



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**

Editor:

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

Job Editor:

Lisa Gwaltney, AIR
(lgwaltney@airweb.org)

Subscription Management:

Donna Carlsen, AIR
(dcarlsen@airweb.org)

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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 send them to air@airweb.org.

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

Editor's Note: e-AIR Evolution

Many of us spend the winter break making plans for what we resolve to do differently in the New Year. It is no different with e-AIR. This issue marks the end of my term as Editor of Electronic AIR (e-AIR) and a transition point for this publication. Beginning in January, the AIR Executive Office will begin rolling out a new look and several new features for the e-AIR that support member needs and interests. The change in the editorship aligns with the new focus of the AIR Board of Director's as it moves from a task management-focused Board to a Policy Governance Board.

This has been a wonderful opportunity to serve AIR. I have many people to thank for making this such a positive experience: Marne Einarson, Meihua Zhai, and Timothy Chow, previous Editors, for setting the e-AIR standards; previous Publications Committee members, for their direction, support and good advice; the AIR Executive Office – in particular, Randy Swing who has been a wholehearted promoter of the newsletter, and Lisa Gwaltney who was always patient with yours truly and helped to keep me on track.

My most heartfelt thanks go to all of you who contributed to the e-AIR over the past 1.5 years. Each of you contributed to the profession by suggesting technical tips, providing parting thoughts, promoting conferences and meetings, providing occasional pieces, letting colleagues know of changes, or writing or judging limericks. It is truly the work of colleagues that makes AIR a vibrant organization. I am grateful for the opportunity to work and collaborate with such dedicated individuals.

During this transition period, please send your January e-AIR contributions to air@airweb.org. A more feature-driven approach will be in place over the next months.

Change encourages adaptation, learning, and ultimately improvement. I look forward to watching e-AIR continue its track record of being the longest running online newsletter as it evolves into a more member-supported publication.

Have a safe and fun winter holiday and a terrific New Year.

Gayle Fink
Editor, e-AIR
2010-2011

AIR Board of Directors Update – December 2011

The festive season is upon us – already! And we are planning the next few Board meetings, including our face-to-face meeting in February. One agenda item for this meeting is to discuss what the Board will be doing at the Forum this year. We will be sharing with all members an annual report on the Association and its activities and fiscal health. If you have any ideas about how we might best do that, besides a very early morning meeting, please [get in touch with me](#) with those ideas.

We also plan to use the opportunity to talk those of you able to attend the Forum in New Orleans, June 2-June 6 2012. What are the best ways we can do that from your perspective? And for those unable to attend the Forum, what else would work for you?

Last month we raised some questions about why you belong to AIR and what benefits you find most useful, and/or engaging? These are ongoing questions for the Board.

We also want to hear from you about the future of the profession of AIR. What do you think you will be doing five years from now? What will the current focus on quality educational data that links K-20 information mean for us in the future? How might the focus from such sources as the Data Quality Campaign on the dissemination and use of such education data help us in our work?

These questions and activities, the continuing development of our Board policies, the nomination and election activities, the work of the committee to review the association Awards, and the work of the committee taking a look at the Code of Ethics, are keeping us engaged.

The Board is also grateful for all the work so many of you are doing with the AIR office to review proposals for the New Orleans Forum and to look ahead in Forum Planning.

We all wish you a great time over the holidays as our campuses get a bit quieter for a while. And during your respite, please feel free to contact us with answers to any of the questions posed above by visiting the [AIR web site's Board of Directors page](#) where you will find our email addresses.

Jennifer Brown
AIR President

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.

Thereisa Coleman is now Associate Director of Assessment at the University of Texas at Austin.

Hala Khoury is now Director, Institutional Research and Planning at Langston University.

Wendy Marson is now Director of Institutional Effectiveness, Research and Planning at Inver Hills Community College in Minnesota.

Jason Schweitzer is now Senior Research Analyst at Rutgers University. He was previously a Research Analyst at the College of New Jersey.

Bob Wilkinson is now Associate Vice Chancellor for Institutional Research and Planning at Indiana University-Purdue University in Fort Wayne, Indiana.

IR In The Know

December 2011

(irintheknow@airweb.org)

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. The **Policy Watch** section alerts readers to developing policy news and topics that may warrant attention over the next few months. We welcome your feedback and suggestions. If you discover a resource or article you think might be useful to other IR professionals, please send an email to irintheknow@airweb.org.

Going the Distance: Online Education in the United States, 2011

[Going the Distance: Online Education in the United States, 2011](#) presents results from the Babson Survey Research Group's 2011 Survey of Online Learning. Based on responses from more than 2,500 colleges and universities, this report addresses questions about the nature and extent of online education including: is online learning strategic? are learning outcomes in online courses comparable to outcomes in face-to-face instruction? has faculty acceptance of online increased? what training do faculty receive for teaching online? what is the future for online enrollment growth? Although the rate of growth has slowed in the past year, growth in online enrollment continues to increase more rapidly than enrollment in higher education overall. In fall 2010, 6.1 million students enrolled in at least one online course, up 10.1% from fall 2009. Online enrollment now accounts for 31.3% of total enrollment.

Findings from the 2011 CGS International Graduate Admissions Survey, Phase III, Final Offers of Admissions and Enrollment

[Findings from the 2011 CGS International Graduate Admissions Survey, Phase III, Final Offers of Admissions and Enrollment](#) presents results from the third phase of the Council of Graduate Schools (CGS) annual survey of international graduate student applications, admissions, and enrollment. Offers of admission to prospective international graduate students increased by 9% in 2011 and first-time international graduate enrollment increased by 8%. The report focuses on offers of admission to students from China, India, and South Korea. These three countries account for about one-half of all non-U.S. citizens attending U.S. graduate schools. Offers of admission by field of study are also studied: 63% of international graduate students enroll in engineering, physical & earth sciences, and business.

Open Doors 2011: Report on International Educational Exchange

The Institute of International Education (IIE) recently released [Open Doors 2011: Report on International Educational Exchange](#). The report presents a comprehensive analysis of U.S. students studying abroad as well as international students studying in the U.S. Open Doors features graphic displays, maps, tables, figures and policy-oriented analyses. The IIE website provides an overview of the findings as well as links to tables, graphs, text, and fact sheets including "Fast Facts."

