



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

New AIR Bylaws and Constitution Approved

The AIR Constitutional Referendum vote closed April 7, 2011. The Teller's Committee certified that the referendum passed with more than a two-thirds majority of the voting members supporting the change to the AIR Constitution and Bylaws. The official vote showed that over 95 percent supported the referendum with a final vote of yes: 673 and no: 34.

Although the new [Constitution and Bylaws](#) becomes effective 30 days after the vote closed, the change will begin in practice when the new Board takes office following the Business Meeting at the AIR Annual Forum in Toronto next month.

In the coming weeks, you will receive announcements from AIR about new opportunities for member involvement in the Association. Additionally, an introductory session to policy governance is scheduled for Sunday afternoon, May 22nd, at the Forum. The session will be led by Miriam Carver, the consultant who advised the AIR Board during the governance restructuring process.

Through the hard work and effort of thousands of past and current members, the Association's foundation is strong and its future is bright. The new Constitution and Bylaws will serve the Association well for decades to come.

Thank you to those members who reviewed the proposed new AIR Constitution and Bylaws and related materials, and voted on this important referendum.

AIR Office

(air@airweb.org)

International Affiliate Forum Grant Recipient

Congratulations to Kate Gascoigne, Planning Analyst at the University of Melbourne and recipient of the 2011 International Affiliate Forum Grant. The grant was open to all international members of AIR and provides waived registration to the Forum.

Update - AAUP Faculty Compensation Survey 2010-11

Our 2010-11 "Annual Report on the Economic Status of the Profession" was released on April 11 and is available on the AAUP Web site. The print version appears as the March-April issue of *Academe*, also available for purchase.

You may order custom peer comparison reports (eight different reports are available with an XML output option) or a complete dataset in order to do your own analysis. There is more information about data availability on our [Web site](#).

Any new submissions or substantial corrections to data finalized by about May 12 will be included in our "Additions and Corrections" listing to be published in July. Changes to data are available for use in peer reports within a few business days. If you have already submitted a survey and need to make corrections, please contact us by [e-mail](#) to unlock your entry.

We 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 a change of e-mail address), please send us a [note](#).

Thank you for participating in our [survey](#).

John Curtis, Director of Research and Public Policy (jcurtis@aaup.org)

Samuel Dunietz, Research Assistant

American Association of University Professors, Washington, DC

Note: HEDPC reminds readers that the [Salary Explorer](#) produced by *The Chronicle of Higher Education* is an interactive tool that utilizes the AAUP survey data to provide data by college, college type, location, and salary range. Institutions can compare their institution with other institutions and display the results in a table, chart, or map. Institutions can also use the tables and searchable database on *The Chronicle* [Web site](#).

Kansas Study and NCCBP Enrollment Open

Enrollment is now officially open for two national community college benchmarking projects: [The Kansas Study of Community College Instructional Costs and Productivity](#) and the [National Community College Benchmark Project \(NCCBP\)](#).

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

The NCCBP collects and reports data on a variety of student outcomes, retention, developmental education, minority participation, market penetration, contract training, student/faculty ratio, faculty load, human resources, and professional development variables at the institutional level.

Participants in both projects receive reports of both their individual institutional and national aggregate data, as well as the opportunity to select peer colleges and create benchmark comparisons on the project web sites.

For additional information, including enrollment forms and procedures, visit the respective project web sites identified above. Questions may be directed to Jeff Seybert, Director, National Higher Education Benchmarking Institute, Johnson County Community College (jseybert@jccc.edu).

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).

Chris Baldwin has accepted a position as the Executive Director of the newly-created Michigan Center for Student Success. The Center will help build state-level capacity in Michigan to better support the campus-based work of improving student outcomes, and create a tighter link between practice, research, and policy.

On March 19, our colleague, **Catharine M. Liddicoat** finally lost her valiant battle with cancer, but her toughness gave her more than a year of special moments with relatives and friends. Ms. Liddicoat, a member of the research unit, helped the Chancellor's Office on numerous projects, including the state's Accountability Reporting for the Community Colleges (ARCC) project.

Ed Mack retired April 1st after 25 years as Director of Institutional Research at Metropolitan State University, St. Paul, MN. He will now devote his energies to remodeling a lake cabin into a lake home and trying to remember which end of a golf club is which. He would like to thank all the AIR colleagues he has met over the years who became friends and who never hesitated to provide help when asked. His email address is now macked425@yahoo.com.

IR In The Know

April 2011

(irintheknow@airweb.org)

A service of the Higher Education Data Policy Committee (HEDPC), IR in the Know keeps you up to date on current and emerging issues related to higher education data collection, analyses, and reporting with a brief summary of topics and links to more detailed information. We welcome your feedback and suggestions. If you discover a resource or article that might be useful to other IR professionals, please send an email to irintheknow@airweb.org.

2010 FERPA Quick Guide

The [2010 FERPA Quick Guide](#) edited by LeRoy Rooker and published by the American Association of Collegiate Registrars and Admissions Officers (AACRAO), provides an introduction to the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended. It includes the revised FERPA regulations that became effective in January 2009 along with a summary of the major revisions. The *FERPA Quick Guide* also includes definitions of key terms.

