



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

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

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

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

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

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

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

Announcements & Information

Get Involved in the AIR Forum

You are invited to get involved in planning future Forums. The Forum Committees are for members who have firsthand experience at an AIR annual conference. There are opportunities to engage at whatever level of time you have available – from just a few hours to review session proposals to commitments of one to three years. View the [current opportunities page](#) to learn more about the Forum Committees and sign up to volunteer.

AAUP Faculty Compensation Survey 2010-11

As noted previously, our 2010-11 annual report on faculty compensation was released on April 11. Corrections and additions submitted by May 24 will be included in a July published listing. The “reference page” for information about data availability is available on our [web site](#). In addition to the published reports, we offer custom peer comparisons (eight different reports available with an XML output option) or a complete dataset for your own analysis.

Changes to data are available for use in peer reports within a couple of business days on our [survey web site](#). If you previously submitted data and need to make corrections, please contact us to unlock your entry.

Over the summer we will continue to update our survey contact records, so if you know that the survey contact person(s) for your institution has changed or will be changing (including changes of e-mail address), please send us a [note](#).

Thank you for participating in our survey.

AAUP Research Office

[John Curtis](#), Director of Research and Public Policy

Samuel Dunietz, Research Assistant

American Association of University Professors, Washington, DC

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).



Allan Joseph Medwick recently graduated from the Doctor of Education in Higher Education Management program at the University of Pennsylvania Graduate School of Education. In 2005, Allan started working in Kean University's Office of IR. After deciding to focus his doctoral research on interstate student migration, Allan received the Cameron Fincher Award and a dissertation grant in 2007. The following year, he joined the NCES team as an AIR Policy Fellow and examined transfer-out reporting on the IPEDS Graduation Rate Survey. After the fellowship, Allan began working at the National Student Clearinghouse, but left the position to accept a Presidential Management Fellowship at the National Institutes of Health and begin a federal government career. An AIR member since 2002, Allan is grateful to AIR and its members for many years of support and encouragement. Congratulations Allan!

Effective June 1, 2011, **Matt Fuller** began working as an Assistant Professor in the Department of Educational Leadership and Counseling at Sam Houston State University in Huntsville, Texas. His new email address is mbf005@shsu.edu.

IR In The Know

June 2011

(irintheknow@airweb.org)

A service of the Higher Education Data Policy Committee (HEDPC), *IR in the Know* keeps you up to date on current and emerging issues related to higher education data collection, analyses, and reporting with a brief summary of topics and links to more detailed information. Beginning with this issue, we are implementing a new category, ***Policy Watch***, to alert readers to topics which may warrant attention over the next few months or commentary. We welcome your feedback and suggestions. If you discover a resource or article you think might be useful to other IR professionals, please send an email to irintheknow@airweb.org.

What's it Worth? The Economic Value of College Majors

In [What's it Worth? The Economic Value of College Majors](#), the Georgetown University Center on Education and the Workforce shows the choice of a student's college major impacts earnings over a lifetime. The authors analyzed the economic value of 171 undergraduate majors and found that while earnings vary depending on the major, all undergraduate majors are "worth it," even taking into account the cost of college and lost earnings. The lifetime advantage ranges from \$241,000 for education majors to \$1.1 million for engineering majors. The report also finds majors are highly segregated by race/ethnicity and gender. White men are concentrated in the highest-earning majors and white women tend to be concentrated in the lowest-earning majors.

Trends in For-Profit Postsecondary Education

[Trends in For-Profit Postsecondary Education](#) is the latest policy brief from the [College Board Advocacy and Policy Center's](#) Trends series to help answer questions about college affordability. The report provides data on enrollment, price, student characteristics, and completion rates at for-profit institutions. Highlights from the report are:

- Over the past decade, enrollment at for-profit institutions increased substantially. In fall 2000, this sector enrolled 4% of full-time students (and 3% of all students) in postsecondary institutions; nine years later, this sector enrolled 11% of full-time students (and 9% of all students).
- Average tuition and fees for full-time students enrolled at for-profit institutions are much higher than tuition and fees at public institutions; they are about one-half as high as the price at private nonprofit colleges and universities.
- Due to the higher share of financially independent and lower-income students, a relatively large share of federal aid goes to students enrolled in this sector.
- Bachelor's degree completion rates are much lower in the for-profit sector than in other sectors.