Crossing the Finish Line: A National Effort to Address Near Completion

[Crossing the Finish Line: A National Effort to Address Near Completion](#) by the Institute for Higher Education Policy (IHEP) outlines strategies to increase the number and diversity of individuals who left postsecondary education just shy of earning their credential. The brief defines near-completers as those students close to qualifying for an award and eligible to earn an award, but for a variety of reasons have not received one. The proposed framework for improving degree attainment includes improving the recruitment and assessment process of near-completers, addressing the financial burden, and providing student support services designed specifically for returning students. The brief highlights several regional and national efforts.

Student Debt and the Class of 2010

[Student Debt and the Class of 2010](#) is the sixth annual report from the Project on Student Debt on the cumulative student loan debt of recent graduates from four-year public and private nonprofit colleges and universities. The analysis shows debt level continues to rise and 2010 graduates carry an average loan debt of \$25,250. The report lists high- and low-debt colleges and states and concludes with recommendations to reduce the burden of student debt and to improve student debt data. An [interactive map](#) shows the average debt and proportion of students with debt for each state and more than 1,000 colleges and universities.

National Survey of Student Engagement

The National Survey of Student Engagement (NSSE) released its new report, [Fostering Student Engagement Campuswide—Annual Results 2011](#), based on responses from 416,000 students at 673 institutions in early November. The report covers a wide range of topics, including engagement across the campus, time use, learning strategies, reading comprehension, diversity and global awareness, and high-impact practices. Three-quarters of seniors perceived substantial gains in work-related knowledge and skills. Students spent an average of 15 hours per week studying, but those who devoted at least 20 hours per week to studying were not always fully prepared for class. Faculty expectations for study time tended to be close to actual time studying. Around half participated in an internship, practicum, field experience, or clinical assignment. About 20% of entering students expected paying for college to be “very difficult,” and those who anticipated payment problems also expected more difficulty learning course material, managing time, and interacting with faculty. For more information about the history of NSSE, or using the results, visit the [NSSE website](#) or refer to the New Directions for Institutional Research, [Using NSSE in Institutional Research](#), Number 14, Spring 2009.

Career Clusters: Forecasting Demand for High School Through College Jobs, 2008-2018

The Georgetown University Center on Education and the Workforce report, [Career Clusters: Forecasting Demand for High School Through College Jobs, 2008-2018](#), projects job opportunities and skill requirements through 2018 by 16 career and technical education “clusters.” These clusters are defined by the federal Perkins act and used widely in vocational programs. The report identifies the most promising clusters for workers whose highest award is a high school diploma or less, for those with some college but no degree, and those with a bachelor’s degree or higher. The report also includes average earnings of career clusters by educational attainment. A separate report presents [data by state](#) and the District of Columbia.

Policy Watch**FERPA**

On December 2, the Department of Education released final regulations amending the [Family Educational Rights and Privacy Act \(FERPA\) regulations](#). Additional information is available at the [US Department of Education’s website](#).

Publications

AIR Publications

IR Applications #32 - Now Available



Correcting Correlations When Predicting Success In College (November 2011)

Tom Schenk Jr., Iowa Department of Education

This paper explores the relationship between student major and industry of employment and its application to higher education accountability. Data provided by statewide longitudinal data systems (SLDS) have enabled state educational agencies and colleges to follow students into the workforce. While most studies have focused on wage outcomes, this study shows how to use SLDS data to understand the correlation between major and industry. The transition into the workforce is an important outcome since it is an assessment of a college's ability to develop specific, targeted sectors of the economy. We use SLDS data from Iowa to follow community college alumni from 2002 through 2008.

You can view or download [IR Applications #32](#) from the AIR web site.

Journal News

This feature covers various journals highlighted on the AIR web site. AIR members receive [considerable discounts](#) on all journals offered. In this edition of e-AIR, *Innovative Higher Education* is featured.

Innovative Higher Education

The most recently posted articles for this journal are as follows:

- Linda Vanasupa et al., “Challenges to Transdisciplinary, Integrated Projects: Reflections on the Case of Faculty Members Failure to Collaborate”
- Karri Holley and Mary Lee Caldwell, “The Challenges of Designing and Implementing a Doctoral Student Mentoring Program”
- Regina L. Garza Mitchell and Pamela L. Eddy, “Developing Thinking Communities”
- Deborah M. Warnock and Sara Appell, “Learning the Unwritten Rules: Working Class Students in Graduate School”
- Douglas A. Powell et al., “Using Blogs and New Media in Academic Practice: Potential Roles in Research, Teaching, Learning, and Extension”

As we work, and sometimes struggle, to incorporate the world of technology into our academic life, the world of scholarly publishing is in flux and has been so for quite some time now. The above articles have been posted in the online version of this journal, and this posting happens quickly after the final author/editor proofing have been completed, generally within two weeks of return of the proofs to Springer Press. Once posted, these articles are to be considered “published”, and they are fully citable using the [doi](#) number. Later, the designated articles will be bundled into the traditional print issue.

Visit the [website](#) for complete information about the journal.

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

NCES Publications

National Center for Education Statistics (NCES)

Statistical Methods for Protecting Personally Identifiable Information in the Disclosure of Graduation Rates of First-Time, Full-Time Degree- or Certificate-Seeking Undergraduate Students by 2-Year Degree-Granting Institutions of Higher Education

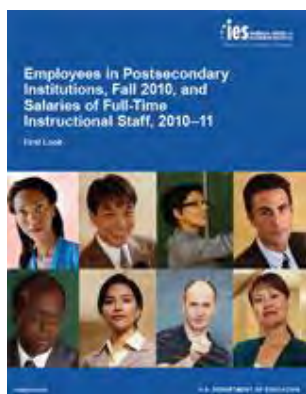
The NCES technical brief, *Statistical Methods for Protecting Personally Identifiable Information in the Disclosure of Graduation Rates of First-Time, Full-Time Degree- or Certificate-Seeking Undergraduate Students by 2-Year Degree-Granting Institutions of Higher Education* (NCES 2012-151), includes definitions, background information, disclosure practices, and practices for balancing disclosure and confidentiality to assist institutions in meeting the graduation rate disclosure requirements in Section 485 of the Higher Education Act, as amended. Beginning in 2011-12, two-year institutions are required to annually disclose graduation rates disaggregated by various categories. When small numbers of individuals are involved, it is possible for an institution to inadvertently disclose personally identifiable information, which violates privacy laws. This brief details three practices to help prevent unintentional disclosure: not publishing counts, suppressing small groups, and recoding small groups into ranges. These practices maximize the amount of information disclosed to ensure compliance with HEOA while protecting student privacy.

