



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

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

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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.

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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 Constitution and Bylaws Comment Period

Before the holidays I wrote as part of our on-going communication with all members about a proposed change to the AIR Constitution and Bylaws. I write today to make available a draft version of the proposed Constitution and Bylaws and to invite comments and feedback to help shape the final version that will be presented for vote in March. Please consider this version to be a draft and work in progress.

The link below will take you to the documents located on the AIR website. You will also find information about the governance processes that the Board wishes to adopt to improve the way AIR involves members in all aspects of the Association. I hope you'll take time to read both the background information about policy governance and the frequently asked questions about the practical impact of the proposed changes to the Constitution and Bylaws.

www.airweb.org/governance

The AIR Board will use the feedback it receives from members to develop a final proposal for a new Constitution and Bylaws. Once completed, the membership will vote on that final version for implementation with the 2011-2012 Board.

At this point, I would like to ask you to look at the proposed Constitution and Bylaws. Your input is a very important component of this process. I look forward to hearing from you.

Sincerely,

Jim

James Trainer

AIR President

2010 AIR Election Results

The Association for Institutional Research (AIR) Board of Directors is pleased to announce the 2010 election results. Those elected will take office Wednesday, May 25, 2011 during the Annual Business Meeting at the 2011 AIR Forum in Toronto, Ontario.

Thank you to all members who voted, and congratulations to our newly elected officers and Board of Directors members:

Vice President



Ms. Julie Carpenter-Hubin
Director, Institutional Research and Planning
The Ohio State University

*Serves one year as Vice President, one as President, and one as Immediate Past President

Associate Forum Chair



Mrs. Alice Simpkins
Director of Institutional Research
Paine College

*Serves one year as Associate Forum Chair and one year as Forum Chair

Secretary/External Relations Committee Chair



Dr. Elizabeth Stanley
Consultant, retired from Zayed University, United Arab
Emirates

*Serves a three-year term

Associate Professional Development Services (PDS) Committee Chair



Dr. Marne Einarson
Senior Research and Planning Associate
Cornell University

*Serves a one-year non-voting term and a three-year term as PDS Chair

Continued on next page

Nominating Committee Members

*Serve a one-year term



Dr. Karen Webber
Associate Professor
University of Georgia



Dr. Phyllis Edamatsu
Director, Strategic Planning and Institutional Research
Delaware State University



Dr. Gary Pike
Executive Director, Information Management and
Institutional Research
Indiana University-Purdue University-Indianapolis



Ms. Qing Lin Mack
Director, Institutional Research
Asnuntuck Community College



Dr. Michelle Hall
Director, Office of Institutional Research and Assessment
Southeastern Louisiana University

Call for Associate Editor – *Assessment in the Disciplines* Series

Assessment in the Disciplines, an annual publication sponsored by AIR, is seeking an associate editor. The associate editor works closely with the editor, John Muffo, to identify key topics, recruit volume editors, and assist in editing of each volume before it goes to the AIR Executive Office for final review. The associate editor should have publication and editing experience, in addition to knowledge and interest in assessment-related topics in higher education academic settings. Attention to detail is highly desirable. The associate editor should also have some interest in becoming editor when John Muffo's term expires in 2012. Recent publications include *Assessment of Chemistry*, *Assessment of Writing*, and *Assessment in Engineering Programs: Evolving Best Practices*. Visit the [AIR web site](#) for additional information about the annual series.

To be considered, please submit a resume and letter of interest to John Muffo, muffo@vt.edu, by March 1, 2011. A final decision will be made by the AIR Publications Board at its next meeting and the new associate editor will be informed immediately thereafter.

Enrollment Open for National Study of Community College Instructional Costs and Productivity

[Enrollment is now open](#) for the national **Kansas Study of Community College Instructional Costs and Productivity**.

The Kansas Study collects and reports data on instructional workload (percent credit hours taught by full- and part-time faculty) and the direct costs of instruction, by discipline. Enrollment in the Kansas Study is free of charge.

Kansas Study data have been shown to be very useful for supporting accreditation, staff and program management, and internal accountability, as well as program review processes.

Participants receive reports for their individual institutional and national aggregate data, as well as the opportunity to select peer colleges and create benchmark comparisons on the project [Web site](#). The site also provides a complete list of 2010 Kansas Study participants, as well as additional information including enrollment forms and procedures.

Please contact me with any questions.

Jeff Seybert, Ph.D.

Director, National Higher Education Benchmarking Institute

jseybert@jccc.edu

Dr. Charles Blaich Named Director of Higher Education Data Sharing (HEDS) Consortium

Dr. Charles F. Blaich of Wabash College has been appointed director of the Higher Education Data Sharing (HEDS) consortium. Blaich joined HEDS January 1st. Previously he was the Director of Inquiries at Wabash College's Center of Inquiry in the Liberal Arts.

Blaich replaces Dr. Jason Casey, who served the organization for 10 years before moving last summer to be Director of Institutional Research at the Fashion Institute of Technology in New York City. Casey's accomplishments included design and implementation of the HEDS website and online data warehouse for greater ease of accessing data by members. He also successfully directed the organization through its most recent strategic planning process.

The Higher Education Data Sharing (HEDS) Consortium is a not-for-profit organization of approximately 135 private colleges and universities that assists member institutions in planning, management, institutional research, decision-support, policy analysis, educational evaluation and assessment. HEDS fulfills its mission by assembling, analyzing and sharing mutually agreed-upon and regularly updated historical information about member (and other) institutions, by offering professional development opportunities through a network of colleagues at other member institutions, and by providing other services including special studies, research reports, member conferences and workshops and advisory services. For more information, see the [HEDS web site](#).

Call for Editor - *Journal of The First-Year Experience & Students in Transition*

The *Journal* is looking for a qualified editor. The *Journal* is published twice annually in the spring and the fall and includes reports of quantitative, qualitative, and mixed-method studies. The editor has primary responsibility for the development of the *Journal* content (i.e., soliciting and reviewing articles and managing the review process). The editor works closely with the Assistant Director for Publications who oversees final production of the *Journal*; marketing the *Journal* to potential subscribers, contributors, and reviewers; and subscription management.

