



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

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Serving Institutional Research Professionals and Those Engaged in Management
Research, Policy Analysis & 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.

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, Suite 211, 1435 E. Piedmont Drive, Tallahassee, FL 32308 Phone: 850/385-4155, Fax: 850/385-5180 or via e-mail: (air@mailers.fsu.edu).

Holiday Greetings

Holiday Greetings from M&M!

As colorful lights decorate houses and trees, stores and shops to welcome the best season of the year, it's time for e-AIR to send you M&M holiday greetings: We wish you a joyous and safe holiday season and a successful New Year!

2006 is almost over. In 2006, e-AIR sent so many cheerful "Congratulations" to our colleagues for their new positions or career advancements. We also sadly said good-bye to some long-time friends who had completed their journeys on this planet. We thank our readers for sharing your technical and presentation expertise with us. We still remember how your creative talents helped to drive away the winter "blues" with the humorous limericks you submitted to us. We deeply appreciate all the feedback you wrote to us. Your support and care of this newsletter are the greatest rewards to us as the editors. As we prepare to welcome in 2007, we wish our readers happy holidays and we look forward to another great year with you!

Meihua & Marne

AIR 2007 Grants Programs

AIR 2007 Grant Programs

The Association for Institutional Research (AIR), with support from the National Center for Education Statistics (NCES), the National Science Foundation (NSF) and the National Postsecondary Education Cooperative (NPEC) sponsors a grant program titled: Improving Institutional Research in Postsecondary Educational Institutions. **January 16, 2007** is the deadline to submit a proposal for the 2007 AIR Grants Program (<http://www.airweb.org/grants.html>).

Research grants up to \$30,000 are available to institutional researchers, faculty, and administrators affiliated with U.S. postsecondary institutions or governance agencies. **Dissertation fellowships** of \$15,000 are available to doctoral students in all disciplines. **Fellowships** to the annual National Summer Data Policy Institute are also available. The AIR Grant Programs offer opportunities for advancing research on postsecondary education.

For details, please visit: AIR/NCES/NSF/NPEC Grant Program (<http://www.airweb.org/researchgrants.html>)

AIR/NCES/NSF National Summer Data Policy Institute (<http://www.airweb.org/datapolicy.html>)

If you have any questions, please contact Sharon Lynn, Manager of Professional

Development and Grants Administration at (850) 385-4155 ext. 105 or by email at slynn@airweb2.org.

AIR One-Day Drive-in Workshops

Advance your career with training programs and opportunities that help IR professionals and researchers be more effective and efficient!

As part of the AIR Professional Development series, AIR is beginning one-day drive-in workshops. For the February 2, 2007 workshop in Annapolis, participants may choose from one of the two topics listed below:

Regression Models for Categorical Data

Faculty: Stephen Porter, Iowa State University

Categorical data such as whether a student completes their degree program, choice of college major, and Likert scale survey data (e.g., a four-point satisfaction scale) are common in higher education, but they cannot be analyzed with traditional multiple regression models. This is an advanced statistical workshop geared towards users familiar with multiple regression, but unfamiliar with logistic regression. Using SPSS, we will cover binary, multinomial and ordinal logistic regression models, with an emphasis on understanding model coefficients and using them to calculate changes in probability. Given time, we will also review Poisson regression models; these models are used to analyze count data, such as the number of times a student withdraws from courses. Registration is limited to 25 participants.

Participants registering for this workshop are required to bring a laptop computer with SPSS software installed. Several of the sessions involve hands-on work with the data sets. It is highly recommended that participants use SPSS 14.0 or higher. AIR will not supply any computers for this workshop.

Office Management

Faculty: Mary Lelik, University of Illinois at Chicago

A key feature of the effective institutional research office is its ability to disseminate useful information in a timely manner. A key challenge for many institutional researchers is the limited - or, in some cases, shrinking - amount of resources (human and otherwise) available to meet the growing demand for quality data and analyses. This module introduces and discusses proven management techniques that will assist IR professionals in finding the appropriate balance among competing priorities and set measurable, realistic and achievable goals. The aim is to provide participants with a useful set of time-management and organizational tools relevant to any IR office regardless of size

or function. Registration is limited to 35 participants.