NCES to Host Delta Cost Data, The First in New Series of IPEDS-Based Panel Datasets

A series of panel datasets will be developed and released by the National Center for Education Statistics, making it easier for analysts to study trends in postsecondary institutions and education. IPEDS is a large data collection with many years of data, and changes in variables and the universe of institutions make trend analysis difficult. The creation of a panel data will make the data substantially more user-friendly. The first in a series of IPEDS Analytics Databases will be the Delta Cost Project's database, which used IPEDS data to build the original database as part of an effort to bring greater attention to college spending through better data, cost metrics, and communication. NCES has agreed to host and update the database on its website. Both the raw variables, and the derived variables developed currently in the database, will be updated and maintained by NCES. The transition of the database from the Delta Cost Project to NCES is planned for early 2012. The publications and online tool of the Delta Cost Project will be transitioned to the American Institutes for Research. For more information, visit the [website](#).



NCES Releases New Data on Postsecondary Employees and Salaries



While adjusted 9-month average salaries for professors at degree-granting public 4-year institutions have increased from 2004-05 to 2010-11 (adjusted for inflation) for both men and women, the adjusted 9-month average salaries (adjusted for inflation) for their counterparts at degree-granting 2-year public institutions have decreased for both men and women from 2004-05 to 2010-11 according to new data released by the National Center for Education Statistics. *Employees in Postsecondary Institutions, Fall 2010, and Salaries of Full-Time Instructional Staff, 2010-11* presents data from the Winter 2010-11 Integrated Postsecondary Education Data System, including data on the number of staff employed in Title IV postsecondary institutions in fall 2010 by occupation, length of contract/teaching period, employment status, salary class, faculty and tenure status, academic rank, and gender. To view the full report, visit the NCES [website](#).

NCES Releases New Report on Who Receives Education Tax Benefits and the Effect They Have on the Price of College Attendance

Nearly one-half (47 percent) of all 2007–08 undergraduates received an education tax benefit (Hope tax credit, lifetime learning tax credit, or the tuition and fees deduction). These benefits reduced recipients' average college expenses for the academic year by about \$700.

In addition to providing estimates on education tax benefits for all 2007–08 undergraduates, this Statistics in Brief investigates the ways in which receipt of these benefits, and these benefits' effect on the price of college attendance, varies by family income. Since student-level data on tax benefits are not available from other sources, Internal Revenue Service rules for 2007 education tax benefits were applied to a nationally representative sample of 2007–08 undergraduate and graduate students to determine the potential distributions and amounts of the tax benefits.

To view the full report, visit the NCES [website](#).

National Postsecondary Education Cooperative (NPEC)

The National Postsecondary Education Cooperative released the following reports related to IPEDS: [The History and Origins of Survey Items for the Integrated Postsecondary Education Data System](#)

This project was conducted to determine the origin of items in the 2011-12 Integrated Postsecondary Education Data System (IPEDS) survey components. The report was developed to document the sources of current IPEDS data items as background information for interested parties and to provide guidance when NCES, technical review panels, and others are considering potential changes to the IPEDS data collection.

[Suggestions for Improvements to the Collection and Dissemination of Federal Financial Aid Data](#)

Several offices within the U.S. Department of Education collect and disseminate data about student financial aid. However, limitations of these data sources may make it difficult for consumers, policymakers, and researchers to gain a complete picture of the sources, types, and amounts of aid going to students at institutions of higher education and the relationship between aid and policy goals such as access and success. This report presents the findings and recommendations of the NPEC Working Group on Financial Aid Data, which sought to identify potential improvements to the collection and dissemination of federal financial aid data. The recommendations in this report do not affect IPEDS Student Financial Aid reporting at the present time, but suggest directions for future improvement over time.



Other Publications

NCSES Publications

Academic Institutions of Minority Faculty with Science, Engineering, and Health Doctorates

Science, engineering, and health (SEH) doctorates awarded by U. S. institutions to minorities (Asians, blacks, Hispanics, and American Indian/Alaska Natives) have been increasing in number over the past two decades. Nevertheless, both minority doctorate numbers and minority faculty numbers remain low, especially in the leading research institutions. ([Read more...](#))

Number of Doctorates Awarded in the United States Declined in 2010

U.S. academic institutions awarded 48,069 research doctorates in 2010, down from 49,554 awards in 2009 and the first decline in doctorates awarded since 2002. The 2010 decline was magnified by the recent reclassification of many Doctor of Education (EdD) degree programs from the research doctorate to the professional doctorate category, and consequently the discontinuation of data collection from the reclassified degree programs by the Survey of Earned Doctorates (SED). The total number of doctorates awarded in fields other than education also declined from 2009 to 2010, but by a much smaller amount than the decline in education doctorates. ([Read more...](#))

NCSES Request for Comment

The National Center for Science and Engineering Statistics (NCSES) at the National Science Foundation (NSF) has announced a request for comments on the intent to conduct an evaluation of the designs for two of the three surveys that comprise the Scientists and Engineers Statistical Data System (SESTAT) in the Federal Register (Vol. 76, No. 224/Monday, November 21, 2011/Notices). This request is in response to recent improvements to the design of the National Survey of College Graduates (NSCG) that potentially offset the further need for the National Survey of Recent College Graduates (NSRCG). ([Read more...](#))

Meetings and Events



AIR 2012 Forum
New Orleans, Louisiana
June 2, 2012 – June 6, 2012

Registration Opening Soon!