Complete to Compete: Common College Completion Metrics

A workgroup convened by the National Governors Association recently recommended a set of measures to facilitate efforts focused on improving completion rates and increasing productivity. [Complete to Compete: Common College Completion Metrics](#) organizes the metrics into outcomes and progress. Outcomes metrics include graduation rates, number of degrees awarded, transfer rates, and the average length of time and credits to degree completion. The progress metrics include enrollment in remedial education, success in first-year courses, and retention. The report also provides recommendations for implementing the metrics.

Delinquency: The Untold Story of Student Loan Borrowing

Student financial aid, including grants and loans, plays a key role in access to and success in postsecondary education. Nationally there is growing concern as to whether borrowers can manage the debt levels and the impact of the debt on other life goals and future purchases. In [Delinquency: The Untold Story of Student Loan Borrowing](#), the Institute of Higher Education Policy examines the repayment of federal student loans by 1.8 million borrowers. About 37% of borrowers made timely payments, 23% postponed payments, and 26% were delinquent on their loans, but did not default. About 15% were delinquent and defaulted on their loans during the first five years of repayment. The rates of delinquency and default were generally much higher for borrowers who did not graduate, as well as for those students attending public two-year institutions and for-profit institutions.

Transfer and Articulation Policies

With one-third of postsecondary education students enrolled in community colleges, articulation programs provide a smoother path for students seeking a bachelor's degree. The Education Commission of the States (ECS) recently updated its 2001 State Note on [Transfer and Articulation Policies](#). For each state, this document provides the legislation adopting articulation policies at the state level; it also addresses cooperative agreements, transfer data reporting, common core courses and numbering, and statewide articulation guides.

College Completion Tool Kit

The U.S. Department of Education has released the [College Completion Tool Kit](#) designed to help states meet President Obama's goal for the United States to be the nation with the highest percentage of its population holding postsecondary degrees by 2020. The College Completion Tool Kit outlines low-cost state policy improvements to increase college completion rates including setting college completion goals and developing an action plan to meet those goals; implementing performance-based funding; aligning high school graduation standards with college entrance standards; using data to drive decisions; providing accelerated learning options to reduce costs; and targeting adults who may have started college but not completed it.

The report concludes that increased financial resources are not sufficient to increase completion rates and states must look beyond funding to devise innovative solutions.

Revised Data Table for NRC Assessment of Research-Doctorate Programs

A revised Excel Data Table for the [National Research Council \(NRC\) Data-Based Assessment of Research-Doctorate Programs](#) was released on April 21. The revisions corrected four substantive errors found during the comment and review period after the original tables were released in September of 2010. The corrections have been incorporated into re-calculated rankings. The variables affected include: 1) average citations per publication, 2) awards per allocated faculty member, 3) percent with academic plans, and 4) percent of first-year students with full financial support. According to the NRC, the changes did not typically have a large effect on rankings for individual doctoral programs.

Publications

AIR Publications

Professional File # 120 - Now Available



***The Rise of Institutional Effectiveness: IR Competitor, Customer, Collaborator, or Replacement?* (C. Leimer, California State University, Fresno; 17pp; No 120). Spring 2011**

Abstract:

As Institutional Research (IR) moves beyond its fiftieth anniversary, a new profession, called Institutional Effectiveness (IE), is emerging. In some respects, IR and IE are similar. IE, though, appears to be taking the leadership role. What are the structure, purpose, and responsibilities of IE offices? What are the implications for the IR field and its practitioners? How can Presidents and Provosts determine which of the two will best meet their institutions' needs for evidence-based decision-making, assessment, continuous improvement, and accountability? A decade ago, Peterson (1999) proposed that IR's future challenge would go beyond institutional improvement to helping facilitate its redesign and transformation. In the current climate, IR itself may be being redesigned and transformed.

You can view or download [Professional File #120](#) from the AIR web site.

Interested in having your manuscripts considered for the *Professional File*? Please send four (4) copies of your manuscript to the editor, Dr. Gerald McLaughlin (gmclaugh@depaul.edu). Manuscripts are accepted any time as long as they are not under consideration for another journal or similar publication. Please follow the style guidelines of the *APA, 6th Edition*.

Journal News

This feature covers various journals featured 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 *Innovative Higher Education* are highlighted.

New Directions for Institutional Research

New Directions for Institutional Research is a quarterly sourcebook published by Jossey-Bass under the sponsorship and policies of AIR. Each *New Directions for Institutional Research* issue focuses in detail on a specific topic relating to institutional research, planning, or higher education management in general. Individuals interested in becoming a volume editor should contact Editor-in-Chief Paul Umbach (paul_umbach@ncsu.edu).

Dr. Tricia Seifert is the new Associate Editor of NDIR as of January 18, 2011. She joins Paul Umbach, Editor-in-Chief, in the planning, coordination, and quality control for each NDIR volume. Dr. Seifert is an Assistant Professor at the University of Toronto Ontario Institute for Studies in Education (OISE).

A recent volume in the series, entitled *Longitudinal Assessment for institutional improvement*, was edited by Tricia Seifert. Drawing from several high-quality longitudinal studies, this volume explores why longitudinal studies are important when studying individual change, methodological choices researchers face when conducting longitudinal studies, research designs that yield internally valid findings, and challenges and opportunities institutional researchers face when moving their research results to action for institutional improvement. Below are the chapters included in the volume.

