



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

AIR Nominations Open

AIR [Nominations](#) are now being accepted for the following positions:

- Vice-President (one position)
- At-Large Members of the Board (three positions)
- Nominations and Elections Committee Members (three positions)

All AIR members may participate in nominating other members, as well as be nominated for leadership positions. Only graduate students and members currently serving on the AIR Board of Directors or Nominations and Elections Committee may *not* be nominated.

Nominate yourself or a colleague today. Visit the AIR [nominations and elections](#) page for more information.

The deadline to submit nominations is November 16, 2011.

AIR Board of Directors Update – October 2011

We had a very productive Board meeting in Atlanta in September, and were able to put our governance training into practice as we discussed the creation of two new ad hoc committees. As a result, the Board has commissioned the creation of an ad hoc committee to assess the adequacy of the Association's awards and award processes, and another to review the AIR Code of Ethics. We are delighted that Deb Teeter has agreed to chair the awards committee, which will look at these questions:

1. Does the current award inventory clearly reflect the articulated values related to membership service, higher education improvement, and collaboration?
2. Does the current selection methodology (process, timeline, criteria, etc.) support excellence and fairness?
3. Is funding for scholarships at the appropriate level?
4. Do the awards have a function as a strategic means for the Executive Office to encourage the achievement of the Association Ends?
5. Should the awards process and selection remain a responsibility of the Board or be transferred to the Executive Office?

The committee will be gathering information from past award recipients and other AIR members. The Board looks forward to their report early next year.

The AIR Vice President has traditionally been a liaison to the Ethics Committee, and so I am going to co-chair the ad hoc committee to review the AIR Code of Ethics. Rachel Boon from Drake University has agreed to serve as my co-chair, and over the next several months we will be working with our committee to create a preliminary draft revision of the current AIR Code of Ethics and coordinate a member review of that draft AIR Code of Ethics. We will hold an open session at the 2012 AIR Forum to discuss and finalize this draft, and then provide the AIR Board with a revised Code of Ethics no later than July 31, 2012, for presentation to the membership for approval.

The more we advance under our new governance model, the more we see what a positive organizing structure we have adopted. We're addressing our future as an organization, and we can do this because our present is in the good hands of our Executive Office.

Julia W. Carpenter-Hubin
AIR Vice President

IPEDS 2012-13 Proposed Changes Posted

The changes planned for the 2012-13 IPEDS collection cycle have now been posted at the [IPEDS Data Provider Center](#), and are also accessible via the links below and from the Help menu in the data collection system.

- [Summary of changes for 2012-13](#)
- [Screens and instructions](#) (see the last column on the page)

Members in the News

Jessica Ickes, Director of Institutional Research and Assessment at Saint Mary's College in Notre Dame, Indiana, testified before the Advisory Committee on Student Financial Assistance (ACSFA). The ACSFA was created as an independent and nonpartisan source of advice to Congress in the 1989 HEA.

She commented on the 2011 Higher Education Regulations Study survey of reporting burden which was completed by 154 IR Offices between May and June, 2011. The preliminary findings are available on the [Department of Education's website](#), under "NEW".

Jessica noted the impact of Federal reporting on small office IR departments. She testified that student financial aid reporting often requires assistance from IR offices. Jessica noted that the two most burdensome rules identified in the study were usually IR tasks. Examples of burden included compliance with the new race/ethnicity rules and development of net price calculators. Jessica also pointed out that less than 1/3 of survey respondents believed that federal calculations of reporting burden are accurate.

AIR Executive Director, Randy Swing, was an invited guest to the public hearing.

Call for Editorial Review Board Members

The Journal of The First-Year Experience & Students in Transition is a semiannual refereed journal published by the National Resource Center for The First-Year Experience and Students in Transition at the University of South Carolina. The Journal publishes empirical research on the first college year and other significant student transitions and is currently accepting nominations (including self-nominations) for members of the editorial review board. Editorial review board members serve a three-year term (January 2012 – December 2015) and can anticipate being asked to review approximately six manuscripts per year for the duration of their term. Members of the editorial review board hold advanced degrees (Ph.D. or equivalent preferred), have a minimum of five years experience in higher education, are affiliated with an accredited college or university, and have expertise in quantitative, qualitative, or mixed methods research design and analysis. For quantitative reviewers, expertise in advanced statistical analysis is especially appreciated.