Registration for the 2012 Forum will open in January. Register by February 3, 2012 to secure the Early Bird Registration rate.

Visit [the Forum website](#) for up-to-date information on registration, programming, and special events.

Affiliate Group Meetings



The **Texas Association for Institutional Research** will hold its annual conference **February 21-24, 2012** in Corpus Christi, Texas. The conference theme is "The Winds of Change: The Importance of Institutional Research in Turbulent Times." Please visit the [TAIR website](#) for conference details and registration.

The **2012 SEAIR Conference** will be held November 6-8, 2012 in Kota Kinabalu, Sabah, Malaysia with the theme "Culturalizing World Class Higher Education in ASEAN". The forum is international in scope, and we welcome papers from throughout the world on related IR issues. Abstracts are due on **7/12/2012** with full papers required by **8/12/2012**. Accepted full papers will be included in a refereed publication following review by two blind referees. Don't miss the beautiful island of Borneo in November. Contact Hamzah Md. Omar by email: drhmo@yahoo.com for questions about the conference.

World Research Festival, 2012 – Save the Date: The Philippines Association for Institutional Research (PAIR) will co-host the World Research Festival, **August 22-25, 2012** in Cebu City, Philippines. Please see the [website](#) for information

Other Meetings

The Future of Higher Education Conference - The Center for Public Scholarship presents the 26th conference from the Social Research journal at The New School. The aim of the conference is to outline the ways in which U.S. university leadership can work to ensure that U.S. universities can continue to adapt and thrive as their contexts change. The conference will be held **December 8-9, 2011**, in the John Tishman Auditorium, New York City. Registration and full program information, including keynote speakers, can be found at the [website](#).

The Association for the Assessment of Learning in Higher Education (AALHE) is now accepting proposals for presentations at our Second Annual Conference, to be held **June 3 – 5, 2012**, at the Hotel Albuquerque at Old Town, in Albuquerque, New Mexico. Proposals may be submitted by email to Conference@AALHE.org through **February 8, 2012**. Details can be found at the [AALHE website](#).

The 2012 **Assessment in the Arts Conference** is accepting proposals for its conference to be held **July 20-22, 2012** in Denver. If you are interested in submitting a proposal, please submit to Allison Ostrowski, Director of Institutional Research & Assessment at Rocky Mountain College of Art + Design (aostrowski@rmcad.edu), by **February 1, 2012**. All submissions will be peer reviewed for acceptance. **Proposal guidelines:** 250 word abstract of the proposed content; name(s), title(s) and affiliation(s) of presenters; type of content (paper/panel/workshop/roundtable); and any necessary technological support. For more information please visit the [conference website](#).

Professional Development

Online Tutorials for Winter/Spring IPEDS Data Submission

AIR, with support from the National Center for Education Statistics (NCES), provides free [online video tutorials](#) about IPEDS data submission. These 3-4 minute tutorials explain important IPEDS concepts, such as:

- SFA Student Groups
- Graduation Rates
- Retention Rates
- Student Grant Aid

Other IPEDS related tutorials include:

- Net Price Calculator
- New Keyholders
- Executive Peer Tool
- College Navigator
- Classification of Instructional Programs (CIP)

These and additional IPEDS tutorials are available from [AIR's IPEDS Resource Center](#).

Grant Opportunities

Application Process Open for 2012 AIR Research and Dissertation Grants

With support from the National Science Foundation ([NSF](#)), the National Center for Education Statistics ([NCES](#)), and the National Postsecondary Education Cooperative ([NPEC](#)), the Association for Institutional Research ([AIR](#)) operates two grant programs that support research on a wide range of issues of critical importance to U.S. higher education.

Two levels of grants are offered:

- **Research Grants:** Faculty and practitioners are eligible for research grants of up to \$40,000 for one year of independent research (Note: These research grants are not available to students). All grant recipients must be affiliated with a U.S. postsecondary institution or relevant non-profit higher education organization.

[Research Grant Application Details](#)

[Research Grant Guidelines](#) (PDF)

- **Dissertation Grants:** Doctoral students are eligible for dissertation grants of up to \$20,000 for one year to support dissertation research and writing under the guidance of a faculty dissertation advisor.

[Dissertation Grant Application Details](#)

[Dissertation Grant Guidelines](#) (PDF)

The programs have two separate purposes:

- NSF and NCES support grants aimed to increase the number of researchers using national datasets and demonstrate the contribution that these datasets make to the national base of knowledge on higher education policy, theory, and practice.
- NPEC funding supports grants that increase the understanding and knowledge of a specific issue area identified by NPEC. This year, the focus is "**Exploring Postsecondary Non-Degree Programs.**"

The deadline for proposal submission is January 10, 2012 (11:59 p.m. EST). Please visit the [AIR Grants webpage](#) for program descriptions and online applications.

Applicants will be notified of funding decisions by March 23, 2012. Funding will be available starting May 1, 2012.

Assistance is available from the AIR staff at grants@airweb.org or 850-385-4155 x200.

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.

[INSTITUTIONAL PLANNER](#) University of Wisconsin-Parkside, Kenosha, **WI**

Deadline Date: January 7, 2011 for first consideration

[DIRECTOR OF INSTITUTIONAL RESEARCH](#) ECPI , Greenville, **SC**

Deadline Date: Open until filled

[BUSINESS DATA ANALYST](#) University of Redlands, Redlands. **CA**

Deadline Date: Open until filled

[DIRECTOR FOR INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT](#) Xavier University, New Orleans, **LA**

Deadline Date: February 1, 2011 or until filled

[ASSOCIATE DIRECTOR OF INSTITUTIONAL RESEARCH AND ANALYSIS](#) Delaware State University, Dover, **DE**

Deadline Date: 13-Jan-12

[ASSESSMENT MANAGER](#) College of Graduate Nursing of Western University of Health Sciences, Pomona, **CA**

Deadline Date: Open until filled

[STATISTICAL RESEARCH SPECIALIST, SENIOR \(123275\)](#) Palo Alto College, San Antonio, **TX**