The editor will:

- Solicit manuscripts on a wide range of topics for the *Journal*.
- Promote the *Journal* through attendance at the National Conference on Students in Transition, the Annual Conference on The First-Year Experience, and other relevant scholarly and professional gatherings.
- Complete initial review of manuscripts submitted to the *Journal* to determine the submission is a report of empirical research on a topic appropriate for the *Journal* and, thus, suitable for further review by members of the *Journal* review board.
- Work with the Administrative Assistant for the *Journal* to keep authors informed of the status of their submitted manuscripts during the review process, which includes ensuring the acknowledgement of receipt of manuscripts and communicating timely feedback gathered from reviewers.
- In collaboration with the Assistant Director for Publications, have the opportunity to consider and develop new departments or formats for the *Journal*.
- Communicate with publications staff, as necessary, regarding processing of submissions.
- Participate in semiannual National Resource Center advisory board meetings to report on status of and new directions for the *Journal*.

The appointment is for a three-year term (six issues of the *Journal*) and will begin July 1, 2011. The editor will receive a \$6000 stipend annually for the term of the appointment. The National Resource Center will for pay travel to its two national meetings annually. Administrative support is provided by the staff of the National Resource Center.

Qualifications:

- Earned doctorate in higher education administration, student affairs, or related field
- Previous publication in refereed, research journal(s)
- Previous review board experience for referred journal(s)
- Knowledge of quantitative and qualitative research methodologies
- Demonstrated interest and expertise in issues related to or initiatives designed to support student transitions throughout the college years including, but not limited to, the first college year, transfer transition, the sophomore year, the senior year, the transition to graduate work, and the transitions of special student populations
- Faculty status and previous editorial experience, preferred

Applicants are invited to send letter of interest and curriculum vitae to:

Tracy L. Skipper, Ph.D., Assistant Director for Publications • National Resource Center for The First-Year Experience & Students in Transition - 1728 College Street • Columbia, SC 29208 • Phone: (803) 777-6226
Fax: (803) 777-9358 • E-mail: tskippe@mailbox.sc.edu

Mailed applications should be postmarked by February 28, 2011. E-mailed or faxed applications must be received by 11:59 pm EST February 28, 2011.

Enter the 2011 e-AIR Limerick Contest

It is time once again for the annual e-AIR Limerick Contest!

Help your colleagues get through the lean days of winter by entertaining them with your original limerick composition. Limericks must have something to do with institutional research and should follow the limerick "a-a-b-b-a" rhyming scheme. Beyond that, you are limited only by your creativity and sense of humor. Past submissions have helped us laugh (or groan) at topics ranging from data requests to assessment demands to technology changes.

Email your limerick(s) to Gayle Fink (gfink@bowiestate.edu) by **February 26th**. All entries received by that date will be stripped of identifying information and forwarded to our esteemed panel judges - Michelle Appel, Alan Sturtz, and the "gold medal" winner from our 2010 limerick contest, Sheila Eder. We will publish the winning limericks in the March e-AIR newsletter.

To help get you started, here is Sheila's winning limerick from last year:

***There once was a dashboard so bright.
Those red and green arrows delight.
With no downward trend
And bar charts without end
The measures were just "out of sight!"***

Readers who have submitted limericks in our previous contests have told us they had a lot of fun composing them. Our judges *love* judging them, and we know you appreciate reading them. So start rhyming!

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).

A tribute to AIR's first president and one of its founding fathers

John Ellsworth Stecklein, Professor Emeritus University of Minnesota, was born November 6, 1923 in Denver, Colorado and died on December 20, 2010.

John joined the faculty of University of Minnesota in 1952 after receiving his Ph.D. from the University of Wisconsin and retired in 1989. During that time John was listed among the 32 top persons in higher education in the country, as his work in higher education was widely acclaimed. He was a pioneer in the field of institutional research and was instrumental in establishing AIR, which has grown to international recognition. He traveled extensively for the University and Ford foundation as an advisor for over 11 countries to develop programs of higher education. Until he lost his sight in 1995, one of his greatest joys was playing tennis with the Senior Tennis Players Club. He was a great husband, father, teacher, and man. All will miss his dry, friendly humor.

John was preceded in death by son Ken. He is survived by wife Helen; children; daughter-in-law Hilary, grandchildren Gordon and Graham, son Mark (Pat) grandchildren Janelle, Paul and Eric, son Robb (Linda) grandchildren Jill, Lee, and Ross, daughter Beth True (Steve) grandchildren Andy and Caroline, and brother James, (Ann) and family.

Memorials may be sent to AIR for donations to the Julia M. Duckwall Scholarship Fund.

Dr. Gary Levy has joined Towson University as the Associate Provost for Academic Resources and Planning. Previously, Dr. Levy was Associate Vice Provost for Institutional Research and Assessment at Marquette University. Welcome to Maryland, Dr. Levy.

Ann Henderson, Registrar and Director of Institutional Research, retired from Skidmore College (Saratoga Springs, NY) at the end of the 2010 year. Ann held this position for 20 years and was the first person to hold the title of Director of Institutional Research at the College. She is looking forward to traveling out west, becoming an even greater friend of the theater, and sailing at her lake house.

IR In The Know

January 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.

This issue of *IR in the Know* focuses on college and university rankings. There are too many rankings to compile an exhaustive list; instead, we provide examples of selected rankings, as well as background material on this controversial issue. We have categorized the sources into four categories: General Information, Worldwide Rankings, U.S. Rankings, and Specialty Rankings. Please note that we are not endorsing any of the rankings listed here. Thanks to Julie Carpenter-Hubin and Helen Carlon from Ohio State University for their help in compiling this information.

General Information

R. Dan Walleri and Marsha K. Moss, editors of the [New Directions for Institutional Research](#) *Evaluating and Responding to College Guidebooks and Rankings*, no. 88 (Winter 1995), noted the "proliferation of college guidebooks and reputational rankings has become of increasing concern to many in the higher education community." Although somewhat dated, this issue of NDIR remains relevant and provides good background information on issues and perspectives of college and university rankings.

[College and University Rankings](#) published on the website of the University Library at the University of Illinois at Urbana-Champaign, provides an extensive bibliography of books, articles, and web sources to help the user understand the potential pitfalls of rankings and how to use them appropriately. The website also lists a number of rankings including a brief description and a link to those sources.