National Analysis of Staffing Trends in Public Colleges and Universities

The State Higher Education Executive Officers association (SHEEO) released a report in late May entitled [Staffing Trends in Public Colleges and Universities: A National Analysis 2001-2009](#). The report uses national level data on public colleges and universities to show the shifts in instructional and other staff resources over the last decade. The analysis demonstrates that shifts occurred in response to declining resources caused by the nation's two most recent recessionary periods. The greatest declines in the last few years were in non-instructional staff categories; among instructional staff, full-time faculty decreased while part-time faculty increased.

School Enrollment in the United States: 2008

[School Enrollment in the United States: 2008](#) discusses school enrollment levels and trends in the population aged three years and older based on 2008 data collected by the U.S. Census Bureau in the American Community Survey (ACS) and the Current Population Survey (CPS). Highlights from the report are:

- While the number of students enrolled in nursery school in 2008 was not statistically different from the number enrolled in 1998, there were changes in the race/ethnicity of the students with Hispanics making up 13% of nursery school enrollment in 1998 and 18% in 2008.
 - Enrollment in grades 1 through 12 fell from 50.0 million in 2000 to 49.3 million in 2008.
 - Four-year college enrollment was at an all-time high in 2008 with 18.6 million students enrolled; this is a 22% increase from 2000. Two-year college enrollment was also at an all-time high with 5.3 million students enrolled, up 40% from 2000.
 - In 2008, one million Hispanic students were enrolled in two-year colleges, up 85% from 2000.
-

Policy Watch

Distance Education and State Regulation Fee Summary by State

Under the new federal regulations on state licensing of distance education programs (see the May 2011 e-AIR and the [“Dear Colleague” letter](#)), an institution offering an educational program cannot use Title IV, HEA program funds to support that program if, while receiving instruction, the students enrolled in that program are located in a state in which the institution does not have authorization to operate/offer that program. To assist states and institutions, the State Higher Education Executive Officers (SHEEO) has compiled a state-by-state [list of fees and requirements for state approval](#) available on their website.

Net Price Calculators

The federal Advisory Committee on Student Financial Assistance convened panels of researchers and practitioners to discuss net price calculators and financial award letters. [The Bottom Line: Ensuring that Students and Parents Understand the Net Price of College](#) provides a summary of the panel discussions. Three themes emerged: (1) students and their families need accurate and timely information about college expenses and financial aid beginning in middle school; (2) net price calculators have the potential to be useful tools but are limited by several factors, including their inability to calculate whether students are likely to receive a merit scholarship; and (3) financial aid award letters need to be standardized so students can better compare institutions. In lieu of additional legislation or regulations, the committee recommended the higher education community explore these issues further and develop voluntary guidelines.

Committee on Measures of Student Success

The [Committee on Measures of Student Success](#) was appointed to advise the Secretary of Education on assisting two-year colleges in complying with new federal requirements on completion and graduation rates outlined in the 2008 Higher Education Opportunity Act. At the committee’s third meeting held in June, the committee considered [two drafts of recommendations](#) for determining progression and completion measures at community colleges. Members of the public are invited to provide comments on the Committee’s work at studentsuccess@ed.gov.

Modification to NSSE in 2013

The National Survey of Student Engagement (NSSE) has announced a new version of their survey will be released in 2013. The new survey will refine existing measures and scales, incorporate new measures related to teaching and learning, and clarify/update the survey language related to online instruction and technology. Since 2012 will be the last year of the current version of the survey, institutions are encouraged to consider the implication of the transition on their analyses and timelines for administration.

Publications

AIR Publications

IR Applications #31 Now Available

Correcting Correlations When Predicting Success In College (June 2011)

Joe L. Saupe and Mardy T. Eimers, University of Missouri



Critics of testing for admission purposes cite the moderate correlations of admissions test scores with success in college. In response, this study applies formulas from classical measurement theory to observed correlations to correct for restricted variances in predictor and success variables. Estimates of the correlations in the population of high school graduates are derived from two of the several formulas in the literature. This article describes limitations and encourages additional investigation into the use of the formulas for estimating correlations in unrestricted populations.

You can view or download [IR Applications #31](#) 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, *Research in Higher Education* and *New Directions for Institutional Research* are featured.