For more details, visit: <http://www.airweb.org/p.asp?page=997>

AIR on Top 25 List of Conventions Booked

AIR on Top 25 List of Conventions Booked for 2007

AIR was recently ranked number 21 on the Top 25 List of Top Conventions Booked for 2007 in the November 10, 2006 issue of the Kansas City Business Journal.

AIR's 47th annual forum "Choice/Chance: Driving Change in Higher Education" will be held at the Kansas City Crown Center June 2-6, 2007, in Kansas City, Missouri. AIR's annual Forum attracts over 1,600 IR professionals.

"We are excited to be in Kansas City," AIR National Meeting Manager Kim Steele said. "They have been extremely hospitable and welcoming."

AIR's "Listmaker" status does more than just rank AIR in a journal; it promotes AIR as a leader in the Kansas City business marketplace.

The weekly lists, a regular feature of the newspaper, are highly read and extremely popular with the Kansas City Business Journal readers. They are read, re-read, routed, faxed, and copied more than any other feature of the journal.

The Top 25 List is ranked by the projected room nights each group reserves for their event.

For more information on the 2007 AIR Forum in Kansas City, please visit <http://airweb.org/forumhotels.html>

NDIR Volume 131

New Directions for Institutional Research, Volume 131: Data Mining in Action – Case Studies of Enrollment Management

Jing Luan, San Mateo County Community College District (luan@smccd.edu)

This volume of New Directions for Institutional Research (Eds. **Jing Luan** and **Chun Mei Zhao**; ISBN: 978-0-7879-9426-6) introduces data mining through case studies. Six case studies from major universities employ data mining for solving real-life issues in enrollment yield, retention, transfer-outs, utilization of advanced-placement scores, and predicting graduation rates, among others. The opening chapter deciphers the similarities and differences between data mining and traditional statistics and points out the intrinsic conflict between statistic influence and the emerging need for individual pattern recognition and resulting

customized treatment of students- the so-called new reality in applied institutional research. The chapter authors furnish a tangible illustration of data mining at work. The volume demonstrates that data mining bears great potential to enhance institutional research and helps fill the void of applications of data mining in higher education.

NCES Reports

Dropout Rates in the United States: 2004

This report builds upon a series of National Center for Education Statistics (NCES) reports on high school dropout and completion rates that began in 1988. It presents estimates of rates for 2004, and provides data about trends in dropout and completion rates over the last three decades (1972–2004), including characteristics of dropouts and completers in these years. Among other findings, the report shows that students living in low-income families were approximately four times more likely to drop out of high school between 2003 and 2004 than were their peers from high-income families. Focusing on indicators of on-time graduation from public high schools, the averaged freshman graduation rate for the 3 most recent years for which data are available shows an increase from 72.6 percent for 2001–02 to 73.9 percent for 2002–03 to 74.3 percent for 2003–04.

To download, view and print the publication as a PDF file, please visit: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007024>

AAUP Research

AAUP Research

John W. Curtis, AAUP (jcurtis@aaup.org)

Data processing for our AAUP Faculty Compensation Survey 2006-07 is now well underway. Thanks to the more than 500 institutions that have already submitted data. Our Web-based system (<https://research.aaup.org/fcs>) and automated verification process mean that you receive immediate feedback.

If you've already uploaded data through our system, please be sure to follow through on any automated verification messages you receive. Note that we will not be approving entries for publication until later in the process, beginning in January.

If you haven't yet submitted data, we will continue to accept submissions after our initial December 20th deadline - but please don't delay! We will soon begin the aggregate data analysis that will allow you to compare your institution by category both nationally and regionally. The more institutions we have included in that aggregate analysis, the better the comparison will be. And the sooner you

submit your data, the more time you'll have to make any necessary corrections. Survey contacts whose institutions have not yet submitted data should have received a reminder e-mail about December 15.

We also plan to make peer comparison reports available as soon after February 1 as possible; please hold off on submitting your requests until then. We are working to automate that part of the process, as well. We will be e-mailing all of our survey contacts with further information as soon as the reports are ready.

The two reports released earlier this year are available for download from our Web site at no cost:

AAUP Faculty Gender Equity Indicators 2006 (
<http://www.aaup.org/AAUP/pubsres/research/geneq2006.htm>)

AAUP Contingent Faculty Index 2006 (
<http://www.aaup.org/AAUP/pubsres/research/conind2006.htm>)

Thanks very much for participating in our survey.