1. The Importance of Longitudinal Pretest-Posttest Designs in Estimating College Impact by Tricia A. Seifert, Ernest T. Pascarella, Sherri I. Erkel, and Kathleen M. Goodman
2. What Incentives Can Teach Us About Missing Data in Longitudinal Assessment by Georgianna L. Martin and Chad N. Loes
3. Required, Practical, or Unnecessary? An Examination and Demonstration of Propensity Score Matching Using Longitudinal Secondary Data by Ryan D. Padgett, Mark H. Salisbury, Brian P. An, and Ernest T. Pascarella
4. Using Longitudinal Data to Improve the Experiences and Engagement of First-Year Students by James S. Cole and Ali Korkmaz
5. Using Longitudinal Mixed-Methods Research to Look at Undeclared Students by Pauline J. Reynolds, Jacob P. K. Gross, Bill Millard, and Jerry Pattengale
6. Moving from Assessment to Institutional Improvement by Charles F. Blaich and Kathleen S. Wise
7. Using Longitudinal Assessment Data to Improve Retention and Student Experiences by Carol Trosset and Steven Weisler

Look for Dr. Seifert and several chapter authors at the AIR Forum in Toronto, where they will discuss the volume.

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

Continued on next page

Innovative Higher Education

The most current issue of the journal of *Innovative Higher Education* is volume 36, number 3. This issue is available online, but has not yet appeared in print. This issue includes the following articles:

- Kathleen L. McFadden, Shi-Jie (Gary) Chen, Jay R. Naftzger, Donna J. Munroe, and Evan M. Selinger, "Creating an Innovative Interdisciplinary Healthcare Policy and Management Graduate Certificate Program"
- Jose M. Coronel, "Collaboration between Faculty and School Counselors: An Experience from a Case-based Course"
- V.S. Lee, "The Power of Inquiry as a Way of Learning"
- Phyllis Blumberg and Laura Pontiggia, "Benchmarking the Learner-centered Status of Courses"
- Susan L. Renes and Anthony T. Strange, "Using Technology to Enhance Higher Education"

The acceptance rate for the journal is approximately 18%. It is our goal to be as courteous to authors as possible, for without authors there would be no journal. We strive to acknowledge receipt of newly submitted manuscripts within 48 hours and to complete our review process within approximately two months. Each manuscript is first reviewed editorially. If appropriate for further consideration, it is then blind reviewed by three external reviewers.

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

NCES Publications

[Persistence and Attainment Among Pell Grant Recipients: Results From the Beginning Postsecondary Students Longitudinal Study of 2004/09](#)

Data presented in these tables come from the 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09), a study that followed first-time, beginning postsecondary students through their postsecondary education for a period of six years. These Web Tables disaggregate these students' persistence and attainment outcomes by their participation in the Pell Grant program. Additional detail is provided by students' initial degree program, dependency status, and income quartile.

[Degrees and Other Awards Conferred, 1998-99; Employees in Postsecondary Institutions, Fall 1999; Salaries of Full-Time Instructional Faculty, 1999-2000; Enrollment, Fall 1999; and Financial Statistics, Fiscal Years 1997-99](#)

This Statistics in Brief report presents findings from five components of the Integrated Postsecondary Education Data System (IPEDS) 1999-2000 data collection: Completions covering academic year 1998-99, Staff employed in fall 1999, Salaries and Fringe Benefits for full-time instructional faculty covering academic year 1999-2000, Enrollment for fall 1999, and Finance for fiscal year 1999. In addition, this report includes findings from the Finance component for fiscal years 1998 and 1997, collected in spring 1999 and 1998, respectively.

[Digest of Education Statistics, 2010](#)

The 46th in a series of publications initiated in 1962, the Digest's primary purpose is to provide a compilation of statistical information covering the broad field of American education from prekindergarten through graduate school. The Digest contains data on a variety of topics, including the number of schools and colleges, teachers, enrollments, and graduates, in addition to educational attainment, finances, and federal funds for education, libraries, and international comparisons.

Other Publications

IPEDS Data Release Update

[College Navigator](#) has recently been updated to include the following: additional data on faculty and graduate assistants (under the general information tab) and additional search functionality by private not-for-profit vs. private for-profit, and two-year vs. less-than-two-year institutions.

Tentative Schedule for Release of Public Data. Below are tentative dates for the public release of forthcoming data files and publications:

- Fall 2010 First Look: August 2011
- Winter 2010-11 First Look: November 2011
- Spring 2011 First Look: February 2012
- 2009-10 State Descriptive Report (pub 2011-251): May 2011
- 2009-10 Sector Descriptive Report (pub 2011-252): May 2011

Please contact the IPEDS Help Desk with any questions: ipedshelp@rti.org

ATD March/April Data Notes

March/April 2011: Characteristics of Credential Completers

Certain attributes are predictors of student success, including: regular class attendance, completion of all assigned readings and work, being attentive in class and participating in class discussions, setting definable goals, and scheduling an adequate amount of study time. However, other student characteristics, including demographics such as race and age, and certain academic characteristics, such as the depth and breadth of developmental needs, or field of study, have also been linked to lower student outcomes. Closing achievement gaps associated with demographics and academic characteristics upon enrollment has been one of the most perennial problems in education. This issue of Data Notes examines the demographic and background characteristics of students who completed certificates or degrees, or transferred within three years of initial enrollment. Some background and academic characteristics may be stronger predictors of student success than others. Through this analysis, an attempt was made to determine which characteristics had the strongest relationships with completion or transfer rates.