Research in Higher Education – RIHE Alerts

Research in Higher Education ([RIHE](#)) is the official peer-reviewed academic journal of AIR. RIHE is intended for those concerned with the functioning of postsecondary education, including two-year and four-year colleges, universities, and graduate and professional schools. Volume 52, #4, June 2011 is now available:

- *Racial/Ethnic Disparities in Collegiate Cognitive Gains: A Multilevel Analysis of Institutional Influences on Learning and its Equitable Distribution*
Heather Kugelmass and Douglas D. Ready
Pages: 323-348
- *The Role of Living–Learning Programs in Women’s Plans to Attend Graduate School in STEM Fields*
Katalin Szelényi and Karen Kurotsuchi Inkelas
Pages: 349-369
- *More Than “Getting Us Through:” A Case Study in Cultural Capital Enrichment of Underrepresented Minority Undergraduates*
Sarah M. Ovink and Brian D. Veazey
Pages: 370-394
- *On Subject Variations in Achievement Motivations: A Study in Business Subjects*
Dirk T. Tempelaar, Sybrand Schim van der Loeff, Wim H. Gijsselaers, and Jan F. H. Nijhuis
5-419
- *A Tale of Two Groups: Differences Between Minority Students and Non-Minority Students in their Predispositions to and Engagement with Diverse Peers at a Predominantly White Institution*
Wendell D. Hall, Alberto F. Cabrera, and Jeffrey F. Milem
Pages: 420-439

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

New Directions for Institutional Research

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

The most recent volume in the series, entitled *Validity and Limitations of College Student Self-Report Data*, was edited by Serge Herzog and Nicholas A. Bowman. In the Editor’s Notes, Herzog and Bowman write: The recent release of a comprehensive study by Arum and Roksa (2011) provocatively titled “*Academically Adrift: Limited Learning on College Campuses*”, suggests that more than one-third of undergraduate students exhibit little gain or none in critical thinking, complex reasoning, and writing ability after four years of college. The finding is based on longitudinal scores from the College Learning Assessment (CLA), a widely used essay test administered to a nationally representative sample of 2,300 students tracked over four years. The study is a wake-up call to higher education that student learning should no longer be an afterthought.

Below are the chapters included in this volume.

1. Examining systematic errors in predictors of college student self-reported gains (pages 7–19)
Nicholas A. Bowman
2. Gauging academic growth of bachelor degree recipients: Longitudinal vs. self-reported gains in general education (pages 21–39)
Serge Herzog
3. Using college students' self-reported learning outcomes in scholarly research (pages 41–58)
Gary R. Pike
4. The tie that binds: The role of self-reported high school gains in self-reported college gains (pages 59–72)
Tricia A. Seifert and Ashley M. Asel
5. Measuring how college affects students: Social desirability and other potential biases in college student self-reported gains (pages 73–85)
Nicholas A. Bowman and Patrick L. Hill
6. The validity of student engagement survey questions: Can we accurately measure academic challenge? (pages 87–98)
Stephen R. Porter, Corey Rumann, and Jason Pontius
7. Clearing the AIR about the use of self-reported gains in institutional research (pages 99–111)
Robert M. Gonyea and Angie Miller
8. Reconciling (seemingly) discrepant findings: Implications for practice and future research (pages 113–120)
Nicholas A. Bowman and Serge Herzog

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

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

NCES Publications

[The Condition of Education 2011](#) summarizes important developments and trends in education using the latest available data. The report presents 50 indicators on the status and condition of education, in addition to a closer look at postsecondary education by institutional level and control. The indicators represent a consensus of professional judgment on the most significant national measures of the condition and progress of education for which accurate data are available. The 2011 print edition includes indicators in five main areas: (1) participation in education; (2) learner outcomes; (3) student effort and educational progress; (4) the contexts of elementary and secondary education; and (5) the contexts of postsecondary education.

Other Publications

NILOA – Program Level Assessment Report

Down and In: Assessment Practices at the Program Level by Peter Ewell, Karen Paulson, and Jillian Kinzie.

Assessing the quality of undergraduate student learning continues to be a priority in U.S. postsecondary education. Although variations in outcome assessment practices have long been suspected, they have not been systematically documented. To follow up on the 2009 National Institute for Learning Outcomes Assessment (NILOA) report on institutional assessment activity described by chief academic officers, NILOA surveyed program heads in the two- and four-year sectors to gain a more complete picture of assessment activity at the program or department level. The report details the findings for that survey.

Please contact Staci Provezis, sprovez2@illinois.edu, with any questions about the report.

Meetings and Events

2011 AIR Annual Forum

Toronto, Ontario, May 21 – 25

2011 Forum Wrap-Up

The 2011 AIR Forum lived up to its theme of “New Ideas, Better Decisions” by bringing together 1,533 higher education professionals to discuss current trends and best practices in the field of institutional research. Participants had access to over 350 educational sessions and more than 50 poster displays. Plenary speakers Dr. Richard Arum and Dr. Mark Milliron highlighted the importance of institutional research and the role it plays in the future of higher education.