John W. Curtis, Director of Research and Public Policy
Doug Kinsella, Research Associate
Souhila Kada, Research Assistant
aaupfcs@aaup.org

Call for Paper Submission

New Web Site for Papers and Documents About Transfer

Cliff Adelman, the Institute for Higher Education Policy (cadelman@ihep.org)

Among other projects in its portfolio, the Institute for Higher Education Policy (IHEP) is responsible for managing the National Articulation and Transfer Network (NATN), a major effort to move minority students from community colleges into 4-year institutions, with a particular emphasis on minority-serving 4-year schools.

One of the critical tasks in this effort involves building an Information Resources Library on the NATN Web site. We would like this library to include PDF and/or HTML files of papers and reports in the following categories:

1. Research literature on transfer
2. Practice literature on transfer (cases, narratives, testimony)
3. Transfer statistics (national, state, system) and statistical studies
4. State articulation policies
5. Model system and institutional articulation agreements
6. The literature (research and practice) of transfer that involves minority-serving institutions

and are soliciting contributions of such files - or links to such files. Papers and reports should be those presented at national, regional, state, or system conferences, with a note somewhere on the first page indicating the event and date of presentation. They can also be copies of previously published articles in journals or the trade press provided that the original media outlet allows electronic reproduction. State policy statements, official statistical studies, and model agreements should be publicly accessible documents.

Please send information contributions as e-mail attachments to Cliff Adelman at IHEP (cadelman@ihp.org). Cliff will write a brief narrative gloss for each topical collection of files, and the whole site should be up and running by the end of March, 2007. Thank you.

TLT Group Online Seminar

Diversity, Engagement, Technology & Civil Discourse

Bonnie Hunter, TLT Group (bhunter@tltgroup.org)

Thursdays, January 11, 18, and 25, 2007 4:00 pm EDT

Leader/Presenters: Steve Gilbert, TLT Group, and Naomi Story, Mesa Community College, with special guests

How can faculty weave together diversity, academic engagement, and technology without asking too much of themselves or their students? What kinds of diversity matter most when we strive to use technology to engage learners and teachers more actively and effectively with course content and with each other? How can we foster more civil, constructive interaction in this context?

We cannot rely on homogeneity to sustain good communication. During the past 5 years, diversity has increased greatly for many colleges and universities among students, faculty, administration, and other stakeholder constituencies. We recognize the influence of many dimensions of diversity: socio-economic status, cultural heritage, race, ethnicity, age, learning goals, teaching goals, familiarity with computing and other information technologies. Beliefs about the purposes of education, experience in college, as well as family traditions about advanced education -- also contribute to the mix.

Conditions, pressures, and options today make it more important, more possible, and more difficult to deal effectively with diversity in learning styles and working styles. Yet faculty often concentrate much more on curriculum rather than on how students engage with the course content. In an age where there is too much to do and too little time, technology actually gives us a vehicle for meeting these challenges. Yet to do that we must first find ways of talking civilly about these "hot topics" within a diverse (and often passionate and over-worked) group of stakeholders who may have conflicting goals.

This workshop addresses these central questions:

- Help wanted? What kinds of help do faculty members want/need to more comfortably, effectively help engage diverse students academically, esp. when using information technology?
- Constructive, civil actions/discussions? How can anyone deal constructively and civilly with these interrelated challenges? How does this challenge connect with Art Chickering's recent ideas about "authenticity"?
- Identify differences and commonalities? Isn't one of the most important first steps to enable the group to recognize, articulate, and respect their important differences and commonalities? How can this be accomplished? Who is responsible?
- Students' perceptions? How are students' perceptions of course content influenced by their own cultural background? By their teacher's? By other ways in which they differ from each other?
- Newer faculty different? Are newer (often younger) faculty members better than older faculty at perceiving, respecting and dealing with differences in students WITHIN a traditional classroom? Is age the most important dimension of difference among faculty for this purpose?
- Cultural differences online? In what ways are differences among students and faculty more/less challenging in a purely online environment or hybrid course?

For information about this workshop, click [HERE](#).

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.

Dr. **Gerry Dizinno** from The University of Texas at San Antonio has been appointed Associate Vice Provost for Institutional Research. He was Director of IR prior to this appointment. Congratulations, Gerry!

Help

What Is Your Practice?