Worldwide Rankings

[Times Higher Education](#) ranks the top 200 universities by region of the world (Europe, Asia, North America, South America, Oceania, and Africa) and by subject (engineering and technology, life sciences, health, physical sciences, social sciences, and arts and humanities).

- [QS World University Rankings](#) provides their list of the top 500 institutions in the world based upon the academic reputation, employer reputation, and quality of faculty and staff.

U.S. Rankings

- [Community College Week](#) ranks the top 100 postsecondary institutions based on the number of associate degrees and pre-baccalaureate certificates conferred using National Center of Education Statistics (NCES) data.
- [Forbes' America's Best Colleges](#) ranks the best public and private colleges and universities from the students' point of view.
- [Kiplinger's 100 Best Values in Public Colleges](#) uses a combination of academic quality and affordability to compile its rankings. The website allows users to create their own custom lists to compare institutions.
- The [Princeton Review](#) surveys college students and provides institutional rankings annually in 62 areas such as most accessible professors, best town-gown relations, and happiest students. It also includes sections on great schools for the 15 most popular majors and the "100 best value colleges."

- [U.S. News and World Report](#) rankings of undergraduate colleges and universities are based on 16 areas such as retention, faculty resources, student selectivity, financial resources, and peer assessment.
- [Washington Monthly College Guide](#) provides rankings for liberal arts colleges, national universities, master's universities, baccalaureate colleges, community colleges, and "dropout factories" (i.e., those institutions with the worst graduation rates).

Specialty Rankings

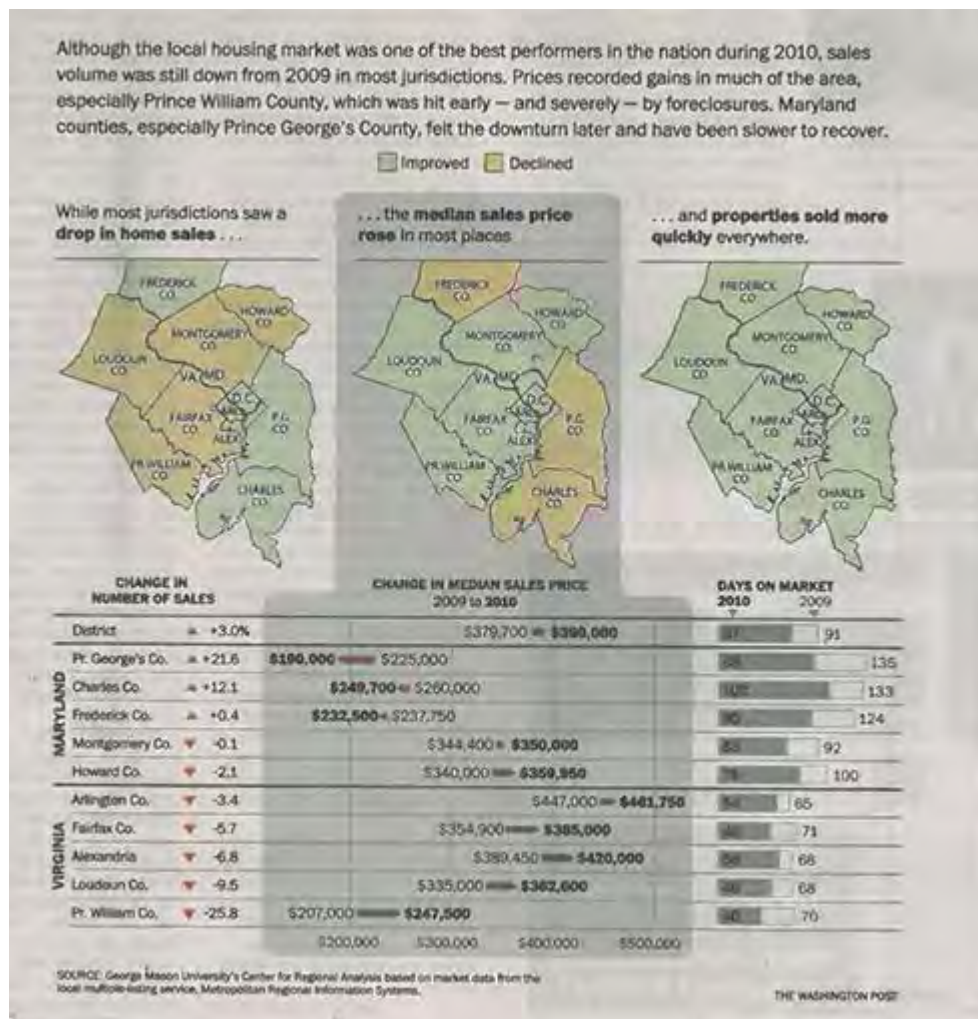
- [Newsweek](#) approaches its rankings slightly differently believing there is no single "best" school, but that different students look for different things in choosing a college. Newsweek rankings cover educational, social, and other aspects of college life as well as outcomes. Newsweek provides 12 rankings including The 25 Most Desirable Schools in America, 25 Schools for the Service-Minded, The 25 Most Diverse Schools, and The 25 Best Gay Friendly Schools.
- [In What Will They Learn™](#), the American Council of Trustees and Alumni assigns a grade to each institution based on whether the institution requires students to take classes in seven core subjects: composition, literature, foreign language, U.S. government or history, economics, mathematics, or natural or physical science.
- [A Data-Based Assessment of Research-Doctorate Programs in the United States](#) from the National Research Council provides data from more than 5,000 doctoral programs at 212 universities. The report contains illustrative ranges of rankings for each program, as well as ranges of rankings for three dimensions of program quality: research activity, student support and outcomes, and diversity of the academic environment.
- [Converge Online](#) ranks the tech-savvy community colleges using data from the Digital Community Colleges Survey. Recognized institutions are national leaders in utilizing technology to provide exceptional services to students, educators and administrators.
- The [Top Game Design Programs](#) by Princeton Review and Game Pro magazine lists the best undergraduate institutions in the U.S. and Canada for studying game design.
- [Paths to Professionals](#) by the Wall Street Journal provides a ranking of schools in the United States producing the best graduates according to recruiters in key majors (liberal arts, accounting, business/economics, marketing/advertising, finance, engineering, and computer science).
- [PayScale](#) surveys employees with fewer than five years in their career who hold only a bachelor's degree, collecting data on salary and college attended. Using these data, PayScale then ranks colleges by the salaries of graduates as well as majors that can lead to making the highest salaries.
- The [College Sustainability Report Card](#) examines 300 colleges and universities through the "lens of sustainability" defined as meeting the needs of the present without compromising the ability of future generations to meet their own needs. They collect data in nine areas including climate change and energy, green building, and investment priorities, assigning each institution a grade.