In addition to networking with other colleagues, attendees had the opportunity to connect with 45 exhibitors who provided the latest tools and resources to support data use for decision making.

All AIR members can benefit from the 2011 Forum by accessing presentation materials online. Login to the [My Schedule tool](#) on the Forum website to download handouts and full-length scholarly papers.

Save the Date!

The 2012 Forum will take place June 2-6, 2012 in New Orleans, Louisiana. Visit the [AIR Forum web site](#) for updates on hotel information, Call for Proposals, and volunteer opportunities.

Affiliate Group Meetings



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

Canadian Institutional Research and Planning Association 20th Annual Conference –

Save the Date: The Canadian Institutional Research and Planning Association is pleased to announce its Call for Papers for "*Looking Forward: Institutional Research and Planning in Canada*" which will focus on challenges facing our profession in the future while not losing sight of our origins. The conference is being held in Fredericton, New Brunswick, from October 23rd to 25th 2011 at the Lord Beaverbrook Crowne Plaza Hotel. Please see the conference [web site](#) for details.



The California Association for Institutional Research (CAIR) Conference - Save the Date: CAIR will hold its annual conference November 9-11, 2011 at the Doubletree Hotel Sonoma - Wine Country in Rohnert Park, California. The conference theme is "*Assessing the Landscape of Higher Education in California*". Additional information can be found at the [CAIR website](#).

Mid-American Association for Institutional Research 31st Annual Conference: Registration is now open and proposals are being accepted for the 31st Annual Conference: *Retooling IR: Connect. Inform.* The conference will be held November 9-11, 2011 at the Marriott Country Club Plaza in Kansas City, Missouri. IR professionals, higher education faculty, and graduate students are encouraged to submit proposals to present original research or to lead topical discussions. The MidAIR Conference features distinguished speakers, workshops led by leading practitioners, and research presentations. **Deadline for submitting proposals is August 1, 2011.** For more information, visit our [web site](#).

The **Australasian Association for Institutional Research (AAIR) Forum**, "*Let the Sunshine in*" will be held November 9-11, 2011, at Sea World Resort, Gold Coast, QLD, Australia. Each year AAIR holds a conference to bring together experts and professionals to promote the exchange of ideas and developments in the field of institutional research. **Call for Abstracts closes June 28, 2011, and the Early Bird Registration ends August 11, 2011.** Please visit the [conference web site](#) for more information.



Other Meetings



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

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



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

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

The Asian Conference on Academic Journals and Higher Education Research – Save the Date: The Philippine Association of Institutions for Research (PAIR) encourages everyone to attend the conference being held August 17-20, 2011 in Cagayan de Oro City, Philippines. The theme of the Asian Conference is *“Practical and Breakthrough Solutions for a Sustainable Asian Region”*. Conference details can be found at the [web site](#).



Purdue University Discovery Learning Research Center will host an international conference "Transforming Education: From Innovation to Implementation", October 10-12, 2011 in West Lafayette, IN. The conference will focus on developing strategies for the effective transition of STEM educational research to classroom practice across higher education. For more details, visit the [web site](#).

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

Professional Development

AIR Data and Decisions® Academy Offers Online Training for Two-Year Professionals

Presidential Scholarships Available for Two-Year IR Professionals



The AIR Data and Decisions® Academy is now accepting nominations for its 2011 Presidential Scholarships. Presidents at two-year institutions nationwide will receive a personalized letter inviting them to nominate a staff member. Each nomination includes a pledge from the president that the college will cover \$800 in tuition and allow the nominee to complete the courses on the clock. Scholarships cover the remaining \$600 in tuition for two of the six available Academy courses. Nominees must fill out an online application and submit a letter of intent to complete the application process. The Presidential Scholarship is designed for early career institutional research practitioners,

faculty/staff exploring future roles in IR or assessment, and others who collect and manage data for institutional effectiveness and improvement.

Three previous rounds of Presidential Scholarships have provided training for 160 IR practitioners at two-year colleges across the U.S. (and the Northern Marianas Islands).

Six courses are available through the scholarship: *Longitudinal Tracking for IR*, *Foundational Statistics for Decision Support*, *Foundations of Data Management*, *Designing IR Research*, *Learning Outcomes*, and *Survey Design*.

Seventh course in pilot will launch in July

A seventh course, *Student Success Through the Lens of Data*, is piloting through the month of June and will open for enrollments in July. Designed for teams of three-five, the intended audience includes those who plan, implement, and evaluate programs and services intended to foster greater success among community college students. The course uses examples of student success indicators and interventions drawn from *Achieving the Dream™*, a national initiative to improve student success. However, the course is not just for those at *Achieving the Dream™* institutions. The concepts, examples, and exercises are applicable to all community colleges and to many four-year institutions as well.

