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

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

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.

If you wish to subscribe, change your subscription address, or unsubscribe, go to http://www.airweb.org/page.asp?page=133

If you would like to submit articles, requests or information for consideration and inclusion in the newsletter, please contact Meihua Zhai, Editor, at: (meihua.zhai@usg.edu).

Persons seeking jobs in institutional research, planning, or policy analysis should plan to check the AIR web page every couple of days for new positions. Point your browser to the following URL: http://airweb.org (look under "Jobs")

For further information regarding the Association for Institutional Research, contact Terrence Russell, Executive Director, AIR, 222 Stone Bldg., Florida State University, Tallahassee, FL 32306-4462; Telephone: (850) 644-4470 or via e-mail: (air@mailer.fsu.edu).

From Your 2007 Forum Local Hosts

Goin' to Kansas City … for the 47th AIR Forum June 2-6, 2007!
Christine Keller, University of Kansas, 2007 Forum Local Arrangement Committee (ckeller@ku.edu)

"What's there to do in Kansas City?" you ask. Over the next few months, your 2007 Forum Local Arrangements Committee will be highlighting KC attractions each month in the Electronic AIR. If this is not enough, you may check the AIR website for continuing updates on places to go and things to do in Kansas City!

Did you know? Fun Facts about Kansas City

- Kansas City is called the "City of Fountains" because it boasts more than 200 fountains

  ```
  Enjoy some of KC's over 200 fountains at an outdoor café on the
  Country Club Plaza. The entire 15-block district, with more than
  150 shops and dozens of fine restaurants is Kansas City's
  premier retail, dining and entertainment destination.(http://
  www.countryclubplaza.com/)
  ```

- The distinctive sound of Kansas City jazz dates back to the mid-1930s, when Count Basie played in local clubs

  ```
  Visit the historic 18th and Vine District, the center for black
  culture and life in Kansas City from the late 1800s-1960s and
  now the home of the American Jazz Museum and the Negro Leagues
  Baseball Museum.

  The American Jazz Museum includes interactive exhibits and
  educational programs as well as the Blue Room, a working jazz
  club, and the Gem Theater. (http://www.americanjazzmuseum.com/)
  ```

- The Negro National Baseball League was founded in Kansas City in 1920

  ```
  The Negro Leagues Baseball Museum tells the story of Negro
  Leagues baseball, from the average player to superstars through
  multi-media computer stations, film exhibits, hundreds of
  photographs, the Field of 12 bronze sculptures and a growing
  collection of baseball artifacts. (http://www.nlbm.com/)
  ```

Details about the Forum Location
The 2007 AIR Forum hotels— the Westin and the Hyatt - are part of the vibrant **Crown Center** complex. Crown Center is a retail shopping center with three levels of shops and stores and over 20 dining establishments. Crown Center has entertainment options that offer unique exhibits and events, two live theatre stages, a multi-screen movie complex and is surrounded by parks, fountains and unique sculptures. (http://www.crowncenter.com/complex/index.html)

Crown Center has a tantalizing selection of restaurants, including Kansas City's only Mobil Four-Star restaurant and a host of other fine dining options. More casual choices include the world's only Crayola Café , and Fritz's, a family restaurant where hamburgers are delivered by train. Whether you are looking for a quick bite between sessions or a relaxed dinner with colleagues, one of Crown Center's 20-plus dining choices is sure to satisfy your cravings! (http://www. crowncenter.com/dining/)

NDIR New Publication

Reframing Persistence Research to Improve Academic Success (NDIR #130)

Rob Toutkoushian, Indiana University Bloomington (rtoutkou@indiana.edu)

New Directions for Institutional Research is pleased to announce the publication of Issue #130 " Reframing Persistence Research to Improve Academic Success." This volume, edited by Edward P. St. John and Michael Wilkerson, proposes and tests new approaches to institutional research (IR) that involve collaboration between IR professionals and others in colleges and universities who are engaged in breaking down barriers to academic success. Gaps in rates of academic success, as measured by degree attainment and other indicators, for minorities compared to majority students have persisted for decades. Similarly working students and others in nontraditional circumstances are not served as well as traditional students in most colleges and universities. Unfortunately, there is a paucity of research evaluating promising practices that are thought to reduce barriers to success. The chapters in this volume review prior research on best practices, evaluations of retention programs and persistence by students of color, then go on to propose and test new approaches to assessment, action research, action inquiry, and evaluation that can be used in collaborative efforts to improve educational opportunity. The lessons learned from these efforts can inform strategies used by administrators and faculty in colleges and universities about collaborative projections involving IR professionals and other higher education researchers in interventions designed to improve academic success for all students.