Kenneth MacKenzie, Boston University (kmackenz@bu.edu)

My Vice-President wants me to ask members whose institutions are a part of the TEP program (<http://www.tuitionexchange.org>):

1. How do you count tuition exchange students? Do you count them in your "admits" and "official enrollees"?
2. Do you treat the tuition grant or credit received by the exchange students like tuition remission?
3. Do you guarantee to meet the full need of exchange students?

Please contact Ken MacKenzie (kmackenz@bu.edu or 617-353-4177), Office of Enrollment Planning and Retention, Boston University.

Thanks for your help!

Ken

Ken MacKenzie
Office of Enrollment Planning and Retention
Boston University

Technical Tips from the Field

Calculating Unduplicated Headcount for an Academic Year (SAS)

Ray Wallace, Virginia Polytechnic Institute and State University (raymondw@vt.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.

This is Part II of a series of tips on how to calculate unduplicated headcount for an academic year. Similar method in SPSS was covered in the Nov. issue; Oracle SQL and MS Access SQL will be covered in the next issues of e-AIR.

To calculate an unduplicated headcount for an academic year we should first make sure that all the possible students that should be counted are available in one dataset. That is, if your data structure is that you have one data table per term then you should put these terms into one dataset.

Scenario A: One File for Each Term

Here, we assume that the institution has three terms during the year (12 month academic year). The files are assumed to already be in SAS format, with filenames *st2006_1.sas7bdat*, *st2006_2.sas7bdat*, and *st2006_3.sas7bdat* and saved under 'c:\temp\'. They are also sorted by StudentID. First we make sure that each term dataset has only one observation per person/studentid by using the NODUPKEY option. The three proc sorts do this while producing new datasets for merging. We then put the three new datasets in the merge statement in chronological order.

```
libname strec 'c:\temp\';

proc sort data = strec.st2006_1 nodupkey out= st2006_1_dedup;
  by studentid;
proc sort data = strec.st2006_2 nodupkey out= st2006_2_dedup;
  by studentid;
proc sort data = strec.st2006_3 nodupkey out= st2006_3_dedup;
  by studentid;

data ay2006;
  merge st2006_1_dedup st2006_2_dedup st2006_3_dedup;
  by studentID;
  enrl=1;
  run;

proc summary data=ay2006 nway;
  class ethnic gender level;
  var enrl;
  output out=undup_hc(drop=_freq_ _type_) sum=;
  run;
proc print data = undup_hc ;run;
```

In SAS, the last table in the match merging process will overwrite the values of the previous files. Therefore, students who change their level from undergraduate to graduate during the year will have their latest value saved.

Scenario B: One Single File Containing All the Terms' Data

(A student might appear two or three times in this file, if enrolled for two or three terms.)

If your student data structure is already in a longitudinal structure, you must first sort the data set by the key you don't wish to duplicate on (studentId) and the descending term so that the first occurrence of studentId is the latest term. We sort the dataset again, using the `nodupkey` function to get rid of duplicated IDs for the terms we are interested in. We add the "where-clause" to the second PROC SORT in case the longitudinal dataset has more than one academic year in

it. We create a new data set and call it *unique_by_person*. We use the new dataset for our calculation.

```
libname strec 'c:\temp\';

proc sort data = strec.st2006;
  by studentid descending term;

proc sort data = strec.st2006 nodupkey out= unique_by_person;
  by studentid;
  where term in ('20061', '20062', '20063');

proc print data = unique_by_person; run;
proc freq data = unique_by_person;
table level*gender*ethnic /list;
run;
```

Please click the links below to download sample data sets and SAS syntax files.

[st2006_1](#), [st2006_2](#), [st2006_3](#), [st2006_Scenario A](#) (syntax), [Scenario B](#) (syntax)

Thank you so much, Ray, for sharing your expertise with us!

Editors' Book of the Month

Applied Longitudinal Data Analysis: Modeling Change and Event Occurrence

Meihua Zhai, University System of Georgia (meihua.zhai@usg.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, *Applied longitudinal data analysis: Modeling change and event occurrence*, was written by Singer, J.D., and Willett, J. B., published by Oxford University Press, Inc, New York, NY. in 2003. (ISBN: 0-19-515296-4)

Measuring change and monitoring event occurrence are what IR professionals do on a daily basis, be it tracking student persistence rates, assessing student learning outcomes, exploring faculty or student departure patterns, assembling program review packages, or analyzing classroom utilization rates. IR professionals track institutional effectiveness by charting changes over time or investigating the reasons and times that events occur. If this is what you do and

you wish to gain insight into the analysis of longitudinal data and to be guided through the various stages of such an analysis, you might find this book a much needed reference because it offers in-depth presentations of two of today's most popular statistical methods: multilevel models for individual change and hazard/survival models for event occurrence.