Data and Decisions Academy Courses are accessible without travel or special software. Academy participants may complete a course in about 25 hours or select components to learn and apply immediately. Practicing professionals serve as course mentors reviewing assignments, answering questions, and guiding the learning experience. Institutional researchers from all sectors of higher education participate in course development and serve as mentors. Future Academy plans include intermediate and advanced training, as well as courses for other segments of the IR community.

For more information, visit the [Academy website](#).

Certificate in IR at FSU - Fall 2011 Courses

The Certificate in Institutional Research at Florida State University is an **online** certificate program consisting of 18 credits of graduate-level course work. The Certificate curriculum is designed to provide academic and professional development opportunities for institutional researchers, administrators, graduate students, and faculty from all areas of higher education. Students will enhance their knowledge and understanding of institutional research, have the opportunity to explore national databases, and apply their knowledge to practical applications. The courses offered this fall, Data Mining, and our newest course, Data Analysis for Institutional Research, can be taken independently or toward completion of the Certificate in Institutional Research. These courses offer a great opportunity for new and existing students to add to their professional knowledge and move toward earning the Certificate.

Data Mining (3 credits)

This course provides an introduction to the basic theories and practice of data mining. Data mining allows for the analysis of large amounts of data in a sequential and logical process. Previous experience with data mining is not necessary. Some basic knowledge of statistics and/or experience with database software (i.e., Excel or Access), is helpful. Course content includes exposure to data mining software and the opportunity to use a DM programs. Lab exercises are used to develop experience with data analysis research.

Data Analysis for Institutional Research (3 credits)

This course focuses on key functions in Excel and SPSS for an IR office. In particular, students will learn pivot tables, t-tests, regression, and commonly used formulas in Excel. Assignments will be in Excel and replicated on SPSS so that students could perform the analysis in either software. Using institutional research data from IPEDS or other data sources students will learn how to complete and interpret an analysis that is appropriate for an IR office and campus stakeholders. Note: access to SPSS is required and the student's responsibility. A prerequisite to this course is a basic understanding of statistics as statistics will not be taught.

More information (including sample course syllabi) is available at the [web site](#) or by emailing IRCertificate@coe.fsu.edu.

2011-2012 Paul P. Fidler Research Grant

The National Resource Center for The First-Year Experience and Students in Transition invites proposals for the 2011-2012 Paul P. Fidler Research Grant. With a comprehensive award package that includes a \$5,000 stipend, travel to two national conferences, a presentation at a national conference, and priority consideration for publication, the Paul P. Fidler Research Grant will promote the development and dissemination of original research with the potential to have a national impact on college student success. The Center invites applicants to submit proposals addressing a variety of topics, including underrepresented students, community colleges, advising, transfer and articulation, the impact of educational practices, and other issues related to college student transitions.

The Paul P. Fidler Research Grant will be awarded in October 2011 at the 18th National Conference on Students in Transition in St. Louis, Missouri. **Proposals are due by July 1, 2011.** More information about the Paul P. Fidler Research Grant, including application procedures, can be found at the [web site](#).

For questions about the grant, please contact Ryan Padgett, Assistant Director of Research, Grants, and Assessment at the National Resource Center for The First-Year Experience and Students in Transition (rpadgett@mailbox.sc.edu).

Career Opportunities

AIR Job Listing Summary

Lisa Gwaltney, AIR Office (lgwaltney@airweb.org)

Persons seeking jobs in institutional research, planning, or policy analysis should check the AIR [Job Listings web page](#) every few days for new positions. Employers can submit job ads free of charge by using the online submission form found on the AIR [Job Openings page](#). For any questions about job ads, please contact Lisa Gwaltney by [email](#) or phone 850-385-4155 ext. 120.

[RESEARCH ANALYST](#) - Mount Wachusett Community College, Gardner, MA

Deadline Date: 7/12/2011

[MANAGER OF INSTITUTIONAL EFFECTIVENESS](#) - Spokane Community College, Spokane, WA

Deadline Date: 7/5/2011

[DIRECTOR OF PLANNING, INSTITUTIONAL EFFECTIVENESS AND RESEARCH](#) - Spokane Falls Community College, Spokane, WA

Deadline Date: 7/15/2011

[DIRECTOR OF INSTITUTIONAL RESEARCH AND PLANNING](#) - University of Maine, Augusta, ME

Deadline Date: Review of applications begins immediately and will continue until a qualified applicant pool is identified.

