proposal Deadline:** March 31, 2011. Institute and Proposal information can be found on the FAMU web site.

**Association for the Assessment of Learning in Higher Education** - **Save the Date:** 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.

***NASPA Assessment & Persistence Conference – Call for Proposals and Save the Date:*** The NASPA Assessment & Persistence Conference will be held June 9-11, 2011 at The Cosmopolitan of Las Vegas. Call for proposals deadline is March 18, 2011. Further information can be found at the NASPA web site.
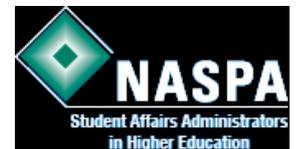
**Call for Papers: Advancing the STEM Agenda Conference – Save the Date**
The American Society for Quality (ASQ) Education Division conference committee is pleased to announce its STEM conference, "*Advancing the STEM Agenda in Education, the Workplace and Society.*" The conference is co-sponsored with the University of Wisconsin-Stout and will be held July 19-20, 2011. See 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, Colorado. The keynote speaker will be Dr. Douglas Boughton, Director of the School of Art at Northern Illinois University. Please email aostrowski@rmcad.edu for further information.

## Professional Development

### Fellowships for National Summer Data Policy Institute

The National Summer Data Policy Institute is a fully-funded, intensive study in national higher education data. Fellowships are funded by the National Science Foundation (NSF) and the National Center for Education Statistics (NCES), and awarded by AIR. Fellows attending the week-long Institute in Washington, D.C. learn about U.S. higher education datasets from NSF and NCES staff. **The application deadline is March 22, 2011**.

Visit the AIR NSDPI web site to start your application today.

**Questions?**
Email: nsdpi@airweb.org
Phone: 850-385-4155 x203

## IPEDS Workshops Announced

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

*NOTE*: There is no fee to attend the IPEDS Workshops, and you do **not** have to be a member of AIR or the co-sponsoring organization to attend an IPEDS workshop. If you will only be attending the workshop and not the meeting, you may attend an IPEDS workshop without paying the registration fee for the co-sponsoring meeting,

Workshop participants may request up to $500 to offset the cost of travel. For details, please visit the AIR web site.

**April Workshop Opportunities:**

North Carolina Association for Institutional Research (NCAIR) - April 4, 2011
*Boone, North Carolina*

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

Louisiana Association for Institutional Research (LAIR) - April 19, 2011
*Lafayette, Louisiana*

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

## Annual Institute on Best Practices in Institutional Effectiveness

Registration is now available for 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 at their institutions. This year, speakers will focus on the assessment of student learning outcomes, the national climate in higher education, and the formation of the National Institute for Learning Outcomes Assessment (NILOA), presenting and displaying data (student, assessment, etc.), the application of program evaluation to higher education, and the evaluation of initiatives. It is strongly recommended that institutions bring a team if possible.

Registration, hotel and other information is available on the web site (once there, click on IE Institute).

Terri Manning
Central Piedmont Community College
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).

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INSTITUTIONAL RESEARCH ANALYST - Chandler-Gilbert Community College Chandler, **AZ**
Deadline Date: 03/11/2011

DIRECTOR OF INSTITUTIONAL RESEARCH AND ASSESSMENT - Queensborough Community College (CUNY) Bayside, **NY**
Deadline Date: 3/18/2011

VICE PROVOST FOR INSTITUTIONAL EFFECTIVENESS - Baylor University Baylor **TX**
Deadline Date: Open until filled

DIRECTOR UT SYSTEM-WIDE INSTITUTIONAL RESEARCH & ANALYSIS - University of Tennessee Knoxville, **TN**
Deadline Date: open until filled

OPEN RANK-FACULTY POSITION: EDUCATIONAL RESEARCH METHODOLOGY - North Carolina State University Raleigh, **NC**
Deadline Date: Open until filled

EXECUTIVE DIRECTOR INSTITUTIONAL EFFECTIVENESS & ANALYSIS - Florida Atlantic University Boca Raton, **FL**
Deadline Date: Open until filled

DIRECTOR OF COMPLIANCE AND ACCREDITATION - Fremont College Los Angeles, **CA**
Deadline Date: 3/18/2011

INSTITUTIONAL RESEARCH ANALYST - University of California Santa Barbara, **CA**
Deadline Date: 3/1/2011 priority application date, then open until filled

ASSISTANT DIRECTOR-INSTITUTIONAL RESEARCH - Collin College McKinney, **TX**
Deadline Date: Open until filled

RESEARCH ANALYST - Cambridge College Cambridge, **MA**
Deadline Date: Open until filled

DATA AND REPORTING SPECIALIST FOR ENROLLMENT MANAGEMENT - Montclair State University Montclair, **NJ**
Deadline Date: Open Until Filled

LEAD PROGRAMMER/ANALYST - The College at Brockport SUNY Brockport, **NY**
Deadline Date: 3/11/2011

COORDINATOR OF INSTITUTIONAL RESEARCH - Rockford Collete Chicago, **IL**
Deadline Date: Open until filled

DIRECTOR OF INSTITUTIONAL RESEARCH AND DATA - Bay Path College Longmeadow, **MA**
Deadline Date: Open until filled

INSTITUTIONAL RESEARCHER - Caldwell College Caldwell, **NJ**
Deadline Date: Review of applications will be ongoing until position has been filled.