Table of Contents

Editor's Notes: From Persistence to Academic Success

Edward P. St. John, Michael Wilkerson

`As part of the planning process for a center on retention we learned that there had been a paucity of high-quality evaluation research on persistence: so, we initiated a new approach to research on academic success instead.`

1. Campus-Based Retention Initiatives: Does the Emperor Have Clothes?

Lori D. Patton, Carla Morelon, Dawn Whitehead, Don Hossler

While there is a substantial literature on best practices in
higher education, including many well-reasoned papers on
retention programs, the research base for most types of
interventions is extremely limited.

2. Cataloging Institutional Efforts to Understand and Reduce College Student Departure

John Braxton, Jeff McKinney, Pauline Reynolds

Even when evaluations are provided by institutions that have
completed these studies for funded retention programs, the
reports typically do not meet generally accepted standards for
published research.

3. Key Issues in the Persistence of Underrepresented Minority Students

Deborah Faye Carter

The research on persistence by minority students consistently
reports on gaps in opportunities, but with the exception of
studies on student financial aid, the research literature
provides more ideas about what might improve opportunity than
studies confirming the efficacy of intervention methods.

4. Using Action Research to Support Academic Program Improvement

Michele Hansen, Victor Borden

Institutional research offices can integrate process
consultation methods in combination with action research
methodologies to provide research support for campus change
efforts.

5. Using Action Inquiry to Address Critical Challenges

Edward P. St. John, Jeff McKinney, Tina Tuttle

Action research can be used to integrate evaluation research
with action planning and pilot-testing of new strategies to
address critical challenges facing campuses interested in
improving the academic success of their students.

6. Using Evaluation to Close the Inquiry Loop

Glenda Droogsma Musoba

Institutional databases can be used to evaluate the impact of
campus interventions if records are maintained on who received
services and efforts are made to assess the effects of
selection.

7. Lessons Learned: Institutional Research as Support for Academic Improvement

Edward P. St. John

```
Institutional researchers should play a central role in building
a sound research base on intervention methods implemented with
the intent of improving academic success of undergraduate and
graduate students.
```

IRA New Publication

Using Academic Behavior Index (AB-Index) to Develop a Learner Typology for Managing Enrollment and Course Offerings - A Data Mining Approach

Gerald McLaughlin, Editor, IR Application (air@mailer.fsu.edu)

This issue of IR Applications: Using Academic Behavior Index (AB-Index) to Develop a Learner Typology for Managing Enrollment and Course Offerings - A Data Mining Approach by Jing Luan, Cabrillo College, offers an excellent example of the potential and the value of proper use of a data mining technique.

The study is based on the notion that student behavioral data are a good basis for new ways of doing research studies rather than using non-behavioral data, such as gender or race and intended educational goals. It established a typology of six types of learners for a suburban community college by using an exploratory data mining technique of distance-based clustering algorithms to study three indicators of student behavioral data collectively called AB-Index. It then looks into future challenges.

The full article is available at: http://www.airweb.org/page.asp?page=915

NCES Publications

Dealing With Debt: 1992-93 Bachelors Degree Recipients 10 Years Later

Using data from the 1993– 2003 Baccalaureate and Beyond Study (B&B:93/03), this report describes the borrowing patterns of 1992– 93 bachelor's degree recipients and examines the repayment of undergraduate Stafford loans for those who had no additional degree enrollment. About half (51 percent) of all graduates had borrowed to help pay for their undergraduate education, borrowing an average of $10,200 from all sources. Among graduates with no additional degree enrollment, 74 percent had repaid all their undergraduate loans by 2003. Of the 26 percent still repaying their loans, the median debt burden (monthly payment divided by monthly income) in 2003 was 3.3 percent. Among bachelor's degree recipients with no further degree enrollment, 39 percent had taken out Stafford loans as undergraduates. Among these Stafford loan borrowers, 5 percent ever had a deferment, 12 percent ever had a period of forbearance, and 10 percent had defaulted at some point. Students did not tend to run into repayment problems immediately; the average length of time between graduation and the first deferment, forbearance, or default was 4– 5

years. For many, the problems were temporary, with 45 percent of defaulters able to re-enter repayment later. In addition, most of those who deferred or had periods of repayment were able to recover financially and did not default.