This handbook has two parts with fifteen chapters: Part One deals with modeling changes over time; Part Two focuses on investigating event occurrence. In discussing modeling changes over time, the authors first lay out the framework for studying change over time. Then they introduce the need for the multilevel model for change, explain the concept of treating time more flexibly, and demonstrate modeling discontinuous and nonlinear change. In Part Two, the authors first explain what discrete-time and continuous-time event occurrence are. Then they discuss how to fit and extend different time hazard models.

Working with longitudinal data is not new to IR professionals. Traditionally, IR offices tend to maintain their data in the "person-level" fashion in which each person has one record (row) and multiple variables (columns) containing the data from each measurement occasion (a semester, for example). With the inception of large relational databases such as Oracle, SQL, or SAP, lots of IR offices (or universities) began to organize their data in the "person-period" fashion in which each person has multiple records – one for each measurement occasion. The authors discuss the advantages of using person-period-level data sets over person-level data sets in studying changes over time. If your office (or university) is considering building your own data warehouse to support the study of changes over time, you might find the section on the layout of longitudinal data in this book helpful. The person-period-level dataset concept will also help you visualize how you will need to prepare your data for longitudinal analysis if your data is not organized in the person-period fashion. The authors also demonstrate how to detect change using a variety of graphical and tabular techniques through many examples. Modeling techniques discussed by the authors include: multilevel model for change, modeling discontinuous and nonlinear changes, and modeling changes using covariance structure analysis (also known as structural equation modeling).

Investigating event occurrence is also known as survival analysis. Types of event occurrence described in Part Two include discrete- and continuous-time occurrence. Modeling techniques discussed are: fitting basic discrete-time hazard models (Chapter 11), extending the discrete time hazard model (Chapter 12), fitting Cox regression model and extending the Cox Regression model. Because the earliest applications of survival analysis were in the study of human life-times, it leads people to assume that the methods are appropriate only when studying negative events such as death (or enrollment attrition). The authors advocate that survival analysis can also be used in the study of positive events such as child-birth (or college graduation).

I first learned about this book from Dr. Sally Lesik, an Assistant Professor of Math from Central Connecticut State University. A friend from NEAIR told me about Dr. Lesik's recent presentation during the NEAIR 2006 annual conference, thinking that I would be very interested in it and I was. I contacted Sally to get more information about her study and she recommended this book. Both my friend from NEAIR and I wished that we had had this book earlier.

Position Listing Summary

Job Listing Summary

Gail Fishman, AIR (gfishman@mailier.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.

ASSOCIATE DIRECTOR FOR INSTITUTIONAL RESEARCH (Higher Education Officer), City University of New York, New York, **NY**.

Deadline Date: Not provided

INSTITUTIONAL RESEARCH ASSOCIATE, Trinity Valley Community College, Athens, **TX**,

<http://www.tvcc.edu>

Deadline Date: January 23, 2007 or until filled

DIRECTOR OF INSTITUTIONAL RESEARCH, Winthrop University, Rock Hill, **SC**,

<http://www.winthrop.edu>

Deadline Date: January 16, 2007

ASSOCIATE VICE PRESIDENT FOR ACADEMIC AFFAIRS, ACADEMIC EFFECTIVENESS & PLANNING, University of North Texas, Dallas-Fort Worth, **TX**.

Deadline Date: Applications accepted until filled

INSTITUTIONAL RESEARCH ANALYST, Roger Williams University, Bristol, **RI**.