Director of Institutional Research and Strategic Planning Director of Institutional Research and Strategic Planning
Deadline Date: Open until filled

DIRECTOR OF INSTITUTIONAL RESEARCH AND ASSESSMENT - Georgia Military College Milledgeville, **GA**
Deadline Date: Open until filled

DIRECTOR OF ASSESSMENT - University of Wisconsin Eau Claire, **WI**
Deadline Date: 3/4/2011

RESEARCH ANALYST FOR INSTITUTIONAL EFFECTIVENESS AND RETENTION - LeTourneau University Longview, **TX**
Deadline Date: open until filled

DIRECTOR OF INSTITUTIONAL RESEARCH - Indiana University - Purdue University Fort Wayne Fort Wayne, **IN**
Deadline Date: 2/28/2011

ASSOCIATE DIRECTOR INSTITUTIONAL EFFECTIVENESS - Shawnee State University Portsmouth, **OH**
Deadline Date: 2/28/2011

IS BUSINESS AUTOMATION CONSULTANT/ADMINISTRATOR - University of Wisconsin Madison, **WI**
Deadline Date: 2/28/2011

REGISTRAR AND INSTITUTIONAL RESEARCHER - Minnesota State University Moorhead, **MN**
Deadline Date: Screening begins 2/23/2011 - open until filled

SENIOR INSTITUTIONAL RESEARCH ANALYST - University of Southern California Los Angeles, **CA**
Deadline Date: Open Until Filled

DIRECTOR INSTITUTIONAL EFFECTIVENESS & RESEARCH - Victory University Memphis, **TN**
Deadline Date: Open until filled

DIRECTOR OF INSTITUTIONAL RESEARCH - Oklahoma Christian University Oklahoma City, **OK**
Deadline Date: 3/15/2011

DIRECTOR INSTITUTIONAL RESEARCH - University of Southern California Los Angeles, **CA**
Deadline Date: Open Until Filled

ASSOCIATE DIRECTOR OF INSTITUTIONAL EFFECTIVENESS - Ball State University Muncie, **IN**
Deadline Date: Open till filled

DIRECTOR INSTITUTIONAL RESEARCH - Lake Michigan College Benton Harbor, **MI**
Deadline Date: Open Until Filled

SENIOR PROGRAMMER ANALYST - University of Pennsylvania Philadelphia, **PA**
Deadline Date:

SYSTEMS RESEARCH ANALYST - Mount St. Mary's College Los Angeles, **CA**
Deadline Date: Open until filled

ASSISTANT DIRECTOR OF ASSESSMENT - Lincoln Memorial University Harrogate, **TN**
Deadline Date: Open until filled

DIRECTOR OF RESEARCH - Zayed University Dubai/Abu Dhabi, United Arab Emirat**es**
Deadline Date: 04/30/2011

DIRECTOR OF INSTITUTIONAL RESEARCH AND ASSESSMENT - Austin College Sherman, **TX**
Deadline Date: open until filled

DIRECTOR OF INSTITUTIONAL RESEARCH - University of Southern California Los Angeles, **CA**
Deadline Date: open until filled

SENIOR RESEARCH ANALYST - University of Richmond Richmond, **VA**
Deadline Date: open until filled

SENIOR RESEARCH ANALYST - Towson University Towson, **MD**
Deadline Date: open until filled

DIRECTOR OF INSTITUTIONAL EFFECTIVENESS AND RESEARCH - Hesser College/Kaplan Concord, **NH**
Deadline Date: open until filled

DIRECTOR OF INSTITUTIONAL RESEARCH - North Carolina Wesleyan Rocky Mount, **NC**
Deadline Date: Open until filled

DIRECTOR OF INFORMATION MANAGEMENT AND INSTITUTIONAL RESEARCH - Clarion University Clarion, **PA**
Deadline Date: 3/9/2011

RESEARCH ASSISTANT - Slover Linett Chicago, **IL**
Deadline Date: open until filled

RESEARCH ANALYST - Slover Linett Chicago, **IL**
Deadline Date: open until filled

DIRECTOR OF INSTITUTIONAL RESEARCH - Dominican University Chicago, **IL**
Deadline Date: Open until filled

DIRECTOR OF INSTITUTIONAL RESEARCH PLANNING, AND ASSESSMENT - Randolph College Lynchburg, **VA**
Deadline Date: Until Filled

RESEARCH ANALYST (70010) P&A-3 - Central Michigan University Mount Pleasant, **MI**
Deadline Date: Screening begins immediately and continues until position is filled.