Individuals who meet these qualifications are invited to submit the following information to Dr. Paul A. Gore, Jr., Editor, at paul.gore@utah.edu:

- Letter of intent including a list of specific scholarly interests (e.g., bridge programs, transfer students, sophomores, senior capstone courses) and interest in reviewing studies employing qualitative, quantitative, and/or mixed methods.
- Current curriculum vita/resume.

The deadline for receipt of completed nomination packages is **December 1, 2011**.

Tracy L. Skipper, Ph.D.

tlskippe@mailbox.sc.edu

CUPA-HR Issues Call to Action to Encourage Diversity and Inclusion in the Higher Education Workplace

For the past year and a half, College and University Professional Association for Human Resources (CUPA-HR) leadership, working with diversity consultant Alma Clayton-Pedersen, has been focused on finding ways to promote diversity, equity, and inclusion in the higher education workplace. After many months of dialogue, information gathering, and writing and rewriting, the association has unveiled its [Inclusion Cultivates Excellence position statement and action plan](#).

The position statement puts into words the association's long-held belief that inclusive workplace practices are critical to achieving excellence in higher education institutions, and the action plan lays out clear, concise goals to help CUPA-HR (and HR professionals working in higher education) lead workforce diversity and inclusion efforts on campus.

CUPA-HR's Annual Conference and Expo 2011 in September served as the official launch of the Inclusion Cultivates Excellence plan. CUPA-HR has also created a [diversity and inclusion web page](#) and has added several resources on diversity, equity, and inclusion to the online [Knowledge Center](#).

Missy Kline

mcline@cupahr.org

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).

Julie Carpenter-Hubin recently received a promotion to Assistant Vice President for Institutional Research and Planning at Ohio State University.

Jerry Finch, Director of Institutional Research at Seattle Pacific University, WA, will retire December 23, 2011 after 24 years of service to the university, AIR, and PNAIRP. He will be greatly missed by his colleagues for his enthusiasm, professional integrity, and joyful spirit.

Kimberly Lee has moved from the Technical College System of Georgia and is now Vice Chancellor of Adult Education and GED Testing Programs for the Alabama Department of Postsecondary Education.

Christina (Tina) Leimer has been promoted to Associate Vice President for Institutional Effectiveness at California State University – Fresno.

Andy Mauk recently left his position at Florida State University in Tallahassee to take on a new role as Director of Student Affairs Assessment, Research & Planning at the University of North Carolina, Wilmington.

Eduardo A Molina is now Director for the Office of Institutional Research at the University of Southern California in Los Angeles.

Dr. Dale L. Mort, formerly Director of Institutional Research & Assessment at Lancaster Bible College, has now assumed the responsibilities of Associate Vice President of Institutional Effectiveness.

Jordan Orzoff is now Director, Outcomes Assessment and Inter-professional Education Research at the University of Minnesota – Twin Cities.

Ellen Peters, formerly Director of Institutional Research and Assessment Support at Bates College, is now the Director of Institutional research at the University of Puget Sound in Tacoma, Washington, as of September 1, 2011. Ellen has served on the NEAIR Steering and Nominating Committees as well as chairing the Newcomers and the Grants Committees. At AIR, Ellen has served on HEDPC and on the AIR-US News Advisory Committee. Her service to AIR also includes presenting and reviewing proposals for workshops and presentations. (*The Editor sends an apology to Ellen for not including this last month*).

Jim Posey is now Associate Vice President for Institutional Research and Planning at the College of Charleston. He was most recently Director of Institutional Research and Planning for the University of Washington-Tacoma.

Sharron Ronco moved to Marquette University, in August, 2011, as University Assessment Director. A Milwaukee native and graduate of MU, Sharron is returning to her roots to focus on ensuring excellent student learning at her alma mater. Prior to the move, she was Associate Provost at Florida Atlantic University for 14 years.