Deadline Date: 12/16/2011

[ASSOCIATE POLICY AND PLANNING ANALYST](#) University of Wisconsin-Parkside, Kenosha, **WI**

Deadline Date: January 7th, 2012

[IR INTERN, PRESIDENT'S OFFICE](#) University of Massachusetts, Waltham, **MA**

Deadline Date: January 15th, 2012

[INSTITUTIONAL RESEARCH ANALYST](#) Seattle University, Seattle, **WA**

Deadline Date: Open until filled

[ASSOCIATE DIRECTOR FOR INSTITUTIONAL RESEARCH](#) Excelsior College, Albany, **NY**

Deadline Date: Open until filled

[RESEARCH ASSOCIATE](#) Loyola University Maryland, Baltimore, **MD**

Deadline Date: Open until filled

[INSTITUTIONAL EFFECTIVENESS COORDINATOR](#) California State University, San Bernardino, **CA**

Deadline Date: Open until filled

[INSTITUTIONAL RESEARCH ASSOCIATE \(Grant Funded\)](#) Owens Community College, Perrysburg, **OH**

Deadline Date: Open until filled

[DIRECTOR OF THE OFFICE FOR INSTITUTIONAL EFFECTIVENESS](#) London Metropolitan University, London, **England**,

Deadline Date: 13-Jan-12

[AVP, INSTITUTIONAL RESEARCH AND ASSESSMENT](#) National University, La Jolla, **CA**

Deadline Date: Open until filled

[ACADEMIC SUPPORT PROFESSIONAL](#) University of Colorado Denver, Denver, **CO**

Deadline Date: Open Until filled

[PROGRAM DIRECTOR OF RESEARCH](#) Jobs for the Future, Boston, **MA**

Deadline Date: Open until filled

[ASSOCIATE DIRECTOR OF QUALITY IMPROVEMENT](#) University of Missouri-Columbia, Columbia, **MO**

Deadline Date: 2-Jan-12

[ASSISTANT/ASSOCIATE VICE PRESIDENT FOR ACCREDITATION, ASSESSMENT, PLANNING, AND RESEARCH](#) Delaware Valley College, Doylestown, **PA**

Deadline Date: until position is filled

[SENIOR PSYCHOMETRICIAN](#) University of Texas at Austin, Austin, **TX**

Deadline Date: Until filled

[INSTITUTIONAL RESEARCH ANALYST](#) Binghamton University, Binghamton, **NY**

Deadline Date: 6-Jan-12

[ASSOCIATE DIRECTOR FOR ANALYTICS](#) Smith College, Northampton, **MA**

Deadline Date: Open until filled

[DIRECTOR OF ASSESSMENT](#) University of Massachusetts, Amherst, **MA**

Deadline Date: 01/31/2012 or until filled

[EDUCATIONAL RESEARCH ASSESSMENT ANALYST, Full-time](#) Mt. San Antonio College, Walnut, **CA**

Deadline Date: 1/3/2012

[EDUCATIONAL RESEARCH ASSESSMENT ANALYST, Part-time](#) Mt. San Antonio College, Walnut, **CA**

Deadline Date: 1/3/2012

[DATA ANALYSIS COORDINATOR](#) Committee on Institutional Cooperation (CIC), Champaign, **IL**

Deadline Date: 14-Dec-11

[COORDINATOR OF CONTINUOUS PROGRAM IMPROVEMENT](#) Bowie State University, Bowie, **MD**

Deadline Date: 1-Feb-12

[DIRECTOR OF INSTITUTIONAL RESEARCH](#) Franklin Pierce University, Rindge **NH**

Deadline Date: Open until filled

[DIRECTOR OF INSTITUTIONAL RESEARCH](#) South Puget Sound Community College, Olympia, **WA**

Deadline Date: Open Until filled Priority Consideration 12/30/11

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

Deadline Date: 10-Dec-11

[SENIOR STATISTICAL ANALYST](#) University of Florida, Gainesville, **FL**

Deadline Date: 12/13/2011

[ASSOCIATE DIRECTOR, INSTITUTIONAL RESEARCH AND EFFECTIVENESS](#) University of Colorado Denver, Denver, **CO**

Deadline Date: Open until filled

[PAID INSTITUTIONAL RESEARCH INTERNSHIP](#) Bridgepoint Education, San Diego, **CA**

Deadline Date: Open until filled

[DIRECTOR OF ASSESSMENT AND INSTITUTIONAL RESEARCH](#) Scripps College, Claremont, **CA**

Deadline Date: 1/23/2012

[INSTITUTIONAL RESEARCH ANALYST](#) Mesa Community College, Mesa, **AZ**

Deadline Date: 12/16/2011

[PROGRAM DIRECTOR OF RESEARCH](#) Jobs for the Future, Boston, **MA**

Deadline Date: Open until filled

[MANAGER-QUALITY IMPROVEMENT](#) Higher Colleges of Technology, Abu Dhabi, **UAE**

Deadline Date: 15-Dec-11

[PART-TIME RESEARCH ANALYST](#) Oakland Community College, Auburn Hills, **MI**

Deadline Date: 9-Dec-11

[DIRECTOR, ACADEMIC ASSESSMENT AND EVALUATION](#) Community College of Philadelphia, Philadelphia, **PA**

Deadline Date: Open until filled

[COORDINATOR FOR BUSINESS AND TECHNOLOGY APPLICATIONS, UNDERGRADUATE ADMISSION AND FINANCIAL AID](#) Loyola University Maryland, Baltimore, **MD**

Deadline Date: Open until filled

[DIRECTOR OF INSTITUTIONAL RESEARCH](#) Tyler Junior College, Tyler, **TX**

Deadline Date: Open until filled

[ASSISTANT/ASSOCIATE PROFESSOR](#) Institute of Higher Education, Athens, **GA**

Deadline Date: 9-Jan-12

[ASSOCIATE VICE PRESIDENT, INSTITUTIONAL RESEARCH AND DATA MANAGEMENT](#) Texas Woman's University, Denton, **TX**