To download, view and print the publication as a PDF file, please visit: http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006156

The Postsecondary Educational Experiences of High School Career and Technical Education Concentrators

This report presents information on the postsecondary educational experiences of students from the high school class of 1992 who concentrated in career and technical education (CTE) while in high school, including their postsecondary enrollment, coursetaking, and degree attainment patterns. The report also describes the extent to which high school CTE concentrators pursued the same field at the postsecondary level. Using data from students' secondary transcripts collected as part of the National Education Longitudinal Study (NELS:88/2000), analyses reveal that about 20 percent of 1992 high school seniors were CTE concentrators. Of those students, roughly one-quarter were dual concentrators, completing both a CTE and college preparatory curriculum. NELS:88/2000 also collected students' postsecondary transcripts. These data show that by 2000, the majority of CTE concentrators from the class of 1992 had enrolled in postsecondary education. More than half of these students began their postsecondary education at a community college, while 37 percent began at a 4-year institution, and 7 percent at another type of institution. Of the high school CTE concentrators who enrolled in a postsecondary institution, 50 percent earned a postsecondary certificate or degree by 2000, while 26 percent earned a bachelor's or higher degree. About half of CTE concentrators who enrolled in a postsecondary institution earned postsecondary credits in a related field and 27 percent earned 12 or more credits in a related field, roughly the equivalent of one semester of full-time postsecondary study. About 30 percent of high school CTE concentrators who earned a postsecondary degree or certificate did so in a related field.

To download, view and print the publication as a PDF file, please visit:http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006309

New NAEP Report Comparing Private and Public Schools

"Comparing Private Schools and Public Schools Using Hierarchical Linear Modeling" is a new study using National Assessment of Educational Progress (NAEP) results. This study examines mean NAEP reading and mathematics score differences between public and private schools when selected characteristics of students and/or schools were taken into account using hierarchical linear modeling (HLM). Among the student characteristics considered were gender, race/ethnicity, disability status, and identification as an English language learner. Among the school characteristics considered were school size and location, and

composition of the student body and of the teaching staff. In particular, if the student populations enrolled in the two types of schools differed systematically with respect to background characteristics related to achievement, then those differences would be confounded with straightforward comparisons between school types. When school means were adjusted in the HLM analysis, the average for public schools was significantly higher than the average for private schools for grade 4 mathematics, while the average for private schools was significantly higher than the average for public schools for grade 8 reading. The average differences in adjusted school means for both grade 4 reading and grade 8 mathematics were not significantly different from zero.

To download, view and print the publication as a PDF file, please visit: http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006461

Read more about the study's findings at: http://nces.ed.gov/nationsreportcard/pubs/studies/2006461.asp

See other NAEP school studies at: http://nces.ed.gov/nationsreportcard/studies/privateschools/

http://nces.ed.gov/nationsreportcard/studies/charter/

Changing Scene

A Way to Keep Up With News About Our Colleagues

This portion of the newsletter is devoted to keeping you informed about changes such as readers who relocate to new positions and/or institutions, professional recognition awards and honors, retirements, deaths, newly hired colleagues, promotions, etc. If you become aware of a change on your campus or elsewhere which should be mentioned in "The Changing Scene," please send a note with the key facts to meihua.zhai@usg.edu. Keep it brief, but include the information you think others would like to know.

Larry Hunter has accepted the position of Director of Institutional Research at Ohio Dominican University in Columbus, Ohio. He was formerly an Institutional Research Specialist at Columbus State Community College. Congratulations, Larry!

Amy Bawcom has accepted the position of Director of Institutional Records and Research at the University of Mary Hardin-Baylor, Belton, Texas. This new position will allow Amy to direct both the Office of the Registrar and the Office of Institutional Research. Best wishes, Amy!

The University of Maryland, College Park is pleased to announce the appointment of Dr. **Mona Levine** as Associate Vice President for Institutional Research and Planning. Dr. Levine joins the University after almost twenty years of service at Montgomery College, where she most recently held the position of Chief Policy, Planning and Research Officer. Congratulations, Mona!

Help

Calculating Costs or Expenditures per Degree Awarded
Nate Johnson, State University System of Florida (Nathaniel.Johnson@flbog.org)

As part of a study of program costs and outcomes, the Institutional Research office of the Florida Board of Governors is requesting information or copies of reports that have attempted to calculate costs or expenditures per degree awarded, especially reports that deal with program-level information. Please forward a link or a copy of the report to Erin O'Leary at Erin.Oleary@flbog.org. Anyone who shares information will receive a copy of the survey results.