Colleges, Data Facilitators, and Coaches: You can also view your individual college's companion figures to this issue of Data Notes on the [Web Submission Site](#). To view your college's data, sign in to the web submission site using your username and password, and select the Nov/Dec 2010 issue under the "Reports" menu.

View the latest Data Notes on the [Achieving the Dream website](#).

NILOA's Transparency Framework

NILOA's [Providing Evidence of Student Learning: A Transparency Framework](#) is now available.

Gathering evidence of academic accomplishment – the knowledge, skills, and competencies students gain as a result of their college experience – is a continuous process. It occurs at various levels and across many dimensions, and the findings are intended to enable institutions to make improvements, assess the impact of changes in academic programs, and provide evidence of learning outcomes to those to whom they are accountable. NILOA has developed a Transparency Framework to support institutions in sharing this evidence of student learning on and off campus. The Framework addresses the question: How might assessment efforts be made more visible? Institutions may use the Framework to examine their institutional web sites to gauge the extent to which evidence of student accomplishment is readily accessible and potentially useful and meaningful to the intended audience.

Access the [web site](#) to learn more or contact Staci Provezis, NILOA Project Manager, at sprovez2@illinois.edu. There will be a session on the Transparency Framework at the AIR Annual Forum on Wednesday, 5/25/2011, from 9:45 AM - 10:25 AM.

Staci Provezis, Ph.D.

Project Manager & Research Analyst

National Institute for Learning Outcomes Assessment (NILOA) | University of Illinois

Request for Internship

My name is **Jairo Sanchez Quintero**, and I am requesting a research internship for 30 days under the guidance of a director or tutor in the United States. I am required to complete an internship with an emphasis on educational quality in another country before July 20, 2011, for my doctoral program at Universidad del Atlántico (Colombia).

About Me

I am an AIR member and a mature doctoral student in educational quality. In addition, I am a professor and quality consultant interested in research projects, higher education, and quality management systems. I have studied in Colombia (Bogotá), The Netherlands (The Hague) and the US (Portland). I was the Principal in one of the leading bilingual Colombian schools, Vice Rector at Colombian Agrarian University, Dean of the business school in two Colombian universities, Director of the International Business Program at Universidad del Magdalena and Research Director and Quality Consultant at Universidad Sergio Arboleda. I have written two books and two international articles. I have been an evaluator of research projects and books for the National Colombian Research Institute (COLCIENCIAS). I am also a freelance lecturer for the Colombian Institute of standardization (ICONTEC). I am passionate about higher education and would like to be a solid institutional researcher.

I have prepared a Q&A section below, to provide more information about what I hope to achieve with this internship.

What would you like to accomplish during your internship?

I would like to strengthen my proposed doctoral research with regard to the epistemological, theoretical, and methodological aspects of it. I seek critical and constructive feedback and direction for my research from an international director or tutor. In addition, I would like to reinforce what I have learned in my research about quality indicators in higher education during the past two years, and share my research to date.

What kinds of assignments would be appropriate?

I seek to:

- Strengthen my epistemological position with solid arguments from similar studies in the US.
- Find the appropriate background and focal theory about indicators of quality, measurement and evaluation, and quality and systems theories in postsecondary education.
- Improve my methodological position, research design, survey, interviews, focal groups, and procedures to obtain and analyze qualitative and quantitative data.

What kinds of end products would be appropriate?

- A reinforced research design with the guidelines of a tutor and the experience from an international internship.
- My general internship report approved by the AIR tutor to present both AIR and Colombian doctoral programs at Universidad del Atlántico and Universidad del Magdalena.
- A specific internship report from the AIR tutor.

What financial support would be required?

I would require financial aid for international travel from Barranquilla (Colombia) and accommodations, if at all possible.

Please contact me with any questions you may have by phone: 314-588-4850 or e-mail: jairo.sanchez@usa.edu.co or jjsanchezq@gmail.com.

Thank you in advance,

Jairo Sanchez Quintero

Meetings and Events

2011 AIR Annual Forum Toronto, Ontario, May 21 – 25

One Month Left Until the 2011 AIR Forum!

There's Still Time to Register

[Register](#) today to attend the premier annual conference for members of the Association for Institutional Research. The four-day meeting is the world's largest gathering of higher education professionals working in institutional research, assessment, planning, and related postsecondary education fields.

Look Who's Coming

Over 1,425 of your colleagues have already registered for the Forum. Is your name on the [attendee list](#)?

Toronto Visitor Information

Our host city has plenty of dining and entertainment options to keep you busy after Forum sessions adjourn. Check out the resources and exclusive offers our partners at [Tourism Toronto](#) have put together for Forum attendees.

SeminAIRs

[SeminAIRs](#) address an issue of importance in the institutional research field. Each SeminAIR is limited to 25 participants who are interested in discussing a common issue or concern. Advance registration is required.

Email: forum@airweb.org



Affiliate Group Meetings

The Maryland Association of Institutional Research (MdAIR) is hosting the annual Spring Institute at Harford Community College in Bel Air, Maryland on April 29th, 2011. See the [conference web site](#) for additional information.