Deadline Date: open until filled

[ASSISTANT VICE PRESIDENT FOR ENROLLING MGMT, REPORTING](#) Tulane, New Orleans, **LA**

Deadline Date: 12.02.2011

[RESEARCH ANALYST-ASSESSMENT AND INSTITUTIONAL RESEARCH](#) Luther College, Decorah, **IA**

Deadline Date: 12/30/2011

[ENROLLMENT MANAGEMENT DATA ANALYST](#) Portland State University, Portland, **OR**

Deadline Date: 12-Dec-11

[ASISTANT PROVOST FOR UNIVERSITY INSTITUTIONAL PLANNING AND RESEARCH](#) Suffolk University, Boston, **MA**

Deadline Date: 1/14/2012

[RESEARCH ANALYST](#) College of New Jersey (TCNJ), Ewing, **NJ**

Deadline Date: 12/15/2011

[DIRECTOR OF EDUCATIONAL EFFECTIVENESS](#) Saint Mary's College, Moraga, **CA**

Deadline Date: 12/11/2011 11:59 PM Pacific Time

[ASSISTANT DIRECTOR, INSTITUTIONAL EFFECTIVENESS, PLANNING & RESEARCH](#) College of Lake County, in Grayslake, **IL**

Deadline Date: 31-Dec-11

[EXECUTIVE DIRECTOR OF RESEARCH AND INSTITUTIONAL EFFECTIVENESS](#) San Jose/Evergreen Community College District, San Jose, **CA**

Deadline Date: 30-Nov-11

[EDUCATIONAL RESEARCH, ASSESSMENT, AND DATA ANALYST](#) Sowela Technical Community College, Lake Charles, **LA**

Deadline Date: 30-Nov-11

[ASSOCIATE PROVOST FOR INSTITUTIONAL RESEARCH](#) The State University of New York, Albany, **NY**

Deadline Date: Open until filled

[INSTITUTIONAL RESEARCH ANALYST](#) Heald College, San Francisco, **CA**

Deadline Date: 1-Dec-11

[DIRECTOR OF ASSESSMENT AND INSTITUTIONAL RESEARCH #785](#) Scripps College, Claremont, **CA**

Deadline Date: Until position is filled

[INSTITUTIONAL RESEARCH II-REPORTING](#) Bridgepoint Education, San Diego, **CA**

Deadline Date: Open until filled

[ASSOCIATE DIRECTOR OF INSTITUTIONAL RESEARCH FOR FINANCIAL DATA ANALYSIS](#) Gonzaga University, Spokane, **WA**

Deadline Date: 12-02-2011 at 4:00 pm

[DIRECTOR OF INSTITUTIONAL EFFECTIVENESS](#) Morgan Community College, Fort Morgan, **CO**

Deadline Date: 12/2/2011

[IR ANALYST](#) Seattle University, Seattle, **WA**

Deadline Date: Open until filled

[EXECUTIVE DIRECTOR, REGIONAL ACCREDITATION](#) Kaplan, Chicago, **IL**

Deadline Date: Open until filled

[ASSOCIATE DIRECTOR OF THE OFFICE FOR RESEARCH ADMINISTRATION](#) Lawrence University, Appleton **WI**

Deadline Date: 2-Dec-11

[RESEARCH ASSOCIATE](#) Northampton Community College, Bethlehem, **PA**

Deadline Date: 12/10/2011

[DIRECTOR OF INSTITUTIONAL RESEARCH & PLANNING](#) Cambridge College, Cambridge, **MA**

Deadline Date: Open until filled

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

Deadline Date: until filled

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

Deadline Date: Open until filled

[ASSESSMENT COORDINATOR](#) California State University, San Bernadino, **CA**

Deadline Date: 21-Nov-11

[EXECUTIVE DIRECTOR OF INSTITUTIONAL ASSESSMENT AND EFFECTIVENESS](#) Harris-Stowe State University, Saint Louis, **MO**

Deadline Date: Open Until filled

[DIRECTOR, INTERPROFESSIONAL EDUCATION RESEARCH \(IPE\) AND STRATEGIC ASSESSMENT](#) Western University, Pomona, **CA**

Deadline Date: Open until filled

[SENIOR RESEARCH ANALYST](#) Dallas County Community College District, Denton, **TX**

Deadline Date: 11/18/2011

[DIRECTOR OF INSTITUTIONAL RESEARCH](#) Jackson State University, Jackson, **MS**

Deadline Date: 25-Nov-11

[DEAN OF INSTITUTIONAL EFFECTIVENESS](#) Cedar Valley College, Lancaster, **TX**

Deadline Date: Open until filled

[PROJECT/PROGRAM SPECIALIST](#) University of Arkansas, Fayetteville, **AR**

Deadline Date: 16-Dec-11

[INSTITUTIONAL RESEARCH ANALYST](#) Missouri Western State University, St. Joseph, **MO**

Deadline Date: Preference given to applications received before 11/28/2011

SENIOR STAFF ASSOCIATE Columbia Law School, New York, **NY**

Deadline Date: Open until filled

DIRECTOR OF INSTITUTIONAL EFFECTIVENESS Kennesaw State University, Kennesaw, **GA**

Deadline Date: 11/30/2011 or until filled

RESEARCH AND POLICY ANALYST Council on Postsecondary Education, Frankfort, **KY**

Deadline Date: Open until filled 1st review of submissions 11/22/2011

RESEARCH ANALYST-SENIOR University of Wisconsin, Milwaukee, **WI**

Deadline Date: 16-Nov-11

INSTITUTIONAL RESEARCH II Bridgepoint Education, San Diego, **CA**

Deadline Date: Open until filled

MANAGER OF FACULTY DEVELOPMENT AND STRATEGIC PROJECTS University of San Francisco, San Francisco, **CA**

Deadline Date: Open until filled

RESEARCH ANALYST College of Lake County, Grayslake, **IL**

Deadline Date: 11/10/2011

BUSINESS INTELLIGENCE AND DATA WAREHOUSE ANALYST The Citadel, Charleston, **SC**

Deadline Date: 11/18/2011

DIRECTOR OF RESEARCH AND EVALUATION Ivy Tech Community College, Indianapolis, **IN**