Thanks,

Nate Johnson

Director, Planning and Institutional Research
Board of Governors
State University System of Florida
Nathaniel.Johnson@flbog.org

Higher Education Staffing Models
Mark Eckstein, St. John Fisher College (meckstein@sjfc.edu)

Can anyone point me to a staffing model for higher education? Faculty, Administration, Classified staff - I'll take any and all. For instance, when I was first in SUNY in the 1980's, there was a "40-cell model" that was used to estimate Faculty need based on discipline and course level.

We are growing, and want to manage it as effectively as possible. I expect that we will also be doing some benchmarking, and likely participate in the Delaware Study. I want to make sure I cover all the bases.

Thanks in advance.

Mark Eckstein

Director of Institutional Research
St. John Fisher College
585-385-8410
meckstein@sjfc.edu

Developing Student Interest Surveys Under Title IX

Melodie Christal, Washburn University (melodie.christal@washburn.edu)

To satisfy Part 3 of the Three Part Test established in 1979 for Title IX, Washburn University plans to administer the Assessment of Students' Athletics Interests and Abilities Survey described in the NCES 2005-173 publication, User's Guide to Developing Student Interest Surveys Under Title IX. In that document, there are screen shots of the prototype data collection instrument. Has any institution administered that survey, and would you be willing to share the HTML with us? Thanks in advance for your help!

Melodie Christal

Melodie Christal
Director, Institutional Research
Washburn University
785-670-1876
melodie.christal@washburn.edu

Editors' Book of the Month

My Freshman Year: What a Professor Learned by Becoming a Student

Marne Einarson, Cornell University (mke3@cornell.edu)

> **Through the BOOK OF THE MONTH feature, we hope to acquaint you with publications that provide practical guidance on the technical or administrative aspects of our profession, offer current research and/or provoke thought and discussion on current issues in higher education.**

This month's book, *My freshman year: What a professor learned by becoming a student*, was written by Rebekah Nathan and published by the Cornell University Press in 2005 (ISBN 0-8014-4397-0).

It's been a long time since my undergraduate days. I pass by students on their way to and from classes, and supervise the occasional student employee in our office. A major part of my work consists of conducting surveys of the undergraduate experience. But I don't have the opportunity to spend in-depth time with students to find out what values and motives shape their behavior, and how they really navigate the various academic and co-curricular experiences being offered to them.

So this book caught my attention. "Rebekah Nathan," a pseudonym used by the researcher to protect the identities of the participants in her study, is an anthropologist and professor who conducted an ethnographic study of the undergraduate experience by going back to school for a year at her own university. She applied for admission, was accepted and enrolled as a student at "AnyU," a large public doctoral-granting university. She took classes, and lived with other first-year students in a co-ed residence hall. Nathan supplemented her participant observation with formal interviews, focus groups, "mini-studies" such as activity diaries, and national survey data. In various chapters, she

describes the patterns of life in the dorms, students' mechanisms for establishing community, views on American student culture as seen through the eyes of international students, and how students typically manage their academic experiences. The chapter on community was of particular interest to me.

Nathan notes the tremendous diversity of the college experience; that is, attending the same university does not necessarily lead to having similar or shared experiences with other students. This variety is reflective of differences in individual interests and circumstances. It is also, in her view, an unintended by-product of the tremendous range of options offered to students (in majors, housing, meal plans, extracurricular activities, etc.). AnyU, like many other institutions, has attempted to build a sense of community among students by encouraging their voluntary participation in any number of events and activities. This ever-increasing array of activities, which are often poorly attended, only contributes to greater fragmentation in the student experience and mitigates institutional efforts to enhance community. Nathan observes that students are caught between the conflicting ideals of community (with its security and sense of belonging) and individualism (freedom to act spontaneously, do what you want). In the end, individualism almost always wins out. Rather than taking part in social events organized by the university, students generally prefer to create their own small personal networks, getting together with friends of their own choosing at events of their own making.

In other chapters, Nathan discusses her "sobering insight" concerning the comparative unimportance of intellectual life in college student culture; and students' efforts to manage their college experience by creating the perfect class schedule, creating instrumental relationships with professors, and figuring out how to do only what is necessary to achieve adequate grades in classes. These norms, she feels, stem naturally from our increasingly market-driven culture and the rising costs of education; students, in turn, have become more pragmatic and career-oriented.