Publications

Editor's Website of the Month

Visual Displays of Information

This month, two items have come across my desk which display information in different and intriguing ways. The first is from an article in the January 1, 2011 issue of the *Washington Post*. The article describes the 2011 housing forecast for the Washington DC metropolitan area. The graphic below combines text, graphics and data to convey the number of home sales, median price, and days on market. As soon as I saw this, I started thinking about how this concept could be translated to admission's data. Changes in applicants, financial aid packages, days to accept, yield? I found this to be a very powerful approach to making a point while addressing various learning styles.



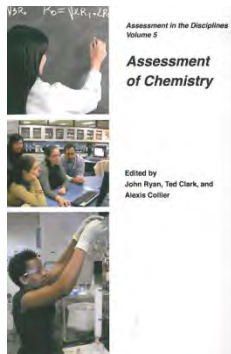
The second was sent to me by Marne Einarson, Cornell University. A colleague of hers sent this [video clip](#), showing a Swedish professor of public health demonstrating changes in countries' longevity and wealth over 200 years. It's a "cool" example of an animated bubble chart. The demonstration is about four minutes in length. The visualization software is called [Gapminder](#). It was developed by the person shown in the video.

Feel free to send me your favorite websites, new tools, or inspirations for displaying data (gfink@bowiestate.edu).

AIR Publications

Now Available – *Assessment of Chemistry*

Edited by John Ryan, Ted Clark, and Alexis Collier



Assessment of Chemistry provides a broad range of experiences, approaches, findings, and lessons learned—all from a disciplinary perspective. All 11 chapters are united by two primary motives—to enhance students' learning and success in chemistry and, in turn, to share helpful insights and lessons with other chemistry faculty across the country that will assist them in doing the same.

The volume provides detailed presentations and analyses of real cases that can be adapted for use in a variety of contexts.

Assessment of Chemistry is the latest volume in the AIR-sponsored Assessment in the Disciplines series. Previous volumes have covered employing assessment in the teaching of business, mathematics and related fields, and best practices for assessment in engineering and writing.

Assessment of Chemistry is available now to order [online](#), or download the printable [PDF](#) and fax it to AIR at 850-385-5180.

NCES Publications

SLDS Brief Offers Tips on Protecting Student Privacy

This Statewide Longitudinal Data Systems (SLDS) Technical Brief examines what protecting student privacy means in a reporting context. To protect a student's privacy, the student's personally identifiable information must be protected from public release. When schools, districts, or states publish reports on students' educational progress, they typically release aggregated data—data for groups of students—to prevent disclosure of information about an individual. However, even with aggregation, unintended disclosures of personally identifiable information may occur. Current reporting practices are described and each is accompanied by a table used to consider whether the intended protections are successful.

The Brief also illustrates that some practices work better than others in protecting against disclosures of personally identifiable information about individual students. Drawing upon the review and analysis of current practices, the Brief concludes with a set of recommended reporting rules that can be applied in reports of percentages and rates that are used to describe student outcomes to the public. These reporting rules are intended to maximize the amount of detail that can be safely reported without allowing disclosures from student outcome measures based on small numbers of students.

NCES welcomes comments on the recommended reporting rules.

[View the full report](#)

NCES Analyzes the Price of College

Eighty percent of all full-time undergraduates received some combination of grants, loans, work-study, or other type of aid. *What Is the Price of College? Total, Net, and Out-of-Pocket Prices in 2007–08*, a Statistics in Brief describes the annual price of education among undergraduates enrolled in U.S. postsecondary institutions in 2007–08. The data come from the most recent administration of the National Postsecondary Student Aid Study (NPSAS). Other findings include:

- In 2007–08, the average total price of attendance for full-time undergraduates (tuition plus living expenses) varied widely by the type of institution attended, ranging from \$12,600 at public 2-year colleges to \$18,900 at public 4-year institutions, \$28,600 at for-profit institutions, and \$35,500 at private nonprofit 4-year institutions.
- Students at for-profit institutions are shown to receive federal grants and student loans at considerably higher rates than those at other types of institutions. Even with such high percentages of Pell Grant and Stafford loan recipients, low-income students at for-profit schools still face the highest average out-of-pocket net prices compared to all other postsecondary institutions. The average out-of-pocket net price was \$11,700 among low-income students at for-profit institutions but the average for those enrolled elsewhere ranged from \$6,000 to \$9,800.

[View the full report](#)

NCES Releases Institutional Graduation Rates at 200 percent of Normal Time

Measuring bachelor's degree completion after 8 years results in a modest increase over 6-year graduation rates. This Issue Brief examines institutional graduation rates reported at 200 percent of normal time, a time frame that corresponds to completing a bachelor's degree in 8 years and an associate's degree in 4 years. The report compares these rates with those reported at 150 percent and 100 percent of normal time for all nine institutional sectors. The purpose is to determine whether the longer time frame results in higher institutional graduation rates.

Other findings include:

- In general, across all types of institutions, the increase in graduation rates between 150 percent and 200 percent of normal time was small relative to the increase between 100 percent and 150 percent of normal time.
- Average graduation rates for public 4-year colleges increased by about 4 percentage points between the 6-year and 8-year graduation rates, but by about 26 percentage points between 4-year and 6-year graduation rates. For public 2-year colleges, the average graduation rate increased by about 6 percentage points between the 3-year and 4-year graduation rates, and by about 11 percentage points between the 2-year and 3-year graduation rates.