Deadline Date: Open until filled

DIRECTOR OF INSTITUTIONAL RESEARCH, Trinity Valley Community College, Athens, **TX**,

<http://www.tvcc.edu>

Deadline Date: January 16, 2007 or until filled

MANAGER, INSTITUTIONAL RESEARCH, University of Washington, Seattle, **WA**.
Deadline Date: Open until filled

DIRECTOR, INSTITUTIONAL RESEARCH AND PLANNING, Santa Fe Community
College, Gainesville,
FL.
Deadline Date: January 8, 2007

INSTITUTIONAL RESEARCH ASSOCIATE, University of Akron, Akron, **OH**.
Deadline Date: January 12, 2007

STRATEGIC PLANNING, INSTITUTIONAL RESEARCH, MARKET RESEARCH, AND
ANALYSIS OFFICER, Connecticut State University System, Hartford, **CT**, [http://
www.ctstateu.edu](http://www.ctstateu.edu)
Deadline Date: Open until filled

RESEARCH ASSOCIATE, Office of Institutional Research & Assessment, University
of Tennessee, Knoxville, **TN**.
Deadline Date: Not provided

TRANSFER ANALYST, Cochise College, Sierra Vista, **AZ**, <http://www.cochise.edu>
Deadline Date: Open until filled, January 17, 2007 Next Review

ASSESSMENT COORDINATOR FOR THE SCHOOL OF EDUCATION AND
PROFESSIONAL STUDIES, SUNY Potsdam, **NY**, <http://www.potsdam.edu>
Deadline Date: Until position filled

ADVANCEMENT ANALYST, California State University, Office of the Chancellor,
Long Beach, **CA**.
Deadline Date: Resumes accepted until the position is filled

REGIONAL ECONOMIST, University of Arizona, Tucson, **AZ**, [http://www.arizona.
edu](http://www.arizona.edu)
Deadline Date: Review begins December 18, 2006

ASSISTANT DIRECTOR OF ASSESSMENT, University of Kentucky, Lexington, **KY**,
<http://www.uky.edu/assessment>
Deadline Date: January 2, 2007

DIRECTOR OF INSTITUTIONAL RESEARCH, Thomas M. Cooley Law School, **MI**,
<http://www.cooley.edu>
Deadline Date: Until filled

DIRECTOR II FINANCIAL AID (#10524), Daytona Beach Community College, **FL**,
<http://www.dbcc.edu>
Deadline Date: January 9, 2007

INSTITUTIONAL RESEARCH ANALYST, Duke University and Health System,
Durham, **NC**,
<http://www.duke.edu>

Deadline Date: open

ASSOCIATE VICE PRESIDENT INSTITUTIONAL RESEARCH AND EVALUATION
(#10523), Daytona Beach Community College, **FL**, <http://www.dbcc.edu>

Deadline Date: January 9, 2007

INSTITUTIONAL RESEARCH ANALYST, Colorado Mountain College-District Office,
Glenwood Springs, **CO**, <http://www.coloradomtn.edu>

Deadline Date: Resume review begins January 5, 2007

DIRECTOR FOR INSTITUTIONAL RESEARCH, Butte College, Oroville, **CA**.

Deadline Date: Friday, January 12, 2006

SENIOR RESEARCH ASSOCIATE, University of Cincinnati, Cincinnati, **OH**, <http://www.uc.edu>

Deadline Date: Open until filled

SENIOR DIRECTOR OF POLICY, PLANNING, AND RESEARCH, West Virginia
Higher Education Policy Commission, Charleston, **WV**, <http://www.hepc.wvnet.edu>

Deadline Date: Open until filled

ASSISTANT DIRECTOR - RESEARCH ANALYST/ACADEMIC ADVISOR, University
of North Carolina at Greensboro, **NC**, <http://www.uncg.edu/>

Deadline Date: January 5, 2007

SENIOR RESEARCH ASSOCIATE, University of Cincinnati, Cincinnati, **OH**, <http://www.uc.edu>

Deadline Date: Open until filled

RESEARCH AND PLANNING ANALYST, West Virginia Higher Education Policy
Commission, Charleston, **WV**, <http://www.hepc.wvnet.edu>

Deadline Date: Open until filled

INSTITUTIONAL RESEARCH ANALYST, University of Nevada, Reno, **NV**, <http://www.unr.edu>

Deadline Date: January 15, 2007

DIRECTOR OF INSTITUTIONAL ASSESSMENT AND RESEARCH, California State
University Monterey Bay, Seaside, **CA**, <http://www.CSUMB.EDU/jobs>

Deadline Date: January 19, 2007

ASSISTANT PROFESSOR OF EDUCATIONAL RESEARCH - tenure accruing, George
Washington University, Washington, **DC**.

Deadline Date: Application review begins January 16, 2007

ASSISTANT PROFESSOR OF EDUCATIONAL RESEARCH, George Washington University, Washington, **DC**.

Deadline Date: Review process begins January 16; Review until filled.