Nathan's study provides an interesting, albeit somewhat disquieting, portrait of undergraduate life. Her observations concerning the norms of individualism and anti-intellectualism in college culture do make one wonder about the efficacy of institutional efforts to enhance community or engage students in the intellectual life of the university. However, she also makes the point that while her observations apply to the mainstream of undergraduate culture, there are other subcultures there – groups of students who do want to connect with new and different peers, and many who want very much to be intellectually challenged and engaged. She notes that planning for undergraduate services and programs should be based on an accurate understanding of what motivates students. This suggests that institutions should try to create events that resonate more clearly with the norms of undergraduate culture but may need to accept that only a small portion of students will choose to take advantage of these opportunities.
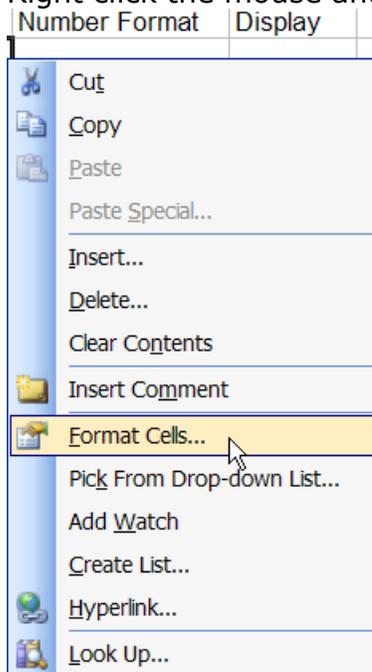
Technical Tips from the Field

Using Custom Number Formats to Scale Value Displays in Excel

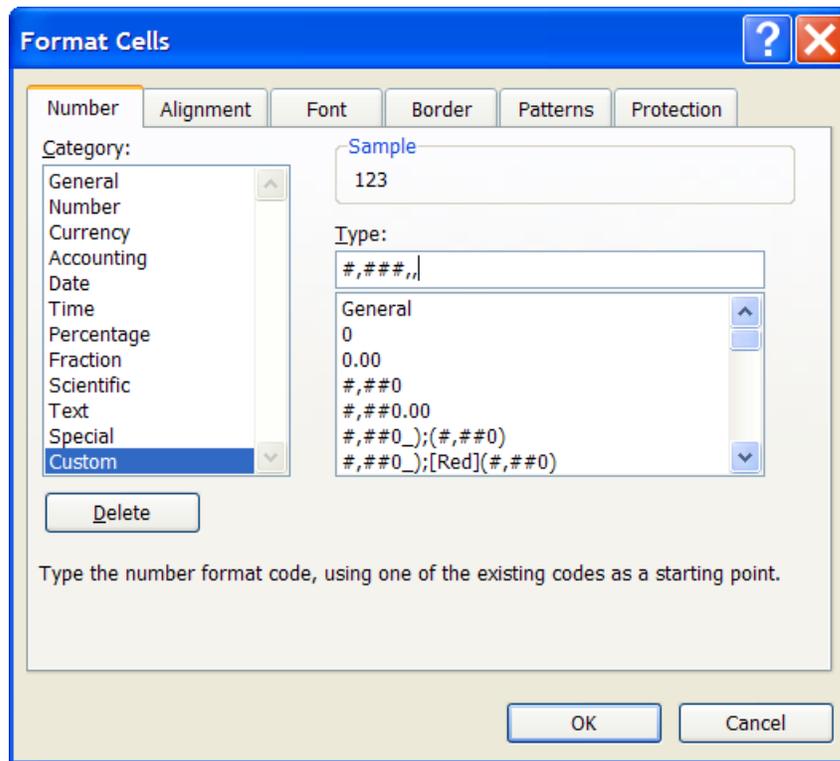Meihua Zhai, University System of Georgia (meihua.zhai@usg.edu)

> **This corner of the newsletter is reserved for readers to share practical tips, techniques and shortcuts that can make a difference in our work. Please share your technical prowess with us and send your tips to Meihua Zhai (meihua.zhai@usg.edu). Since this is a small corner, KISS (Keep It Short and Smart) will work the best.**

Have you ever wondered how to display large numbers in an Excel spreadsheet in thousands or even in millions? Yes, you could use formulas, but you may also consider using custom number formats to scale the values without actually changing the values in the cells. Here's how:

1. With your spreadsheet open, put the mouse cursor in the cell that you would like to format.

2. Right click the mouse and select Format Cells...

Number Format	Display

- Cut
- Copy
- Paste
- Paste Special...
- Insert...
- Delete...
- Clear Contents
- Insert Comment
- Format Cells...
- Pick From Drop-down List...
- Add Watch
- Create List...
- Hyperlink...
- Look Up...