[View the full report](#)

REL Report Looks at Preparation and Support of New Teachers

Teacher turnover in public schools, especially among new and early-career teachers, is estimated to cost more than \$7 billion a year. Research on teacher quality has identified various types of support used to help keep teachers in their schools beyond their first year of teaching, including access to mentors in the same subject area and participation in induction activities, such as planning and collaboration with other teachers.

This report, *How well prepared and supported are new teachers? Results for the Northwest Region from the 2003/04 Schools and Staffing Survey*, summarizes responses from the 2003/04 Schools and Staffing Survey by public school teachers in the Northwest Region who began teaching sometime during 1999–2003. The report serves as a baseline for interpreting the 2007/08 Schools and Staffing Survey and focuses on questions about pre-service coursework, preparation for essential classroom roles, and perceived level of support during the first year of teaching. The Northwest responses are compared to teacher responses nationwide.

Survey findings include:

- Nationally, and in all Northwest Region states, at least two-thirds of teachers reported being well prepared or very well prepared for teaching subject matter and using a variety of instructional methods.
- Nationally, less than two-thirds of teachers reported being well prepared or very well prepared for classroom management or discipline. The same was found for teachers in the Northwest Region states except for Oregon, where exactly two-thirds of teachers reported being well or very well prepared.
- Less than two-thirds of teachers describe themselves as well prepared or very well prepared for using computers for instruction both nationally and in all Northwest Region states.
- As part of teacher preparation, 93 percent of teachers had completed coursework on selecting and adapting instructional materials, 97 percent had completed coursework in learning theory or psychology appropriate to the ages of their students, and 96 percent had observed other teachers and received formal feedback on their teaching. These percentages are somewhat higher than for all teachers in the United States.

To view this report being released by the National Center for Education Evaluation and Regional Assistance, [visit the web site](#).

NCES Updates International Data Table Library

Fifteen new tables have been added to the International Data Table Library. New tables include data from the Program for International Reading Literacy Study ([PIRLS](#)) and Trends in International Mathematics and Science Study ([TIMSS](#)) on education outcomes, school contexts, and students' experiences and attitudes about education.

The International Data Table Library is a compendium of statistical tables that compare facets of education in the United States with those of other countries. The data have been collected by NCES and other organizations, including the Organization for Economic Cooperation and Development and the International Association for the Evaluation of Educational Achievement.

The five subject areas addressed in the table library are:

1. participation in education
2. education outcomes
3. school contexts
4. students' experiences and attitudes about education, and
5. education system characteristics.

To access the table library, please visit the [NCES web site](#).

K-12 Focused Reports

REL Report Identifies Instruments for Measuring Student Engagement

Researchers, educators, and policymakers are increasingly focused on student engagement as a key factor in addressing problems of low achievement, student boredom and alienation, and high dropout rates. As schools and districts seek to increase engagement, it is important for them to understand how it has been defined and to assess the options for measuring it.

This REL Southeast report, *Measuring Student Engagement in Upper Elementary through High School: A Description of 21 Instruments*, presents the results of a literature review of available instruments for measuring student engagement (behavioral, emotional and cognitive) in upper elementary through high school. The study describes 21 instruments that include student self-reports, teacher reports, and observation measures.

The report is a useful resource for educators, school psychologists, researchers, and other education professionals interested in measuring student engagement.

The report summarizes what is measured, instrument purposes and uses, and available technical information. In addition, instrument abstracts describe the main features of each instrument, including the developer, population, method, background, administration, constructs measured, scoring and reporting, reliability and validity, and use. References are listed for each instrument. The report is descriptive and is not intended to assess the quality of each instrument or identify strengths or weaknesses. To view this report being released by the National Center for Education Evaluation and Regional Assistance, visit the [NCEE web site](#).

NCES Releases New State-Level Data on State Education Reforms Website

New state-level data on state adoption of the Common Core State Standards and compulsory school attendance laws and exemptions are now available on the State Education Reforms website, hosted by the National Center for Education Statistics (NCES) in the Institute of Education Sciences.

The State Education Reforms website, which draws primarily on data collected by organizations other than NCES, compiles and disseminates data on state-level education reform efforts in five general areas: 1) accountability, 2) assessment and standards, 3) staff qualifications and development, 4) state support for school choice and other options, and 5) student readiness and progress through school. Examples of specific reform topics within these areas are school report cards, student and teacher assessments, high school graduation policies, and professional development.

The "Student Readiness and Progress through School" section of the website had one table updated, and one table was added to the "Assessment and Standards" section. To locate these tables on the SER [web site](#), look for the "Updated!" and "New!" tags next to the table titles.

School Transcript Study Data Now Added to NAEP Data Explorer

The NAEP Data Explorer for the High School Transcript Study database now provides more information on the coursetaking patterns of high school graduates. Users can access the data and create statistical tables and charts on the types of courses students take, credits earned, grade point averages, the relationship between coursetaking patterns and achievement on NAEP assessments and performance on other assessments. Visit the [NCES web site](#) for more information.

Other Publications

November/December 2010 Issue of Data Notes Available

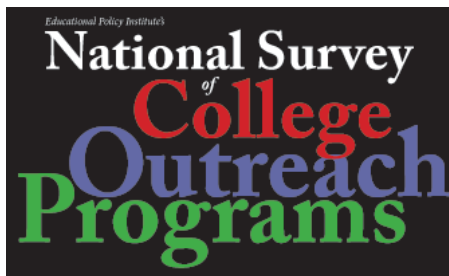
Data Notes is a bimonthly newsletter that presents data from the national Achieving the Dream database. Achieving the Dream: Community Colleges Count, is a multiyear national initiative to help more community college students succeed. The initiative focuses particularly on student groups that traditionally have faced significant barriers to success, including students of color and low-income students. The November/December 2010 issue of *Data Notes* can be viewed on the [Achieving the Dream web site](#).