Canadian Institutional Research and Planning Association 20th Annual Conference –

Call for Papers: 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. **Call for Paper Deadline: May 15, 2011.** Please see the conference [web site](#) for submission details. All inquiries regarding submissions or the conference should be directed to Conference Co-Chair Elizabeth Lane (elizabeth.lane@dal.ca).

The California Association for Institutional Research (CAIR) Conference - Save the Date:

CAIR will hold its annual conference November 16-18, 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 is available on the [CAIR web site](#).



Other Meetings



Assessment Training and Research Institute: The ATaRI Institute will be held May 11-13, 2011 in Tallahassee, Florida and is hosted by the Office of University Assessment at Florida A&M University. Keynote speaker is Dorothy J. Minear, Ph.D., **Senior Associate Vice Chancellor, Academic and Student Affairs, State University System of Florida, Board of Governors.** Institute information can be found at the [web site](#).



Association for the Assessment of Learning in Higher Education - Save the Date: AALHE will hold its first annual conference June 5- 7, 2011, in Lexington, Kentucky. The conference, sponsored by the University of Kentucky, will be held at both the Hyatt Regency hotel in Lexington and on the campus of the University. See the [web site](#) for more information.

NASPA Assessment & Persistence Conference: The NASPA Assessment & Persistence Conference will be held June 9-11, 2011 at The Cosmopolitan of Las Vegas. Further information can be found at the [NASPA web site](#).



National Benchmarking and Best Practices Conference – Call for Papers: The National Benchmarking and Best Practices Conference will be held at Johnson County Community College, Overland Park, KS, June 14-16, 2011. Conference organizers invite proposals for 45 minute presentations on any topic related to benchmarking in higher education including peer selection; data collection instruments, methodologies & processes; data

sharing/benchmarking consortia; best practices in benchmarking and use of comparative data; national data collection/sharing initiatives, and similar issues. Proposals should include the paper title, author and affiliation, and a 50-75 word abstract. Please send proposals and direct questions to Jeff Seybert, Director, National Higher Education Benchmarking Institute, Johnson County Community College, jseybert@jccc.edu or (913) 469-8500, ext. 3442.

Registration is open for the UK and Ireland Higher Education Institutional Research (HEIR) network 4th Annual Conference: *Scanning the Horizons: Institutional research in a borderless world*, to be held at Kingston University, London, UK, June 16-17, 2011. **Early Bird registration will close on May 6.** Keynote speakers: Prof. Sir Peter Scott, University of London, UK; Dr. Lis Lange, University of the Free State, South Africa; and Angel Calderon, RMIT University, Australia. More information, including the [program](#), is available at the conference [web site](#).



Advancing the STEM Agenda Conference: 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, Colorado. The keynote speaker will be Dr. Douglas Boughton, the Director of the School of Art at Northern Illinois University. Please email 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.

Professional Development



Registration is now open for the 2011 Foundations I Institute in Atlanta, Georgia, July 12 - 16.

Foundations I Institute: The Practice of Institutional Research is specifically designed for new professionals in the field of institutional research. The Institute provides a broad overview of IR along with hands-on practice of core IR skills.

**Register by April 29
and save \$50 off
regular registration.**

Make the investment in high-quality, applied training for you or your staff today.

The five-day, face-to-face Institute is led by instructors selected for their practical knowledge and expertise. All participants attend an overview module that focuses on strategies for the practice of IR and customize the rest of their training by selecting three of the other modules offered. Training modules cover the following topics: statistics for IR, survey design and administration, data management, format and design of reports, and use of national data sets.

Visit the Foundations I Institute [Web site](http://www.airweb.org/2011Foundations1) for information on Institute modules, faculty, and the agenda.

Space is limited to 130 participants, so [register](#) now.

Academic Leadership Academy – PSU

There is a developing shortage of academic leaders in higher education. Approximately 50 % of the College presidents will retire in the next 5 to 10 years as will 50% of the chief academic officers (CAO). There is a dramatic need for leadership and management preparation of emerging academic leaders to prepare them to fill the void as the baby boomers retire. To meet this need, Penn State University's Center for the Study of Higher Education is in the 2nd year of sponsoring an Academic Leadership Academy. The Academy is designed for current administrators or faculty or current department heads, Associate Deans, Deans, or Associate CAO's. The Academy includes an on-site session at the Nittany Lion Inn from June 26 through June 30, 2011 and six virtual sessions during the 2011-2012 academic year on topics selected by the participants. You can learn more about the Academic Leadership Academy and nominate someone (self-nominations are accepted) at the [web site](#). The cost of the Academy is \$3,245/individual and \$2,995/individual for teams of three or more. If you are interested in academic administration, register soon as the Academy is limited to 30 participants.

E-mail: AcadLeadAcad@psu.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).

[EXECUTIVE DIRECTOR OF INSTITUTIONAL EFFECTIVENESS - Ball State University Muncie, IN](#)

Deadline Date: Open until filled

[SENIOR RESEARCH ANALYST - The New School New York, NY](#)

Deadline Date: Open until filled

[SENIOR INSTITUTIONAL RESEARCH ANALYST - University of Rochester, Rochester, NY](#)

Deadline Date: May 6, 2011

[ASSOCIATE DIRECTOR FOR RESEARCH AND SPECIAL PROJECTS - Purdue University West Lafayette, IN](#)

Deadline Date: 05/15/2011

[INFORMATION DELIVERY ANALYST - Oregon State University Corvallis, OR](#)

Deadline Date: 06/16/2011

[SENIOR RESEARCH ASSOCIATE - Minnesota State Colleges and Universities System St. Paul, MN](#)

Deadline Date: Review of applications will begin on May 9, 2011 and continue until the position is filled.