[SENIOR REPORT AND RESEARCH ANALYST](#) - RuffaloCODY, Cedar Rapids, IA

Deadline Date: 8/15/2011

[ASSOCIATE DIRECTOR OF ENROLLMENT RESEARCH](#) - Northeastern University, Boston, MA

Deadline Date: open

[COORDINATOR, U15 DATA EXCHANGE](#) - University of Ottawa, Ottawa, ON

Deadline Date: 7/6/2011

[ASSOCIATE DIRECTOR FOR ASSESSMENT AND EVALUATION, TEACHING, AND LEARNING LABORATORY](#) - Massachusetts Institute of Technology, Cambridge, MA

Deadline Date: 7/25/2011

[INSTITUTIONAL ANALYSIS RESEARCH SPECIALIST INTER](#) - University of Michigan, Flint, MI

Deadline Date: 6/29/2011

[SENIOR RESEARCH ASSOCIATE](#) - Broward College, Fort Lauderdale, FL

Deadline Date: open until filled. First review of applicants: 6/27/11.

[ASSOCIATE DIRECTOR FOR ASSESSMENT](#) - University of Georgia, Athens, GA

Deadline Date: Open until filled

[DIRECTOR OF INSTITUTIONAL RESEARCH](#) - Lake Michigan College, Benton Harbor, MI

Deadline Date: 7/15/2011

[ASSOCIATE DIRECTOR OF RESEARCH](#) - AACOM, Washington, DC

Deadline Date: open

[DIRECTOR OF INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT](#) - Birmingham-Southern College, Birmingham, AL

Deadline Date: Applications will be received and reviewed until the position is filled.

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

Deadline Date: Until filled

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

Deadline Date: open until filled

[EDUCATIONAL RESEARCH AND DATA PROGRAMMER/ANALYST FOR INSTITUTIONAL EFFECTIVENESS](#) - Sowela

Technical Community College, Lake Charles, LA

Deadline Date: 6/30/2011

[DIRECTOR, POLICY RESEARCH STUDIES](#) - AAMC, Washington, DC

Deadline Date: open until filled

[ASSISTANT PROVOST FOR ACADEMIC ADMINISTRATION](#) - University of Rochester, Rochester, NY

Deadline Date:

[DIRECTOR OF DATA QUALITY AND INSTITUTIONAL RESEARCH](#) - Cardinal Stritch University, Milwaukee, WI

Deadline Date: open until filled

[GOLF INDUSTRY RESEARCH DIRECTOR](#) - National Golf Foundation, Jupiter, FL

Deadline Date: 6/30/2011

[ASST. COORD. OF INSTITUTIONAL RESEARCH-EFFECTIVENESS](#) - Missouri State, West Plains, MO

Deadline Date: 7/8/2011

[IR SPECIALIST](#) - St. Clair County Community College, Port Huron, MI

Deadline Date: 7/23/2011

[HR SPECIALIST](#) - St. Clair County Community College, Huron, MI

Deadline Date: 6/23/2011

[PROGRAMMER/ANALYST II](#) - HERI at UCLA, Los Angeles, CA

Deadline Date: 6/22/2011 (1st review of applications: 6/27/2011)

[SENIOR RESEARCH ASSOCIATE](#) Broward College, Ft. Lauderdale, FL

Deadline Date: open until filled

[MANAGER, INSTITUTIONAL RESEARCH](#) - Yeshiva University, New York, NY

Deadline Date: 7/8/2011

[PROGRAMMER ANALYST](#) - Harford Community College, Bel Air, MD

Deadline Date: 6/26/2011

[ASSISTANT DIRECTOR, INSTITUTIONAL RESEARCH](#) - Virginia Commonwealth University, Richmond, VA

Deadline Date: open until filled

[SENIOR PROGRAM OFFICER, DATA, POSTSECONDARY SUCCESS](#) - Bill and Melinda Gates Foundation, Seattle, WA

Deadline Date: open until filled

[INSTRUCTIONAL SYSTEMS SPECIALIST/COURSE DEVELOPER](#) - US Office of Personnel Management, Slippery Rock, PA

Deadline Date: 6/20/2011

[DIRECTOR, RESEARCH OPERATIONS](#) - Educational Testing Service, Princeton, NJ

Deadline Date: open until filled

[DIRECTOR OF INSTITUTIONAL RESEARCH](#) - Baptist Health System School of Health, San Antonio, TX