Differences in Student Outcomes by State Highlighted in ATD Recent Newsletter

This issue of *Data Notes* highlights some of the differences that exist between states. In addition to Achieving the Dream data, this report includes data from the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for the 2008–09 academic year to describe differences among the states in which Achieving the Dream operates. The results suggest that state context is an important consideration in understanding what contributes to student success. More students in states that historically have larger proportions of low-income residents receive federal aid than do those students in states with lower proportions of low-income residents. State and local support of colleges is another factor in providing the resources necessary to educate students, with appropriations per FTE ranging from a high of \$11,314 to a low of \$3,507. On average, 57 percent of entering students were referred to developmental education, with a state percentages ranging from 75 percent to 47 percent of students. Overall, seven percent of students referred to developmental English successfully completed gateway English within two years of enrolling, compared with five percent of students referred to developmental math. Some states were seen to consistently lead on persistence across all three years, while others trailed the average, were below average, or showed within-year variation on persistence rates.

Research Requests

Request for Participation in the Education Policy Institute Pre-College Outreach Survey



The [Educational Policy Institute](#) is currently conducting an important survey regarding pre-college outreach programs. This work is being led by Dr. Watson Scott Swail, with support from TG, and is a follow-up to the study he directed in 2000 while with The College Board.

The **2010 National Survey of College Outreach Programs** is designed to solicit information from field-based programs about their operations and the students they serve. The data collected will result in a national directory of programs and provide important information about the strategies in use by various programs. All survey participants will receive an electronic copy of the directory.

Don't let your organization be left out - complete your [survey](#) today.

Meetings and Events

2011 AIR Annual Forum

Toronto, Ontario, May 21 – 25

[Sheraton Centre Toronto Hotel](#)

Registration is Now Open!

[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 website for information on passports and special AIR Forum group rates at the Sheraton Centre Toronto Hotel.



Affiliated Group Conferences



The **Florida Association of Institutional Research (FAIR) 2011 conference** will be held February 16-17, 2011 at the Mission Inn Resort and Club in Howey-in-the-Hills, Florida. A special conference hotel rate and registration are available through February 10, 2011. More information can be found at the [conference web site](#).

Other Meetings



Call for Papers: The 4th Annual HE Institutional Research Conference 2011 - Kingston University and the UK and Ireland Higher Education Institutional Research (HEIR) Network 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–June 16-17, 2011. **The deadline for online proposal submission is February 7, 2011.** More information can be found at our [conference website](#).

The 30th **Annual Conference on The First-Year Experience** will be held February 4-8, 2011 at the Marriott Atlanta Marquis in Atlanta, Georgia. More information can be found at the [conference website](#).



Call for Proposals/Save the Date: The Association for the Assessment of Learning in Higher Education 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. The deadline for proposal submission is **February 8, 2011**. All submissions will be reviewed by February 25, 2011. Presenters will be notified of their acceptance by March 4, 2011. See the [website](#) for more information.



The Organisation, Economics And Policy Of Scientific Research, Annual Workshop -

Workshop Date: February 18-19, 2011, Turin, Italy. More information can be found on the [web site](#) or by contacting [Cornelia Meissner](#).

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 [website](#) for more information.



Assessment in the Arts Conference – Call for Proposals/Save the Date: Rocky Mountain College of Art and Design is coordinating the Assessment in the Arts conference, July 28-30, 2011 in Denver, CO. The keynote speaker will be Dr. Douglas Boughton, the Director of the School of Art at Northern Illinois University. **Proposal deadline is February 28, 2011.** To submit a proposal, please send the following to [Allison Ostrowski](#), Director of Institutional Research & Assessment at Rocky Mountain College of Art & Design: 50 word abstract of the proposed content, name(s), title(s), affiliation(s) of presenters, type of content (paper/panel/workshop/roundtable), anticipated length, and any necessary technological support.

Call for Papers-Advancing the STEM Agenda Conference The American Society for Quality (ASQ) Education Division conference committee announces its STEM conference, "Advancing the STEM Agenda in Education, the Workplace and Society." The conference, co-sponsored with the University of Wisconsin-Stout, will be held July 19-20, 2011. View our conference [Call for Papers](#) - **Due March 1, 2011.** All papers are peer-reviewed. The primary presenter for each paper will receive a complimentary conference registration. See the [website](#) for more details.



Announcing the **Higher Education Data Warehousing Forum (HEDW) 2011 Conference** - 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: Ken Collier, Agile Consultant and Author on Agile DW/BI. See the [HEDW website](#) for further information.

Professional Development

IPEDS Spring Workshops Announced

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

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

Workshop participants may request up to \$500 to offset the cost of travel. Please visit the [AIR web site](#) for travel off-set and training content details.

Spring Workshop Opportunities:

- Texas Association for Institutional Research (TAIR), February 15, 2011, Austin, Texas
- Indiana Association for Institutional Research and Planning (INAIR), March 2, 2011, Indianapolis, Indiana
- American Association of Cosmetology Schools (AACS), March 5, 2011, Las Vegas, Nevada
- South Carolina Commission on Higher Education (SCCHE), March 8, 2011, Columbia, South Carolina
- North Carolina Association for Institutional Research (NCAIR), April 4, 2011, Boone, North Carolina
- Louisiana Association for Institutional Research (LAIR), April 19, 2011, Lafayette, Louisiana

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).

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

Deadline Date: Open until filled

[RESEARCH ANALYST - Slover Linett Chicago, IL](#)

Deadline Date: Open until filled

[RESEARCH ASSISTANT - Slover Linett Chicago, IL](#)

Deadline Date: Open until filled

[DIRECTOR OF INSTITUTIONAL RESEARCH PLANNING, AND ASSESSMENT - Randolph College Lynchburg, VA](#)

Deadline Date: Until Filled

[INSTITUTIONAL RESEARCH ANALYST - University of Missouri Kansas City, MO](#)

Deadline Date: 2/8/2011

[DIRECTOR OF INSTITUTIONAL EFFECTIVENESS & ASSESSMENT - Aims Community College Greeley, CO](#)

Deadline Date: Initial review of applications: 1/28/2011

[INSTITUTIONAL RESEARCH ASSISTANT \(Part-Time\) - The Graduate School Washington, DC](#)

Deadline Date: 1/28/2011, 5pm, EST

[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, Canada](#)

Deadline Date: open until filled

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

Deadline Date: open until filled

[DIRECTOR OF INSTITUTIONAL RESEARCH - American College of Education Chicago, IL](#)

Deadline Date: Open until filled

[DATA ANALYST - Blinn College Brenham, TX](#)