3. Click the Number tab and select Custom. Type "#,###,," in the Type box and click OK:

Format Cells

| Number | Alignment | Font | Border | Patterns | Protection |

Category:
- General
- Number
- Currency
- Accounting
- Date
- Time
- Percentage
- Fraction
- Scientific
- Text
- Special
- **Custom**

Sample
123

Type:
#,###,,

General
0
0.00
#,##0
#,##0.00
#,##0_);(#,##0)
#,##0_);[Red](#,##0)

Delete

Type the number format code, using one of the existing codes as a starting point.

OK   Cancel

4. This is the result:

	A	B	C
	C2	fx	123456789
1	Value	Number Format	Display
2	123,456,789	#,###,,	123

This is the real number in Cell C2

This is the actual display

Below are more examples of custom number formatting to display values in millions:

Examples of Displaying Values in Millions		
Value	Number Format	Display
123,456,789	#,###,,	123
123,456,789	#,###.00,,	123.46
123,456,789	#,###,,"M"	123M
123,456,789	#,###.0,,"M"	123.5M
1,000,000	#,###,,"M"	1M

For the custom format, replace two commas (, ,) with one (,) and you will be displaying values in thousands:

Examples of Displaying Values in Thousands		
Value	Number Format	Display
123,456	#,###,	123
1,234,565	#,###,	1,235
499	#,###,	(blank)

500	#,###,	1
500	#,###.00,	.50

Happy Formatting!

Position Listing Summary

Job Listing Summary

Gail Fishman, AIR (gfishman@mailer.fsu.edu)

> **Persons seeking jobs in institutional research, planning, or policy analysis should plan to check the AIR web page every couple of days for new positions. There is no charge for posting a job. Follow the format posted at the AIR Jobs website and include as much information as possible. Use the online form to submit an ad. Jobs will be displayed for one month from the posting date or one week after the application deadline. Please notify Gail Fishman if you wish to repost, revise, or leave a job posted beyond the deadline.**

ASSESSMENT DEVELOPMENT PROJECT MANAGER, University of Phoenix, Phoenix, **AZ**, http://www.phoenix.edu
Deadline Date: August 18, 2006

DIRECTOR OF ACADEMIC ASSESSMENT, Trinity College, Washington, **DC**, http://www.trinitydc.edu
Deadline Date**:** Until appointment is made

COORDINATOR, INSTITUTIONAL ASSESSMENT, Auburn University, Auburn, **AL**, http://www.auburn.edu
Deadline Date**:** September 15, 2006

DIRECTOR OF INSTITUTIONAL RESEARCH AND ASSESSMENT, Morehead State University, Morehead, **KY**, http://www.moreheadstate.edu
Deadline Date**:** August 18, 2006

DIRECTOR OF INSTITUTIONAL RESEARCH, Wheaton College, Norton, **MA**, http://www.wheatonma.edu/
Deadline Date**:** Not provided

COORDINATOR OF INSTITUTIONAL RESEARCH, Montreat College, Asheville, **NC**, http://www.Montreat.edu
Deadline Date**:** August 28, 2006

DIRECTOR OF INSTITUTIONAL RESEARCH, Walla Walla Community College, Walla Walla, **WA**.
Deadline Date**:** Screening begins August 15, 2006

ASSOCIATE DIRECTOR, INSTITUTIONAL PLANNING AND RESEARCH, University of Florida, Gainesville, **FL**,
http://www.ufl.edu/
Deadline Date**:** August 4, 2006

RESEARCH ANALYST & GRANT DEVELOPER, Idaho State Board of Education, Boise, **ID**, http://www.boardofed.idaho.gov/
Deadline Date**:** August 14, 2006

ASSOCIATE ANALYST, University of Minnesota, College of Liberal Arts, Minneapolis, **MN**, http://www.cla.umn.edu
Deadline Date**:** August 4, 2006

RESEARCH ASSOCIATE (Job #997259), University of Toledo, Toledo, **OH**, http://utoledo.edu/ and
http://www.ci.toledo.oh.us/
Deadline Date**:** Friday, August 4, 2006