BUSINESS INTELLIGENCE ANALYST, Western Carolina University, Cullowhee, **NC**

,
<http://www.wcu.edu>

Deadline Date: January 2, 2007

RESEARCH ASSOCIATE, Boston Higher Education Partnership (BHEP), Boston, **MA**,

<http://www.bhep.org>

Deadline Date: Until filled

RESEARCH SPECIALIST, SENIOR, ADVANCE Program, University of Arizona, Tucson, **AZ**,

<http://www.arizona.edu>

Deadline Date: Open until filled

DIRECTOR OF DATA RESEARCH, University of Chicago, **IL**, <http://www.uchicago.edu>

Deadline Date: Open until filled

ASSISTANT DIRECTOR OF INSTITUTIONAL RESEARCH, Millersville University, Millersville, **PA**,

<http://www.millersville.edu>

Deadline Date: January 29, 2007

DATA WAREHOUSE DESIGNER, University of Illinois, **IL**, <http://www.uillinois.edu/>

Deadline Date: December 22, 2006

VISITING ETL DEVELOPER, University of Illinois, **IL**, <http://www.uillinois.edu/about/index.html>

Deadline Date: December 22, 2006

PLANNING ANALYST, Michigan Technological University, Houghton, **MI**, <http://www.mtu.edu>

Deadline Date: Applications accepted until the position is filled

INSTITUTIONAL RESEARCH ANALYST, University of Wisconsin System Administration, Office of Policy Analysis & Research (OPAR), Madison, **WI**,

<http://www.uwsa.edu/opar>

Deadline Date: January 8, 2007

WEBSITE AND SURVEY COORDINATOR, Brailsford and Dunlavey, Washington, **DC**.

Deadline Date: December 22, 2006

RESEARCH ANALYST, Skyline College, San Bruno, **CA**.

Deadline Date: Open until filled (interviews begin January 2007)

RESEARCH ANALYST, Loyola University Chicago, **IL**, <http://www.luc.edu>

Deadline Date: Open until position is filled

DIRECTOR OF ASSESSMENT, The Savannah College of Art and Design, Savannah, **GA**,

<http://www.scad.edu>

Deadline Date: January 30, 2007

COORDINATOR OF ASSESSMENT, The Savannah College of Art and Design, Savannah, **GA**,

<http://www.scad.edu>

Deadline Date: January 30, 2007

MANAGER OF RESEARCH AND ASSESSMENT, Oakton Community College, Des Plaines, **IL**.

Deadline Date: TBD--sooner rather than later-search will continue until successful applicant accepts position.

DIRECTOR OF INSTITUTIONAL EFFECTIVENESS, Argosy University, Chicago, **IL**,

<http://www.edmc.com>

Deadline Date: Not provided

DATA COLLECTOR, The College Board, **VA**, <http://www.collegeboard.com>

Deadline Date: Not provided

RESEARCH AND PLANNING ANALYST, San Diego Community College District, San Diego, **CA**.

Deadline Date: February 9, 2007

REGISTRAR, Oklahoma State University, Stillwater, **OK**, <http://www.okstate.edu>

Deadline Date: Applications received by January 26, 2007, will be given priority consideration

ASSOCIATE DEAN, Millersville University, Millersville, **PA**, <http://www.millersville.edu>

Deadline Date: January 16, 2007

ANALYST/SENIOR ANALYST, University of Minnesota, **MN**, <http://www.umn.edu>

Deadline Date: Open until position is filled

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](#).

The following quotes are from *Applied Longitudinal Data Analysis* by Judith D. Singer and John B. Willett.

"Time, occasion, chance and change. To these all things are subject."

~ Percy Bysshe Shelley

"If you learn how to analyze longitudinal data well, your approach to empirical research will be altered fundamentally. Not only will you frame your research questions differently but you will also change the kinds of effects that you can detect."

"Change is the nursery of music, joy, life, and Eternity."

~ John Donne

"When you're finished changing, you're finished."

~ Benjamin Franklin

"To exist is to change, to change is to mature."

~ Henri Bergson

"We are restless of incessant change, but we would be frightened if change were stopped."

~ Lyman Bryson

"Change is a measure of time."

~ Edwin Way Teale

"Change does not necessarily assure progress, but progress implacably requires change."

~ Henry S. Commager

Researchers who want to study event occurrence must learn how to think about their data in new and unfamiliar ways.