Deadline Date:

[DIRECTOR OF INSTITUTIONAL ASSESSMENT - Blinn College Brenham, TX](#)

Deadline Date:

[RESEARCH ASSOCIATE - Missouri University of Science and Technology Rolla, MO](#)

Deadline Date: 01/25/2011

[RESEARCH SCIENTIST RESEARCH ASSOCIATE, or POST-DOCTORAL RESEARCH ANALYST - Indiana University Bloomington, IN](#)

Deadline Date: 2/16/2011

[RESEARCH ANALYST - Grand Canyon University Phoenix, AZ](#)

Deadline Date: 3/11/2011

[RESEARCH ANALYST - Penn State Berks Reading, PA](#)

Deadline Date: Open until Filled

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

Deadline Date: 2/7/2011

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

Deadline Date: Open until filled

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

Deadline Date: 2/28/2011

[DATABASE SPECIALIST - AAMC Washington, DC](#)

Deadline Date: open until filled

[DIRECTOR PLANNING, RESEARCH AND POLICY ANALYSIS - Illinois State University Normal, IL](#)

Deadline Date: 02/7/2011

[SYSTEMS ANALYST - Purdue University-Calumet Hammond, IN](#)

Deadline Date: 1/21/2011

[DIRECTOR OF RESEARCH & PLANNING - Solano Community College Fairfield, CA](#)

Deadline Date: 2/7/2011 (First review)

[RESEARCH ANALYST FOR ASSESSMENT & SURVEYS - College of the Mainland Texas City, TX](#)

Deadline Date: Open until filled; review of applications to begin 2/1/2011

[DIRECTOR OF ASSESSMENT - University of Massachusetts Dartmouth North Dartmouth, MA](#)

Deadline Date: Review of applications begins 1/20/2011 and continues until position is filled

[ASSISTANT TO THE PROVOST FOR ASSESSMENT AND ACCREDITATION - Lake Superior State University Sault Ste. Marie, MI](#)

Deadline Date: Open until filled

[RESEARCH & DATA COORDINATOR - American Association of Colleges of Nursing Washington, DC](#)

Deadline Date: Open until filled

[ASSISTANT DIRECTOR OF INSTITUTIONAL RESEARCH - Eastern Mennonite University Harrisonburg, Virginia](#)

Deadline Date: Open until filled

[DIRECTOR OF INSTITUTIONAL ASSESSMENT East Carolina University Greenville, NC](#)

Deadline Date: Open until filled-applications will be reviewed beginning immediately

[RESEARCH INVESTIGATOR 3 \(In-training\) - Workforce Board Olympia, WA](#)

Deadline Date: Until Filled

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

Deadline Date: Until filled

[DIRECTOR INSTITUTIONAL RESEARCH & PLANNING - Wilfrid Laurier University Waterloo, ON \(Canada\)](#)

Deadline Date: Open until filled

[INSTITUTIONAL EFFECTIVENESS COORDINATOR - Memphis College of Art Memphis, TN](#)

Deadline Date: Until filled

[RESEARCH ANALYST - Coppin State University](#) - Baltimore, **MD**

Deadline Date: Open until filled

[DIRECTOR INSTITUTIONAL RESEARCH - Caldwell College](#) Caldwell, **NJ**

Deadline Date: ongoing

[RF RESEARCH AIDE \(PT\) - City Tech of CUNY](#) New York, **NY**

Deadline Date: Open Until Filled

[DIRECTOR PROGRAM EVALUATION - Beech Acres Parenting Center](#) Cincinnati, **OH**

Deadline Date: 01/31/2011

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

Deadline Date: 2/15/2011

[DATA ANALYST - Gonzaga University](#) Spokane, **WA**

Deadline Date: 2/4/2011 at 4:00pm

[VICE PROVOST FOR INSTITUTIONAL EFFECTIVENESS - Baylor University](#) Baylor, **TX**

Deadline Date: 2/28/2011

[DIRECTOR OF INSTITUTIONAL RESEARCH - Gonzaga University](#) Spokane, **WA**

Deadline Date: 2/4/2011 at 4:00pm

[INSTITUTIONAL RESEARCH SPECIALIST - Purdue University North Central](#) Westville, **IN**

Deadline Date: Open Until Filled

[DIRECTOR OF RESEARCH NATIONAL RESIDENCY MATCHING PROGRAM - Association of American Medical Colleges](#)
Washington, **DC**

Deadline Date: Open Until Filled

[BUSINESS ANALYTICS DEVELOPER - Georgia Institute of Technology](#) Atlanta, **GA**

Deadline Date: Open Until Filled

[DIRECTOR OF RESEARCH MCAT - Association of American Medical Colleges](#) Washington, **DC**

Deadline Date: Open Until Filled

[DIRECTOR OF INSTITUTIONAL RESEARCH - University of Washington](#) Bothell, **WA**

Deadline Date: Open Until Filled

[DIRECTOR OF INSTITUTIONAL RESEARCH AND ASSESSMENT - Massachusetts College of Pharmacy and Health Sciences](#) Boston, **MA**

Deadline Date: Open until filled

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

Deadline Date: Open Until Filled

[DIRECTOR OFFICE OF RESEARCH COMPLIANCE - Caltech](#) Pasadena, **CA**

Deadline Date: Open Until Filled

[RESEARCH STATISTICIAN - George Brown College](#) Toronto, Ontario, Canada

Deadline Date: Open until filled

Technical Tips from the Field

Using Auto Grouping in Excel

Gayle Fink (gfink@bowiestate.edu)

This month's Tech Tip was provided by Althea Oenga, Institutional Reporting Analyst, Pace University. Thank you Althea for sharing this time saving tip!

There are times when you may need to reformat your data within Excel. Recently I was working on a report for which I needed to categorize SAT Math score into groups. I had been in the habit of generating each group individually until I stumbled upon a feature called Auto Grouping. The Auto Grouping feature allows you to enter a minimum value, a maximum value, and an increment to automatically display your observations into a specified range. This works with numeric variables that do not have any blank values.

1. Highlight a cell within your pivot table to invoke the auto group dialog box. The dialog box can also be invoked by selecting the Pivot Table Options Tab and Group Field. The default values for the minimum and maximum values in the range will be based on your data.