CIRP PROJECT MANAGER, Higher Education Research Institute (HERI), Los Angeles, **CA**.
Deadline Date**:** Until filled

ASSISTANT DIRECTOR FOR EVALUATION AND SURVEY RESEARCH, James Madison University, Harrisonburg, **VA**,
http://www.jmu.edu/
Deadline Date**:** September 1, 2006

RESEARCH PROGRAMMER & DATABASE ANALYST, California Polytechnic State University, Luis Obispo, **CA**,
http://www.calpoly.edu/
Deadline Date**:** August 4, 2006

STATISTICAL AND INFORMATION OFFICER, Kansas State University, Manhattan, **KS**.
Deadline Date**:** August 9, 2006

INFORMATION ANALYST II, Office of Institutional Research, Emory University, Atlanta, **GA**, http://www.emory.edu
Deadline Date**:** Open

ASSISTANT DIRECTOR OF INSTITUTUIONAL RESEARCH, Jefferson State Community College, Birmingham, **AL**.
Deadline Date**:** August 11, 2006

ASSOCIATE ANALYST, Illinois Institute of Technology, Chicago, **IL**, http://www.iit.edu
Deadline Date**:** Not provided

ASSOCIATE VICE PRESIDENT (AVP) FOR INSTITUTIONAL RESEARCH, PLANNING AND EFFECTIVENESS (#209), Fort Valley State University, Fort Valley, **GA**, http://www.FVSU.edu
Deadline Date**:** Open

DIRECTOR OF INSTITUTIONAL RESEARCH, Colorado Mountain College, Glenwood Springs, **CO**.
Deadline Date**:** August 4, 2006

CHIEF ADVANCEMENT OFFICER, Southwestern Community College District, Chula Vista, **CA**.
Deadline Date**:** Screening begins 5:00 pm July 27, 2006

RESEARCH ASSOCIATE, University of Cincinnati, Cincinnati, **OH**.
Deadline Date**:** Open until filled

DIRECTOR OF PLANNING, RESEARCH & KNOWLEDGE SYSTEMS, Cabrillo College, Aptos, **CA**, http://www.cabrillo.edu/ and http://www.cabrillo.edu/services/pro/
Deadline Date**:** September 5, 2006 at 4:00 pm PST

ACCREDITATION GRADUATE RESEARCH ASSISTANT, Office of Institutional Research (2 positions), Western University of Health Sciences, Pomona, **CA**.
Deadline Date**:** Open

DATABASE AND APPLICATIONS ANALYST, Samford University, Birmingham, **AL**, http://www.samford.edu
Deadline Date**:** Once suitable candidate is identified

DIRECTOR OF INSTITUTIONAL RESEARCH, Samford University, Birmingham, **AL**, http://www.samford.edu
Deadline Date**:** Once suitable candidate is identified

COORDINATOR OF ANALYTICAL SERVICE, University of North Alabama, Florence, **AL**, http://www.una.edu
Deadline Date**:** Until filled

DIRECTOR OF PLANNING AND INSTITUTIONAL EFFECTIVENESS, Cleveland Community College, Shelby, **NC**.
Deadline Date**:** Application reviews begin August 14, 2006

ASSOCIATE DIRECTOR FOR ASSESSMENT, Fordham University, Bronx, **NY**, http://www.Fordham.edu
Deadline Date**:** Will review applications until position is filed

ASSOCIATE DIRECTOR OF INSTITUTIONAL RESEARCH, Fordham University,

Bronx, **NY**, http://www.Fordham.edu
Deadline Date**:** Will review applications until position is filled

DIRECTOR, INSTITUTUIONAL ADVANCEMENT, Virginia Highlands Community College, Abingdon, **VA**, http://www.vhcc.edu
Deadline Date**:** Application reviews begin July 28, 2006

ASSISTANT DIRECTOR, INSTITUTIONAL RESEARCH, University of California Santa Barbara, Santa Barbara, **CA**,
http://www.UCSB.edu
Deadline Date**:** Flexible

SYSTEMS DEVELOPER, Cleveland State University, Cleveland, OH.
Deadline Date**:** August 4, 2006

RESEARCH ANALYSTS (2) , California Partnership for Achieving Student Success (Cal-PASS), **CA**, http://www.calpass.org
Deadline Date**:** Application review begins July 24, 2006

DIRECTOR OF STRATEGIC PLANNING AND RESEARCH, Purdue University, West Lafayette, **IN**, http://www.purdue.edu
Deadline Date**:** Not provided