Deadline Date: 8/15/2011

[DIRECTOR OF INSTITUTIONAL RESEARCH AND PLANNING](#) - Duquesne University, Pittsburgh, PA

Deadline Date: 6/17/2011

[DATA WAREHOUSE RESEARCH SPECIALIST](#) - Kentucky Community and Technical College System, Versailles, KY

Deadline Date: 6/15/2011

[INSTITUTIONAL EFFECTIVENESS COORDONATOR-INSTITUTIONAL RESEARCH ANALYST](#) - Bluegrass Community and Technical College, Lexington, KY

Deadline Date: open until filled

[RESEARCH ANALYST](#) - Western Interstate Commission for Higher Education, Boulder, CO

Deadline Date: open until filled

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

Deadline Date: 6/15/2011

[INSTITUTIONAL EFFECTIVENESS & RESEARCH PROGRAM ANALYST](#) - Lincoln University, Lincoln University, PA

Deadline Date: 6/17/2011

[ASSESSMENT SPECIALIST](#) - UNT Health Science Center, Fort Worth, TX

Deadline Date: 8/6/2011

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

Deadline Date: Position advertised until filled

[DIRECTOR, INSTITUTIONAL EFFECTIVENESS, RESEARCH AND PLANNING](#) - Santa Fe College, Gainesville, GA

Deadline Date: 6/14/2011

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

Deadline Date: open until filled

[SAS BUSINESS INTELLIGENCE AND DATA INTEGRATION COORDINATOR](#) - Kennesaw State University, Kennesaw, GA

Deadline Date: open until filled

[DIRECTOR OF INSTITUTIONAL EFFECTIVENESS](#) - Pioneer College (AZ)

Deadline Date: 7/1/2011

[SENIOR RESEARCH ANALYST FOR INSTITUTIONAL EFFECTIVENESS, ACADEMIC PLANNING, AND EVALUATION](#) -

Weber State University, Ogden, UT

Deadline Date: open until filled

[RESEARCH ANALYST](#) - College of the North Atlantic, Doha, Qatar

Deadline Date: 6/17/2011

[DIRECTOR OF INSTITUTIONAL RESEARCH](#) - California College of the Arts, San Francisco, CA

Deadline Date: 7/25/2011

[DIRECTOR OF PLANNING AND INSTITUTIONAL EFFCTIVENESS](#) - Bridgepoint Education, San Diego, CA

Deadline Date: open until filled

[INSTITUTIONAL RESEARCH ANALYST](#) - Delaware Technical & Community College, Dover, DE

Deadline Date: open until an adequate pool of applicants is received

[ASSESSMENT COORDINATOR](#) - Georgia Health Sciences University, Augusta, GA

Deadline Date: open until filled

[MANAGER, DATA ANALYSIS](#) - British Columbia Institute of Technology, Burnaby, BC, Canada

Deadline Date: 6/13/2011

[DIRECTOR OF INSTITUTIONAL RESEARCH AND PROGRAM REVIEW](#) - Savannah College of Art and Design, Savannah, GA

Deadline Date: open until filled

[PROGRAMMER ANALYST](#) - Tidewater Community College, Norfolk, VA

Deadline Date: 6/16/2011

[DIRECTOR OF INSTITUTIONAL RESEARCH](#) - Virginia Community College System, Richmond, VA

Deadline Date: open until filled

[ASSESSMENT COORDINATOR, IERP](#) - Santa Fe College, Gainesville, FL

Deadline Date: 6/14/2011

[RESEARCH SPECIALIST](#) - Brandman University, Irvine, CA

Deadline Date: 7/25/2011

[INSTITUTIONAL RESEARCH ANALYST \(2 positions available\)](#) - Northern Kentucky University, Highland Heights, KY

Deadline Date: 6/10/2011

[ASSISTANT/ASSOCIATE DIRECTOR FOR RESEARCH](#) - IERC, Edwardsville, IL

Deadline Date: 6/20/2011

[DIRECTOR FOR INSTITUTIONAL RESEARCH](#) - Lakeland Community College, Kirtland, OH

Deadline Date: open until filled

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

Deadline Date: open until filled

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

Deadline Date: open until filled

[DIRECTOR OF INSTITUTIONAL RESEARCH](#) - Lewis & Clark College, Portland, OR

Deadline Date: 6/22/2011

[DIRECTOR, INSTITUTIONAL RESEARCH PLANNING & ASSESSMENT](#) - Bentley University, Waltham, MA

Deadline Date: open until filled

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

Deadline Date:

[RESEARCH ASSOCIATE-POSTSECONDARY](#) - Research for Action (RFA), Philadelphia, PA

Deadline Date: 6/30/2011

Technical Tips from the Field

Preliminary Data Exploration in Excel: In-Cell Graphing

Gayle Fink (gfink@bowiestate.edu)

This month's Technical Tip is provided by Dr. Doug Nutter, Director of Institutional Research, Bowie State University (dnutter@bowiestate.edu). It is interesting how each of us has our own way of "feeling the data." For Doug, it is through graphing. I hope you try something different and give this tech tip a try. I know it has helped his boss expand her horizons.