INSTITUTIONAL RESEARCH ANALYST - Capilano University Squamish, BC (Canad**a)**
Deadline Date: open until filled

INSTITUTIONAL RESEARCH ANALYST - Western Governors University Salt Lake City, **UT**
Deadline Date: open until filled

DATA ANALYST - Blinn College Brenham, **TX**
Deadline Date:

DIRECTOR OF INSTITUTIONAL ASSESSMENT - Blinn College Brenham, **TX**
Deadline Date:

DIRECTOR OF INSTITUTIONAL RESEARCH - American College of Education Chicago, **IL**
Deadline Date: Open until filled

RESEARCH ANALYST - Grand Canyon University Phoenix, **AZ**
Deadline Date: 3/11/2011

RESEARCH ANALYST - Penn State Berks Reading, **PA**
Deadline Date: Open until Filled

POSTDOCTORAL RESEARCH ASSOCIATE (req ID#: 006445) - University of Southern California Los Angeles, **CA**
Deadline Date: Open until filled

DATABASE SPECIALIST - AAMC Washington, **DC**
Deadline Date: open until filled

# Technical Tips from the Field

## Testing the Difference in Two Independent Proportions

Gayle Fink (gfink@bowiestate.edu)

This month's Technical Tip is from Marlene Clapp, Ph.D., Senior Research Analyst, University of Massachusetts, Dartmouth. Thank you Marlene for this SPSS tip!

SPSS has terrific functionality for performing a number of complex statistical tests, yet it offers no clear-cut way to test the difference in two independent (or dependent) proportions. This technical tip provides a quick look at a template that was developed in Microsoft Excel to test the difference in two independent proportions. The example that follows tests the difference in the 1-year (freshman-to-sophomore) retention rates for two independent first-time, full-time (FTFT) fall student cohorts.

Just four values (two per cohort) need to be filled in on the template to complete the test. Figure 1 illustrates the first stage of the template: the 95% confidence interval calculation for each cohort's retention rate (*note*: only the calculations for cohort A are shown). The two fields that are shaded represent those fields where data needs to be entered. The original cohort size and the number of students retained after one year are entered in the shaded cells (*note*: explanatory comments are attached to some cells). All other fields are formula-driven. The same two values for the second cohort (cohort B in this example) are also entered in the space provided on the template (not shown).

mdapp:
1-year retention rate

First-Time Full-Time Cohort A

| | | | | | | | 95% CI | |
|---|---|---|---|---|---|---|---|---|
| orig cohort | n retained | ret rate | 1-ret rate | sq rt ret | sq rt n | SE | lower | upper |
| 1,089 | 869 | 79.80% | 20.20% | 0.40 | 33.00 | 0.01 | 77.41% | 82.18% |

Figure 1. Constructing the 95% Confidence Intervals (CI)

Figure 2 shows the second stage of the template where the test of the difference in the two retention rates (independent proportions) is completed based on the values entered for each of the two cohorts from stage one. All fields are formula-driven. In this case, the null hypothesis that there is no difference in the two retention rates is rejected.

Null hypothesis: there is NO difference in the two independent proportions.

| Pooled estimate for overall proportion | $p_{s1}$ | $p_{s2}$ | z statistic[1] | df | absolute value: critical value | z - crit val | Test Decision |
|---|---|---|---|---|---|---|---|
| 0.76 | 0.80 | 0.73 | 4.06 | 2,860 | 1.96 | 2.10 | REJECT NULL |

Figure 2. Test of the Difference between Proportions (Level of Significance=.05)