DIRECTOR OF INSTITUTIONAL RESEARCH, Jewish Theological Seminary, New York, **NY**, http://www.jtsa.edu
Deadline Date**:** Applications now being accepted

VICE PRESIDENT, PLANNING & INSTITUTIONAL EFFECTIVENESS, Cuyahoga Community College, Cleveland, **OH**,
http://www.tri-c.edu
Deadline Date**:** Open until filled

PROGRAMMER ANALYST, California Partnership for Achieving Student Success (Cal-PASS), **CA**, http://www.calpass.org
Deadline Date**:** Application review begins July 24, 2006

DIRECTOR OF INSTITUTIONAL EFFECTIVENESS, North Carolina Central University, Durham, **NC**, http://www.nccu.edu
Deadline Date**:** Open until filled

DIRECTOR OF RESEARCH AND EVALUATION, North Carolina Central University, Durham, **NC**, http://www.nccu.edu
Deadline Date**:** Open until filled

RESEARCH ASSOCIATE- Graduate Intern, Scripps College, Claremont, **CA**,
http://www.scrippscollege.edu
Deadline Date**:** Until filled

RESEARCH SYSTEMS ANALYST, Coast Community College District, Costa Mesa, **CA**, http://www.cccd.edu
Deadline Date**:** July 26, 2006

DIRECTOR OF INSTITUTIONAL RESEARCH, Cape Cod Community College, West Barnstable, **MA**, http://www.capecod.edu
Deadline Date**:** Position to remain open until filled.

ASSISTANT DIRECTOR OF THE OFFICE OF INSTITUTIONAL RESEARCH, Fort Lewis College, Durango, **CO**,
 http://www.fortlewis.edu
Deadline Date**:** July 31, 2006

COORDINATOR, MANAGEMENT ANALYSIS, University of Central Florida, Orlando, **FL**, http://www.oeas.ucf.edu
Deadline Date**:** Until position is filled

DIRECTOR OF PLANNING AND INSTITUTIONAL ASSESSMENT, The Victoria College, Victoria, **TX**, http://www.victoriacollege.edu
Deadline Date**:** Not provided

DIRECTOR OF OUTCOMES ASSESSMENTS, Amarillo College, Amarillo, **TX**, http://www.actx.edu/
Deadline Date**:** Open

SENIOR MANAGER, HUMAN RESOURCES DATA RESEARCH AND ANALYSIS, California State University, Office of the Chancellor, Long Beach, **CA**.
Deadline Date**:** Resumes are accepted until the position is filled.

REGISTRAR AND DATA ANALYST, Southern Vermont College, Bennington, **VT**.
Deadline Date**:** Until filled

INSTITUTIONAL RESEARCH COORDINATOR, Colorado College, Colorado Springs, **CO**, http://www.ColoradoCollege.edu
Deadline Date**:** Open until filled

DIRECTOR OF INSTITUTIONAL RESEARCH, Dickinson College, Carlisle, **PA**, http://www.dickinson.edu
Deadline Date**:** Search committee will begin reviews in August

RESEARCH ANALYST, University of St. Thomas, St. Paul, **MN**, http://www. stthomas.edu/
Deadline Date**:** Not provided

Parting Thoughts

Parting Thoughts

Meihua Zhai, University System of Georgia (meihua.zhai@usg.edu)

Reader contributions of possible future 'Parting Thoughts' are welcome. Send them to Meihua Zhai.

"Remember: Life is one big story problem."
~ Ed Woodrick, Math Teacher

The following is from John M. Novak (Indiana University - South Bend), contributor of the above parting thought:

```
My fifth grade teacher, Ed Woodrick, passed away from cancer
several years ago.  In math class he would say this almost
daily.  The saying became so popular in our school that he had
pencils made up with the saying on it.  I'd consider it a
fitting tribute to have it included in a newsletter to folks who
spend a lot of their time solving some of life's story problems.
```

"All stories teach us something, and promise us something, whether they're true or invented, legend or fact."
~ Stewart O'Nan

"The day that you stop learning is the day that you start decreasing your rewards and start suffering from frustration and lower levels of satisfaction."
~ Brian Tracy

"The moment you stop learning, you stop leading."
~ Rick Warren

"Learning is pleasurable but doing is the height of enjoyment."
~ Novali German

"What you actually *do* is more important than what you say you'll do."
~ Steve Chandler

"I am not afraid of storms, for I am learning how to sail my ship."
~ Louisa May Alcott