When looking at a new dataset for the first time, the first thing we are tempted to do is run a slew of descriptive statistics... mean, standard deviation, etc. Or, we might make a quick pivot table to see how the data breaks down. What can also be useful, though, is to visualize the data to get a basic understanding of relationships or trends. Unfortunately, this sometimes isn't effective when working with larger spreadsheets. One way to do this is by taking advantage of the REPT function in Excel.

As an example, suppose we have an admissions file with applicant math and verbal SAT scores, and high school GPA, as well as an admit flag.

	A	B	C	D	E	F	G	H	I
1	ID	Term	Career	Verbal	Math Score	Total	Sex	HS GPA	Admitted
2	7048928	F09	UGRD	396	381	777	M	1.85	reject
3	3539998	F09	UGRD	528	508	1036	F	3.25	admit
4	728419	F09	UGRD	793	676	1469	F	2.06	admit
5	507905	F09	UGRD	728	621	1349	M	3.17	admit
6	6992439	F09	UGRD	634	667	1301	M	1.9	admit
7	9719079	F09	UGRD	640	603	1243	F	2.4	admit
8	4299898	F09	UGRD	767	806	1573	F	2.925	admit
9	5455780	F09	UGRD	805	628	1433	M	2.7	admit
10	7845374	F09	UGRD	870	738	1608	M	2.08	admit
11	6819359	F09	UGRD	371	392	763	F	2.04	reject
12	4331729	F09	UGRD	395	622	1017	M	1.66	admit
13	2185046	F09	UGRD	774	579	1353	F	2.4	admit
14	6367770	F09	UGRD	609	383	992	M	2.98	admit
15	8858697	F09	UGRD	670	389	1059	F	2.93	admit
16	6612350	F09	UGRD	566	879	1445	F	2.4	admit
17	4561422	F09	UGRD	634	753	1387	F	2.9	admit
18	9755948	F09	UGRD	759	386	1145	M	2.2	admit
19	1196298	F09	UGRD	500	779	1279	F	3.1	admit
20	3223609	F09	UGRD	743	785	1528	M	2.22	admit
21	2628646	F09	UGRD	767	872	1639	M	2.27	admit
22	2730710	F09	UGRD	775	360	1135	M	2	admit
23	2307037	F09	UGRD	567	536	1103	M	0	admit
24	3441528	F09	UGRD	515	886	1401	M	2.98	admit
25	1680056	F09	UGRD	631	571	1202	M	1.81	admit
26	5153918	F09	UGRD	786	646	1432	F	0	admit
27	4846647	F09	UGRD	621	790	1411	F	2.98	admit

If we want to visualize relative values, we can use the REPT function. This function returns repeated values of some text input. As an example: =REPT("X",10) returns "XXXXXXXXXX". Similarly, =REPT("IR! ",3) returns "IR! IR! IR!". We can build in-cell bars by using =REPT("|",X#), where X# is a cell reference with some numeric value. Formatting cells to an Arial 8 point font produces reasonable "graphs." Note that in the next graphic, a constant was used to multiply the GPA value so that differences between cells are more readily apparent.

Parting Thoughts

Do you have a favorite quote? Something that resonates with you, inspires you, or simply brings a smile to your face? Send them to Gayle Fink (gfink@bowiestate.edu) for the next issue of *Parting Thoughts*.

Independence Day Themed Quotes:

Freedom is the oxygen of the soul.

~Moshe Dayan

Those who expect to reap the blessings of freedom, must, like men, undergo the fatigue of supporting it.

~Thomas Paine

This nation will remain the land of the free only so long as it is the home of the brave.

~Elmer Davis

Freedom is nothing but a chance to be better.

~Albert Camus

How often we fail to realize our good fortune in living in a country where happiness is more than a lack of tragedy.

~Paul Sweeney

There is nothing wrong with America that cannot be cured by what is right with America.

~William J. Clinton

And I'm proud to be an American,

where at least I know I'm free.

And I won't forget the men who died,
who gave that right to me.

~Lee Greenwood

Source: [Quote Garden](#)