[ASSESSMENT PROJECT COORDINATOR - Azusa Pacific University Azusa, CA](#)

Deadline Date: Open until filled

[RESEARCH ASSOCIATE - University of St. Thomas Houston, TX](#)

Deadline Date: Open until filled

[DIRECTOR OF PLANNING & INSTITUTIONAL RESEARCH - Texas A&M University Corpus Christi, TX](#)

Deadline Date: open until filled, review of candidates begins May 9

[DIRECTOR ASSESSMENT AND INSTITUTIONAL RESEARCH – New School of Architecture and Design, New York, NY](#)

Deadline Date: Open until filled

[COORDINATOR OF COMPUTER APPLICATIONS \(Institutional Research Analyst\) - Florida A&M University Tallahassee, FL](#)

Deadline Date: May 16, 2011

[REGISTRAR - Bowdoin College Brunswick, ME](#)

Deadline Date: 05/13/2011

[DIRECTOR OF PLANNING AND PERFORMANCE - Northern Kentucky University Highland Heights, KY](#)

Deadline Date: Open until filled

[SENIOR DATA ANALYST - EDUCAUSE Boulder, CO](#)

Deadline Date: 05/21/2011

[DIRECTOR OF INSTITUTIONAL RESEARCH - Pacific College of Oriental Medicine San Diego, CA](#)

Deadline Date: open until filled

[SENIOR ASSISTANT DIRECTOR-COORDINATOR OF ASSESSMENT AND EVALUATION - Purdue University West Lafayette, IN](#)

Deadline Date: None

[DIRECTOR INSTITUTIONAL RESEARCH - Kirkwood Community College](#) Cedar Rapids, **IA**

Deadline Date: 6/1/2011

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

Deadline Date: May 9, 2011

[SENIOR RESEARCH ANALYST ECAR \(2011\) - EDUCAUSE](#) Boulder, **CO**

Deadline Date: May 21, 2011

[ASSESSMENT COORDINATOR - Arizona State University](#) Phoenix, **AZ**

Deadline Date: May 16, 2011

[DIRECTOR OF INSTITUTIONAL RESEARCH - Middlesex Community College](#) Bedford, **MA**

Deadline Date: April 29, 2011

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

Deadline Date: Open Until Filled

[DIRECTOR HEALTH CARE DATA AND ANALYSIS CORE - Dartmouth Institute for Health Policy & Clinical Practice,](#)
Hanover, **NH**

Deadline Date: Open until filled

[RESEARCH ANALYST FOR INSTITUTIONAL EFFECTIVENESS AND RETENTION - LeTourneau University](#) Longview, **TX**

Deadline Date: open until filled

[QUANTITATIVE RESEARCH ANALYST - Eduventures](#) Boston, **MA**

Deadline Date: Open until filled

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

Deadline Date: May 1, 2011

[INSTITUTIONAL RESEARCH DATABASE MANAGEMENT ANALYST - LCTCS](#) Baton Rouge, **LA**

Deadline Date: Open Until Filled

[SENIOR SURVEY RESEARCH ASSOCIATE - ACT Inc;](#) Iowa City, **IA**

Deadline Date: Open until filled

[RESEARCH SCIENTIST - Kaplan Higher Education](#) Chicago, **IL**

Deadline Date: Open until filled

[ASSOCIATE VICE PRESIDENT OF INSTITUTIONAL RESEARCH AND ASSESSMENT - National University](#) La Jolla, **CA**

Deadline Date: Open Until Filled

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

Deadline Date: Open until filled

[DATA SPECIALIST - Aims Community College](#) Greeley, **CO**

Deadline Date: Open until filled

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

Deadline Date: Open until filled

[INSTITUTIONAL RESEARCH ANALYST/ANALYST AND ASSESSMENT OFFICER - University of the West](#) Rosemead, **CA**

Deadline Date: Review of applications begins immediately

[RESEARCH ANALYST INSTITUTIONAL RESEARCH - Tufts University,](#) Medford, **MA**

Deadline Date: Open until filled

[ASSESSMENT SPECIALIST POSITIONS - Long Island University](#) **NY***

Deadline Date: Open until filled

[RESEARCH ANALYST - West Virginia Higher Education Policy Commission](#) Charleston, **WV**

Deadline Date: April 30, 2011

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

Deadline Date: Position advertised until filled

[DIRECTOR OF ASSESSMENT - State University of New York Downstate Medical Center](#) Brooklyn, **NY**

Deadline Date: Open until filled

[SOCIAL SCIENCE/HUMANITIES RESEARCH ASSOCIATE IV - University of Texas](#) Austin, **TX**

Deadline Date: Open

[DIRECTOR OF ACADEMIC ASSESSMENT AND INSTRUCTOR - Georgia Southern University](#) Statesboro, **GA**

Deadline Date: May 16, 2011

[DIRECTOR OF INSTITUTIONAL RESEARCH AND PLANNING - Rhode Island College](#) Providence, **RI**