Figure 3 shows a high-low chart constructed in SPSS based on the upper and lower limits for the 95% confidence intervals for each cohort. The non-overlapping intervals for the cohorts provide a visual confirmation of the decision to reject the null hypothesis of no difference. Overlapping intervals would have confirmed a decision to retain the null hypothesis of no difference.
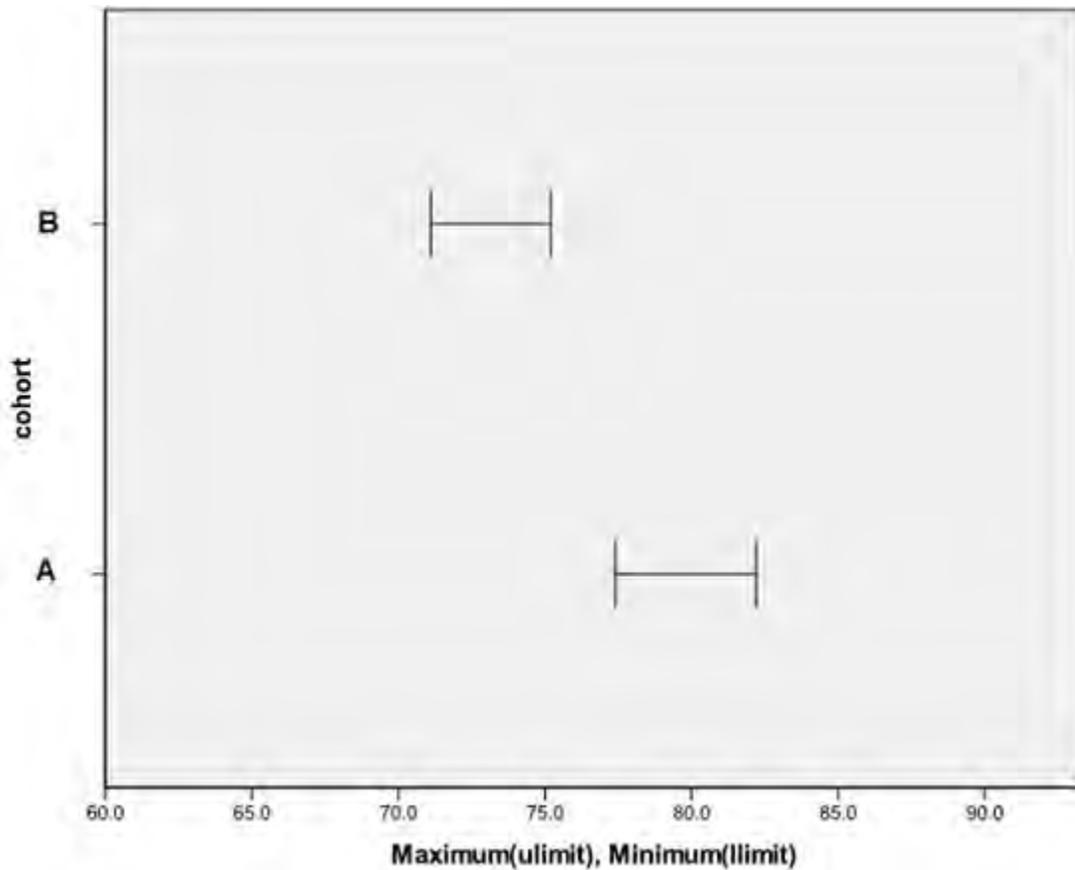
*Figure 3. 95% Confidence Intervals for 1-Year Retention Rates: Cohort A versus Cohort B*

If the template calculations had in fact resulted in a decision to retain the null hypothesis of no difference then a result such as that shown in the "Test Decision" field in Figure 4 would have occurred.

| Pooled estimate for overall proportion | $p_{s1}$ | $p_{s2}$ | z statistic[1] | df | absolute value: critical value | z - crit val | **Test Decision** |
|---|---|---|---|---|---|---|---|
| 0.47 | 0.49 | 0.46 | 1.68 | 2,534 | 1.96 | -0.28 | **RETAIN NULL** |

*Figure 4. Test of the Difference between Proportions (Level of Significance=.05)*

If you would like a copy of the Microsoft Excel template for testing the difference in two independent proportions, please contact Marlene Clapp mclapp@umassd.edu.

REFERENCES

Levine, D., Berenson, M., Krehbiel, T., & Stephan, D. (2008). *Statistics for managers using Microsoft Excel: Chapter 10 Two-Sample Tests* (5th ed.). [Powerpoint slides]. Retrieved from http://wps.prenhall.com/bp_levine_statsexcel_5/

Hinkle, D., Wiersma, W., & Jurs, S. (1998). *Applied statistics for the behavioral sciences* (4th ed.). Chicago, IL: Houghton Mifflin.

# Parting Thoughts

This month's *Parting Thoughts* gets our thoughts thinking March Madness!

"One man can be a crucial ingredient on a team, but one man cannot make a team."
~ Kareem Abdul-Jabbar

"There are really only two plays: Romeo and Juliet, and put the darn ball in the basket."
~ Abe Lemons

"It is most difficult, in my mind, to separate any success, whether it be in your profession, your family, or as in my case, in basketball, from religion."
~ John Wooden

"Basketball is like war in that offensive weapons are developed first, and it always takes a while for the defense to catch up."
~ Red Auerbach

"A tough day at the office is even tougher when your office contains spectator seating."
~ Nik Posa

"They say that nobody is perfect. Then they tell you practice makes perfect. I wish they'd make up their minds."
~ Wilt Chamberlain

"We can't win at home and we can't win on the road. My problem as general manager is I can't think of another place to play."
~ Pat Williams

"If you meet the Buddha in the lane, feed him the ball."
~ Phil Jackson

"We have a great bunch of outside shooters. Unfortunately, all our games are played indoors."
~ Weldon Drew

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