Kimberly Thompson is now an Assessment Consultant for Pearson eCollege in Centennial, Colorado.

IR In The Know

October 2011

(irintheknow@airweb.org)

IR in the Know keeps you up to date on current and emerging issues related to higher education data collection, analyses, and reporting with a brief summary of topics and links to more detailed information. The **Policy Watch** section alerts readers to developing policy news and topics that may warrant attention over the next few months. We welcome your feedback and suggestions. If you discover a resource or article you think might be useful to other IR professionals, please send an email to irintheknow@airweb.org.

Education Pays 2010

[Education Pays 2010](#) by the College Board highlights the financial and personal benefits of a postsecondary education to both individuals and society as a whole. In the three years since the last publication, *Education Pays 2007*, median earnings for bachelor's degree recipients increased more rapidly than for high school graduates. The unemployment rate for high school graduates is higher than for college graduates, and this gap also appears to be increasing over time. College graduates are also more likely to make healthier lifestyle choices and are therefore less costly to states in terms of healthcare and other support programs. The differences in enrolment and completion rates are noticeable between various demographic and income groups, as well as by type of higher education institution attended.

State Need-Based and Merit-Based Grant Aid: Structural Intersections and Recent Trends

[State Need-Based and Merit-Based Grant Aid: Structural Intersections and Recent Trends](#), the September 2011 Policy Matters brief published by the American Association of State Colleges and Universities, examines the three basic types of state grant aid programs: (1) need-based aid programs in all 50 states provide low income students access to higher education; (2) merit-based financial aid programs in 30 states; and (3) aid programs in 23 states, which combine need and merit. State residency is the basis of eligibility for state-level financial aid and many states have tuition reciprocity agreements which allow students to enroll in institutions outside their state of residency for reduced tuition if they meet program requirements. The brief outlines several examples of these agreements. Findings suggest the definition of state residency is evolving given the reciprocity arrangements; the debate of merit versus need will continue; and states have cut state-based financial aid programs due to financial pressures.

Trends in College Spending, 1999-2009

[Trends in College Spending, 1999-2009: Where does the money come from? Where does it go? What does it buy?](#) is the fourth in a series of reports on higher education finance from the Delta Cost Project. This report examines national college spending and trends leading up to and in the first year of the current recession. The report finds public community colleges are falling behind other institutions in their ability to meet enrolment demands due to declining per student state and local appropriations. In all types of institutions, students now pay a larger share of costs through tuition increases, the result of shifting costs as other revenue sources decline. Institutional data are available through the web-based tool, [Trends in College Spending Online](#).

2011 HEPI

The higher education price index (HEPI) is an inflation index developed specifically for higher education and is a more accurate indicator of cost changes than the consumer price index (CPI). The [2011 HEPI](#) is available from the Commonfund Institute. HEPI rose to 2.3% last year and outpaced CPI. HEPI measures the average cost of what colleges pay for goods and services in eight categories: faculty salaries; administrative salaries; clerical salaries; service employee salaries; fringe benefits; utilities; supplies and materials; and miscellaneous services. HEPI can be used by institutions to project budget increases required to preserve their purchasing power.

Unlocking the Gate: What We Know About Improving Developmental Education

[Unlocking the Gate: What We Know About Improving Developmental Education](#), a recent report from MDRC, a non-profit, nonpartisan social policy research organization, provides a literature review of promising strategies community colleges can use to increase graduation rates among students enrolled in developmental or remedial education courses. The report highlights four interventions designed to help students stay on track in completing a degree including: (1) tactics to help students avoid developmental education before they enter college; (2) ways to accelerate the amount of time students spend in remedial classes once they enter college; (3) programs to build basic skills in context to other coursework; and (4) programs to enhance student learning such as advising or tutoring.

Survey of College and University Admissions Directors

The [Inside Higher Ed Survey of College and University Admissions Directors](#) addresses key issues for admissions professionals including policies and practices related to recruiting, recruiting special populations, the use of standardized tests, and the role of social media. “Rising concerns from families about tuition and affordability” was identified by four-year institutions as the top issue they are facing, and it was ranked second at community colleges, after “reduced state funding that affects the quality and availability of academic programs.” Admissions officers are also under increasing pressure to recruit students who can pay more (e.g., out-of-state tuition rates) with “recruiting more out-of-state (domestic) students” as the most important strategy used at four-year institutions (especially public universities) followed closely by “providing more aid for low- and middle-income students.” Two-thirds of community college admissions directors rated “providing more aid for low- and middle-income students” as a key strategy, and one-third rated “attracting more full-pay students” as a key strategy.