Deadline Date: Open Until Filled - Applicant screening to begin Mid-April

[DIRECTOR OF ACADEMIC ASSESSMENT - Georgia Southern University](#) Statesboro, **GA**

Deadline Date: May 16, 2011

[STUDENT LEARNING OUTCOMES PROFESIONAL/ASSESSMENT SPECIALIST - Rensselaer Polytechnic Institute](#) Troy, **NY**

Deadline Date: Open until filled

[DATA ANALYST - University of Washington](#) Tacoma, **WA**

Deadline Date: Open until filled

[POLICY AND PLANNING COORDINATOR - Higher Colleges of Technology](#) Abu Dhabi, **UAE**

Deadline Date:

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

Deadline Date: Until Filled

[DIRECTOR OF OUTCOMES ASSESSMENT - Johnson County Community College](#) Overland Park, **KS**

Deadline Date:

[DIRECTOR OF ASSESSMENT-OFFICE OF INSTITUTIONAL EFFECTIVENESS - Regent University](#) Virginia Beach, **VA**

Deadline Date: open until filled

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

Deadline Date:

[DIRECTOR CENTER FOR TEACHING AND LEARNING - Marquette University](#), Milwaukee, **WI**

Deadline Date: 4/29/2011

[DEAN RESEARCH & INSTITUTIONAL EFFECTIVENESS - Triton College](#), River Grove, **IL**

Deadline Date: Open until filled.

[DIRECTOR OF THE OFFICE OF INSTITUTIONAL RESEARCH PLANNING AND EFFECTIVENESS \(OIRPE\) - Fort Valley State University](#), Fort Valley, **GA**

Deadline Date: Open until filled

[DIRECTOR OF INSTITUTIONAL RESEARCH - University of Puget Sound](#) Tacoma, **WA**

Deadline Date: Open until filled

[DIRECTOR OF INSTITUTIONAL RESEARCH - Keene State College](#) Keene, **NH**

Deadline Date: Open until filled

[DIRECTOR OF INSTITUTIONAL RESEARCH - Siena College](#) Loudonville, **NY**

Deadline Date:

[PROJECT MANAGER - Parkland College](#) Champaign, **IL**

Deadline Date: Continuous/Until Filled

[ASSOCIATE VICE PRESIDENT FOR ACADEMIC AFFAIRS-INSTITUTIONAL EFFECTIVENESS - Siena College Loudonville, NY](#)

Deadline Date:

[ACADEMIC PLANNING AND EVALUATION RESEARCH ANALYST - Alabama State University Montgomery, AL](#)

Deadline Date: Open until filled

[PROGRAM OFFICER - Lumina Foundation for Education Indianapolis, IN](#)

Deadline Date: Open until filled

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

Deadline Date: Open until filled

[INSTITUTIONAL RESEARCH & BUDGET ANALYST - Rhode Island School of Design Providence, RI](#)

Deadline Date: Open until filled

[DIRECTOR/ASSOCIATE DEAN OF ACADEMIC ASSESSMENT - Fresno Pacific University Fresno, CA](#)

Deadline Date:

[RESEARCH MANAGER - National Investor Relations Institute Vienna, VA](#)

Deadline Date: Open until filled

[DIRECTOR OF INSTITUTIONAL ASSESSMENT - Keuka College Keuka Park, NY](#)

Deadline Date: Open until filled

[STRATEGIC PLANNING PROGRAM DIRECTOR - Notre Dame South Bend, IN](#)

Deadline Date: Open until filled

[SENIOR RESEARCH ASSOCIATE - Triton College River Grove, IL](#)

Deadline Date: Open until filled

[DIRECTOR OF INSTITUTIONAL RESEARCH - Khalifa University Abu Dhabi, UAE](#)

Deadline Date: Open until filled

[DIRECTOR OF INSTITUTIONAL RESEARCH AND REPORTING - Mount Vernon Nazarene University Mount Vernon, OH](#)

Deadline Date: Open until filled

[QUANTITATIVE RESEARCH ANALYST - Eduventures Boston, MA](#)

Deadline Date: Open until filled

[JUNIOR WEB DEVELOPER/DATA ANALYST - Colorado Department of Higher Education Denver, CO](#)

Deadline Date: Open until filled

[INSTITUTIONAL EFFECTIVENESS AND ACCREDITATION OFFICER - Florida State College Jacksonville, FL](#)