Deadline Date: Open until filled

SENIOR RESEARCH ANALYST East Stroudsburg University, East Stroudsburg, **PA**

Deadline Date: 11-Nov-11

EDUCATIONAL RESEARCH AND DATA PROGRAMMER/ANALYST FOR INSTITUTIONAL EFFECTIVENESS Sowela

Technical Community College, Lagos, **Nigeria**

Deadline Date: Extended

DIRECTOR, INSTITUTIONAL RESEARCH AND PLANNING Rhode Island College, Providence, **RI**

Deadline Date: 12/26/2011 ; open until filled

ASSOCIATE DIRECTOR OF INSTIUTIONAL RESEARCH Idaho State University, Pocatello, **ID**

Deadline Date: Best consideration will be given to those applicants who apply by 11/18/2011 open until filled

DIRECTOR OF ASSESSMENT, ACCREDITATION, AND COMPLIANCE Cedar Crest College, Allentown, **PA**

Deadline Date: Open Until filled

PSYCHOMETRICIAN UT Austin-Center for Teaching and Learning, Austin, **TX**

Deadline Date: Open until filled

SENIOR PSYCHOMETRICIAN UT Austin-Center for Teaching and Learning, Austin, **TX**

Deadline Date: Open until filled

ASSESSMENT COORDINATOR Pittsburg State University, Pittsburg **KS**

Deadline Date: 18-Nov-11

RESEARCH DESIGN DATA ANALYST Volunteer State Community College, Gallatin, **TN**

Deadline Date: Open until filled

DIRECTOR OF INSTITUTIONAL RESEARCH-INSTITUTIONAL DEVELOPMENT Holyoke Community College, Holyoke, **MA**

Deadline Date: 12/25/2011

INSTITUTIONAL RESEARCH STATISTICIAN Alabama State University, Montgomery, **AL**

Deadline Date: until filled

PROJECT DIRECTOR, (PBI) GRANT INITIATIVE Georgia Piedmont Technical College, Clarkston, **GA**

Deadline Date: 7-Nov-11

DIRECTOR OF INSTITUTIONAL EFFECTIVENESS Warner Pacific College, Portland, **OR**

Deadline Date: Open until filled

DIRECTOR OF ASSESSMENT Georgia Health Sciences University, Augusta, **GA**

Deadline Date: Until filled

DIRECTOR OF ASSESSMENT Chancellor University, Cleveland, **OH**

Deadline Date: Open until filled

SENIOR ACADEMIC ADMINISTRATOR Zayed University, **UAE**

Deadline Date: Open until filled

DATABASE ADMINISTRATOR Florida Atlantic University, Boca Raton, **FL**

Deadline Date: Open until filled

EXECUTIVE DIRECTOR FOR PLANNING & INSTITUTIONAL EFFECTIVENESS CNMCC, Albuquerque, **NM**

Deadline Date: 11/25/2011

DIRECTOR OF INSTITUTIONAL RESEARCH, ASSESSMENT & PLANNING Dar Al-Hekma College, Jeddah, **Saudi Arabia**

Deadline Date: 31-Dec-11

POLICY AND PLANNING ANALYST University of Wisconsin, Madison, **WI**

Deadline Date: 18-Nov-11

RESEARCH ANALYST I Armstrong Atlantic State University, Savannah, **GA**

Deadline Date: Review of applications begins 11/9/2011 and continues until position is filled

INFORMATION TECHNICIAN—IR Missouri State University, Springfield, **MO**

Deadline Date: 4-Nov-11

PROGRAM SPECIALIST, INSTITUTIONAL EVALUATION Minnesota Historical Society, St. Paul, **MN**

Deadline Date: 4-Nov-11

DIRECTOR OF INSTITUTIONAL RESEARCH California College of the Arts, San Francisco, **CA**

Deadline Date: Open until filled

RESEARCH ANALYST Cheyney University, Cheyney, **PA**

Deadline Date: 15-Nov-11

DIRECTOR OF INSTITUTIONAL RESEARCH AND STRATEGIC PLANNING Heald College, San Francisco, **CA**

Deadline Date: Open until filled

RESEARCH ANALYST Savannah College of Art and Design, Savannah, **GA**

Deadline Date: open until filled

DIRECTOR INSTITUTIONAL PLANNING, RESEARCH AND EFFECTIVENESS Lexington, **KY**

Deadline Date: Based on pool of qualified applicants

DIRECTOR OF QUALITY AND INSTITUTIONAL RESEARCH Cardinal Stritch University, Milwaukee, **WI**

Deadline Date: Open until filled

DIRECTOR OF ASSESSMENT Regent University Virginia Beach, **VA**

Deadline Date: open until filled

STAFF ASSOCIATE for RESEARCH SERVICES Alabama Commission on Higher Education, Montgomery, **AL**

Deadline Date: 24-Oct-11

INSTITUTIONAL RESEARCH SYSTEMS ANALYST Oregon University System, Eugene, **OR**

Deadline Date: Search reopened October 14; open until filled

Technical Tips from the Field

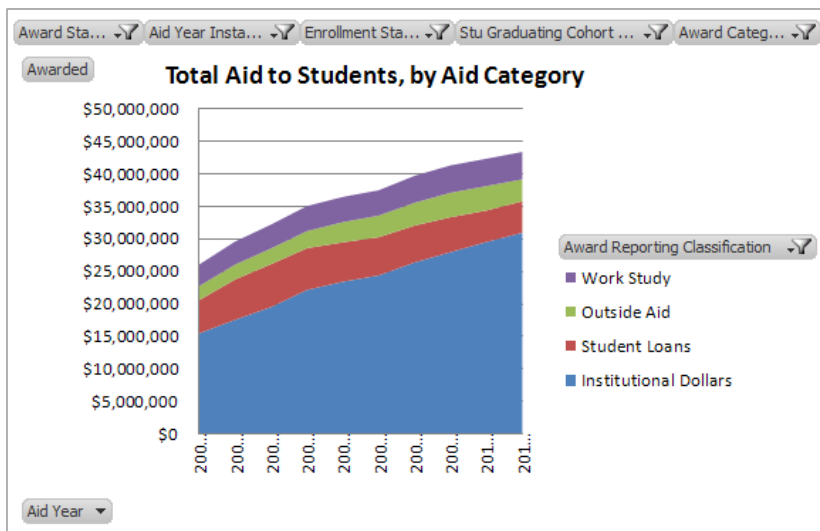
Two Ways to Hide Field Buttons in a PivotChart