The screenshot shows the Microsoft Excel interface with the PivotTable Tools ribbon selected. The PivotTable has 'SAT_MATH' as the Active Field and 'Count of UID' as the Group. The Auto Grouping dialog box is open, showing the following settings:

Field	Value
Starting at:	0
Ending at:	800
By:	100

The PivotTable data is as follows:

Row Labels	Count of UID
0	4
310	1
313	1
321	1
333	2
339	1
341	1
350	1
357	1
360	1
362	1
370	1
372	1
375	1
378	1
384	1
387	1
389	1
399	1

2. This may produce ranges that may not be exactly how you want your report to appear. In this case you can override these default values and enter a minimum value, a maximum value and an increment of your choosing.

The screenshot shows the Microsoft Excel interface with a PivotTable. The PivotTable is named 'PivotTable1' and has 'SAT_MATH' as the Active Field. The PivotTable is structured with 'Row Labels' in column A and 'Count of UID' in column B. The data in column A ranges from 0 to 399 in increments of 1. A 'Grouping' dialog box is open, showing the 'Auto' option selected. The 'Starting at' field is set to 0, the 'Ending at' field is set to 800, and the 'By' field is set to 50. The 'OK' button is highlighted.

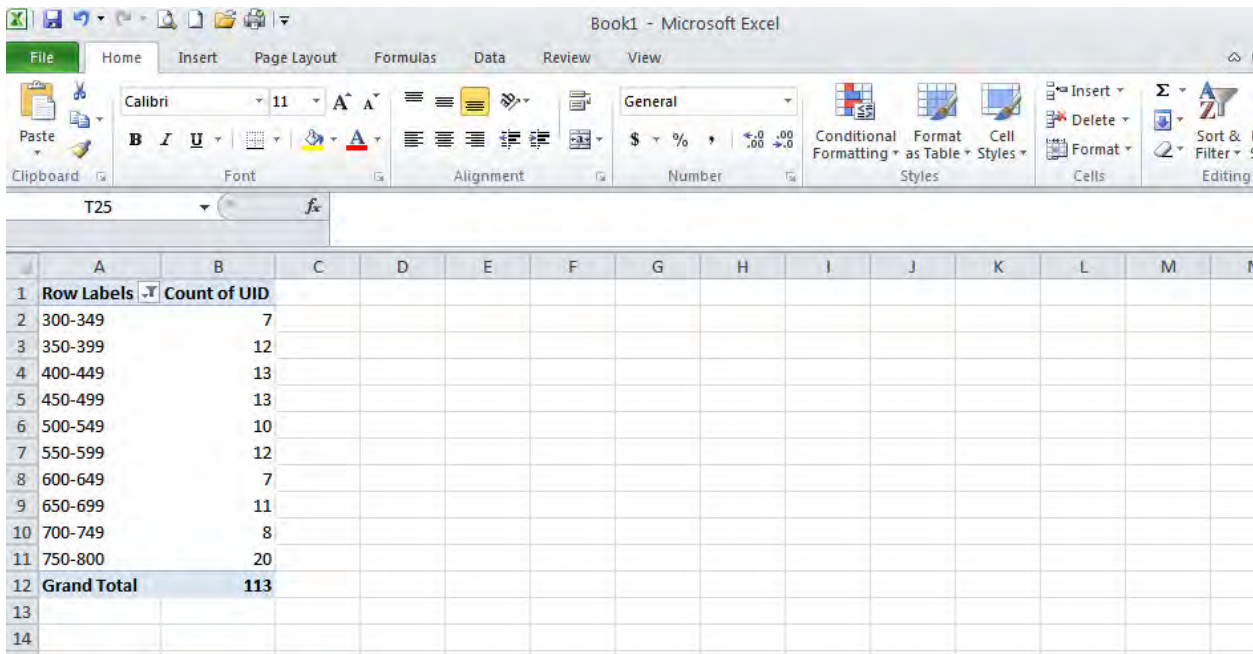
Row Labels	Count of UID
0	4
310	1
313	1
321	1
333	2
339	1
341	1
350	1
357	1
360	1
362	1
370	1
372	1
375	1
378	1
384	1
387	1
389	1
399	1

3. Enter your desired values. Select okay and your values will be automatically displayed in your specified range.

The screenshot shows the same PivotTable after the grouping operation. The 'Row Labels' are now grouped into ranges of 50. The 'Count of UID' column shows the count for each range. The 'Grand Total' for 'Count of UID' is 117.

Row Labels	Count of UID
0-49	4
300-349	7
350-399	12
400-449	13
450-499	13
500-549	10
550-599	12
600-649	7
650-699	11
700-749	8
750-800	20
Grand Total	117

4. Now that you have your values in the desired range you can decide to keep or remove any particular values. In this case, I decided to remove observations for which no SAT Math value was provided.



The screenshot shows the Microsoft Excel interface with a pivot table. The pivot table is located in the range A1:M12. The row labels are in column A, and the counts of UID are in column B. The data is as follows:

Row Labels	Count of UID
300-349	7
350-399	12
400-449	13
450-499	13
500-549	10
550-599	12
600-649	7
650-699	11
700-749	8
750-800	20
Grand Total	113

This process also makes it easier if you need to repeat the same pivot table for slight variations of the population.

Parting Thoughts

This month's *Parting Thoughts* provides tonic for the January winter blahs.

"People often say that motivation doesn't last. Well, neither does bathing - that's why we recommend it daily."
Zig Ziglar

"Pale January lay
In its cradle day by day
Dead or living, hard to say."
- Alfred Austin, *Primroses*

"I like these cold, gray winter days. Days like these let you savor a bad mood." Bill Watterson

"In January
it's so nice
while slipping
on the sliding ice
to sip hot chicken soup with rice.
Sipping once
Sipping twice
- Maurice Sendak, *In January*

"January opens
The box of the year
And brings out days
That are bright and clear
And brings out days
That are cold and grey
And shouts, "Come see
What I brought today!"
- Leland B. Jacobs, *January*

"Things turn out the best for the people who make
the best of the way things turn out."
-John Wooden

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