Deadline Date: Open until filled

Technical Tips from the Field

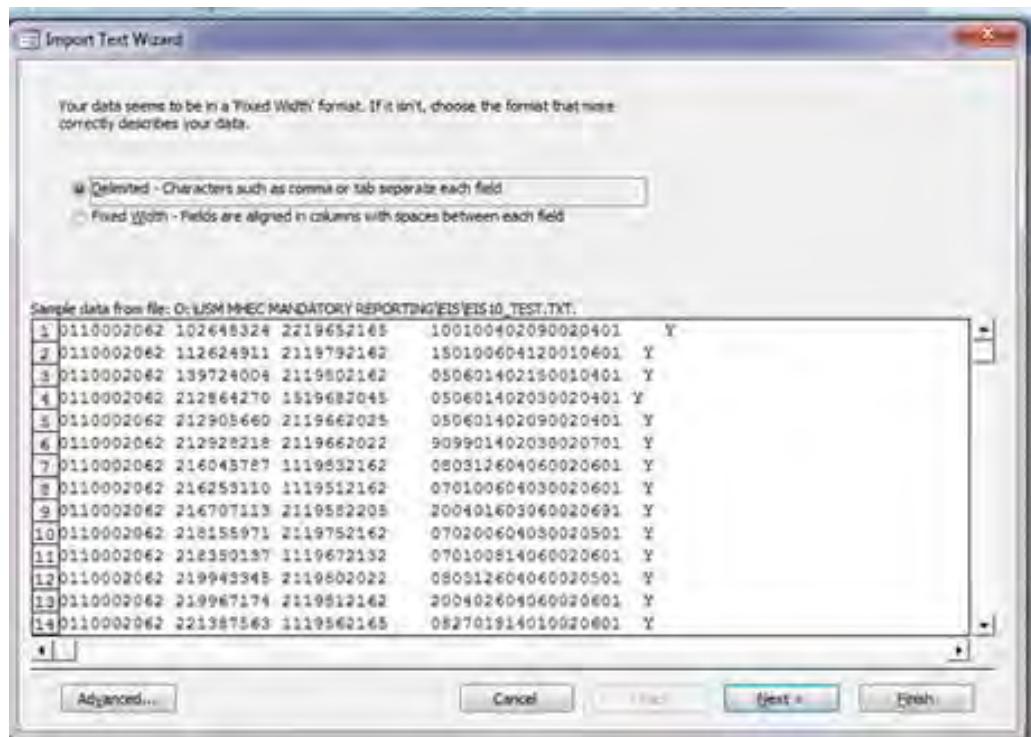
Automating Access Import Process

Gayle Fink (gfink@bowiestate.edu)

This month's Technical Tip is from Govind Acharya, Research Analyst, Ithaca College. Thank you Govind for this useful tip!

Sometimes when retrieving information from a data source, the data are provided in a software-neutral manner such as a fixed-format or delimited text format. If it's a one-time download, it's not a big deal to retrieve the information and manually import the data. If it's delimited, it's also pretty easy to import the data. But, wouldn't it be nice to automate the process of downloading fixed-format or delimited data into Access 2007 in the same way that you can do it with statistical software like SPSS? Here's how:

1. Click on the External Data tab, find the Import group, and click Text File. Find the file of interest and double-click on it. Select the "Import the source data into a new table in the current database" option.
2. Determine whether it is delimited for fixed width. If it's delimited, make sure you know what type of delimited text file it is (tab, semicolon, comma, space, or other). Click Next.



3. Go ahead and set up all of the parameters and make sure that all of the field breaks, field names, data types, and primary key information are correct.
4. The last screen has a checkered flag and will say "That's all the information the wizard needs to import your data." Do NOT press the Finish button. Press the Advanced button.
5. A box will present itself with the import specification you just defined. Look at the Field Information area and make any changes to the Field Name, Data Type, Indexed, or Skip. Do NOT change the Start and Width columns.

Rny485e20100717 Import Specification

File Format: Delimited Fixed Width

Field Delimiter: [] Text Qualifier: (none)

Language: English Code Page: OEM United States

Dates, Times, and Numbers

Date Order: MDY Four Digit Years

Date Delimiter: / Leading Zeros in Dates

Time Delimiter: : Decimal Symbol: .

Field Information:

Field Name	Data Type	Start	Width	Indexed	Skip
Field1	Text	1	19	No	<input type="checkbox"/>
Field2	Text	20	10	No	<input type="checkbox"/>
Field3	Text	30	3	No	<input type="checkbox"/>
Field4	Text	33	13	No	<input type="checkbox"/>
Field5	Date/Time	46	12	No	<input type="checkbox"/>
Field6	Long Integer	58	4	No	<input type="checkbox"/>
Field7	Text	62	5	No	<input type="checkbox"/>
Field8	Long Integer	67	4	No	<input type="checkbox"/>

6. If you're happy with what you have, click the Save As button. Give it an easy to remember name and click OK.
7. Now, click the Specs button. It will show you the import/export specifications that you've saved, if any.
8. Click OK to close the dialog box and then click Finish.
9. Now, if you have the same configuration of data (doesn't have to be the same data, just the same format), you can go to step one to access the file and hit OK. But now, click on the Advanced button.
10. Click on the Specs button. You should see the Import/Export Specifications that you've saved before. Open the one you want and you should see exactly what you've defined once before and you can safely commit it to your database.

Parting Thoughts

This month's Parting Thoughts focuses on graduation. Reader contributions of Parting Thoughts are most welcome. Send them to Gayle Fink (gfink@bowiestate.edu).

A graduation ceremony is an event where the commencement speaker tells thousands of students dressed in identical caps and gowns that "individuality" is the key to success.

~Robert Orben

There is a good reason they call these ceremonies "commencement exercises." Graduation is not the end; it's the beginning.

~Orrin Hatch

The tassel's worth the hassle!

~Author Unknown

You are educated. Your certification is in your degree. You may think of it as the ticket to the good life. Let me ask you to think of an alternative. Think of it as your ticket to change the world.

~Tom Brokaw

Education is what survives when what has been learned has been forgotten.

~B.F. Skinner

"There are no shortcuts to any place worth going."

~Beverly Sills