Gayle Fink (gfink@bowiestate.edu)

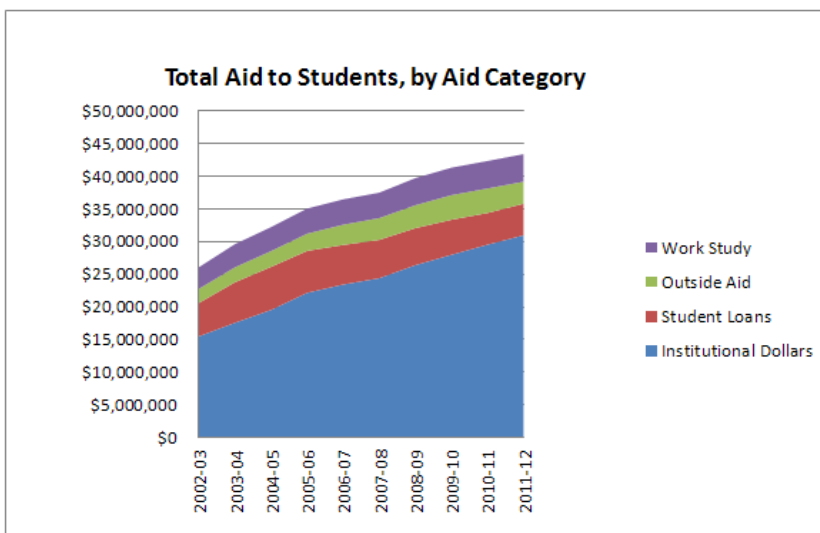
This month's Technical Tip is from Jim Ferguson, Director of Institutional Research and Assessment, Carleton College (jfergers@carleton.edu). Thank you Jim for this quick fix to an annoying issue!

The Field Buttons in a PivotChart are great for exploring data, but they can be ugly or confusing when printed. You **can** turn them off (when the time is ripe for printing).

Great for analysis, not so much for presentation:

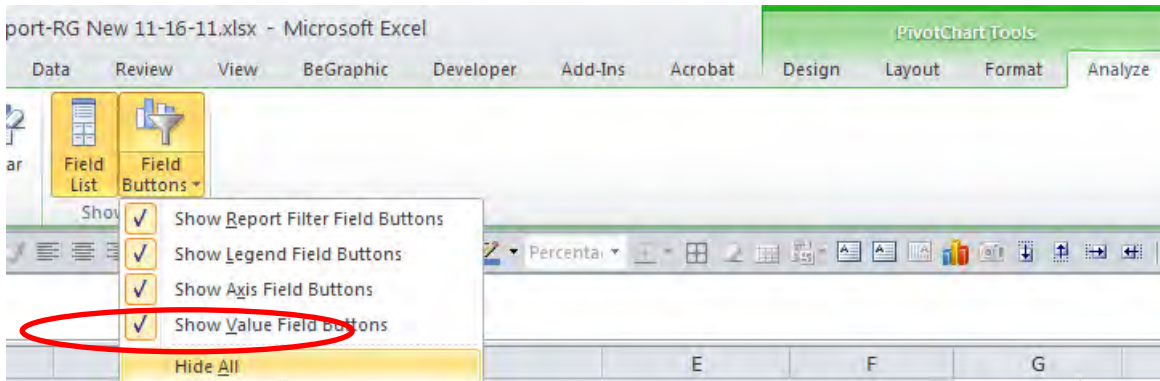


Better for presentation (buttons hidden):



Method 1:

- Select a PivotChart, and a PivotChart Tools menu will appear on the Excel menu bar
- Go to PivotChart Tools **Analyze** tab
- Select drop down menu for “Field Buttons”
- Show/Hide the desired “Field Button” options
- “Hide All” if you want no buttons to show (toggle on/off with check marks)



(The key is that in Excel's mind, you aren't changing a "design", a "format", a "layout" but something that is in Excel's "Analyze" tab.)

Use this method when you are working within an Excel spreadsheet, for example, when printing a related table and a chart on the same page. Note that the field buttons will carry over by default if you copy/paste the PivotChart elsewhere on the same spreadsheet (or on a different tab). However, you can make a copy of the PivotChart, and use the method above turn off the field buttons on one. Put the copy of the PivotChart **with buttons** outside of your presentation print area and continue to work with them for analysis. Changes to analysis version (with buttons) will automatically be reflected in the presentation version (without buttons).

Method 2: Beyond Excel:

If you just copy and paste a PivotChart with buttons into a Word or PowerPoint document, the buttons won't be visible.

Parting Thoughts

These parting thoughts on change were compiled from the [Explorer for a Year website](#).

“A year from now you will wish you had started today.”

~Karen Lamb

“It doesn’t matter where you are, you are nowhere compared to where you can go.”

~Bob Proctor

“Never too old, never too bad, never too late, never too sick to start from scratch once again.”

~Bikram Choudhury.

“Man cannot discover new oceans unless he has the courage to lose sight of the shore.”

~Andre Gide

“You miss 100 percent of the shots you never take.”

~Wayne Gretzy

“Lay a firm foundation with the bricks that others throw at you.”

~David Brinkley

“In a chronically leaking boat, energy devoted to changing vessels is more productive than energy devoted to patching leaks.”

~Warren Buffett

“Don’t say you don’t have enough time. You have exactly the same number of hours per day that were given to Helen Keller, Pasteur, Michaelangelo, Mother Teresea, Leonardo da Vinci, Thomas Jefferson, and Albert Einstein.”

~Life’s Little Instruction Book