Graduate Enrolment and Degrees: 2000 to 2010

Since 1986, the Council of Graduate Degrees (CGS) and the Graduate Record Examinations Board (GRE) annually survey colleges and universities to collect information on applications to graduate schools, first-time and total graduate enrolment, and graduate degrees conferred. [Graduate Enrolment and Degrees: 2000 to 2010](#) presents data for 2010 as well as changes between 1999-00 and 2009-10.

Policy Watch

Gainful Employment: AIR Alert #40 - UPDATE

[AIR Alert #40](#) on Gainful Employment was updated on September 30 to include information on reporting options available through the Department’s National Student Loan Data System (NSLDS). Note that the May *IR in the Know* also addressed Gainful Employment (GE) reporting requirements.

Publications

AIR Publications

Now Available - Professional File #122



***First, Get Their Attention: Getting Your Results Used* (C. Leimer, California State University, Fresno; 17pp; No 122). Fall 2011.**

Abstract:

Fostering data-driven decision-making is not an easy task, nor is getting busy people's attention in this age of information overload. How we write about and disseminate our findings can help. Writing to the audience, timing, formatting, choice of medium, and connecting results to institutional goals and current, even controversial, issues are keys. This paper offers suggestions and examples from a former journalist turned institutional researcher.

You can view or download [Professional File #122](#) from the AIR web site.

Journal News

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

Research in Higher Education – RIHE Alerts

Research in Higher Education ([RIHE](#)) is the official peer-reviewed academic journal of AIR. RIHE is intended for those concerned with the functioning of postsecondary education, including two-year and four-year colleges, universities, and graduate and professional schools. [Volume 52, #7, November 2011](#) is now available:

- *Finding Quality Responses: The Problem of Low-Quality Survey Responses and Its Impact on Accountability Measures*
Pu-Shih Daniel Chen
Pages: 659-674
- *The Pell and the Poor: A Regression-Discontinuity Analysis of On-Time College Enrollment*
Rachel B. Rubin
Pages: 675-692
- *Methodological Options and their Implications: An Example Using Secondary Data to Analyze Latino Educational Expectations*
Ryan S. Wells, Cassie M. Lynch, and Tricia A. Seifert
Pages: 693-716
- *Counseling University Instructors Based on Student Evaluations of Their Teaching Effectiveness: A Multilevel Test of its Effectiveness Under Consideration of Bias and Unfairness Variables*
Markus Dresel and Heiner Rindermann
Pages: 717-737
- *Predictors of Alumni Association Membership*
Melissa D. Newman and Joseph M. Petrosko
Pages: 738-759

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

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

NCES Publications

National Center for Education Statistics (NCES)

Military Service Members and Veterans in Undergraduate and Graduate Education Focus of New NCES Report

A new NCES report found that in 2007–08, about four percent of all undergraduates and about four percent of all graduate students were veterans or military service members. *Military Service Members and Veterans: A Profile of Those Enrolled in Undergraduate and Graduate Education in 2007–08*, a Statistics in Brief, presents these military students' demographic and enrollment characteristics and compares them with their nonmilitary counterparts.

Results are based on nationally representative data collected through the 2007–08 National Postsecondary Student Aid Study (NPSAS:08) and the 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

Findings include:

- In 2007–08, just prior to the implementation to the Post-9/11 GI Bill, about 38 percent of military undergraduates and 20 percent of military graduate students used GI Bill education benefits.
- At both the undergraduate and graduate level, military students were more likely than their nonmilitary peers to be male, married, and enrolled in at least one distance education class.

To view the full report, please visit the [NCES web site](#).

NCES releases Projections of Education Statistics to 2020

Postsecondary enrollment rose by 43 percent between 1995 and 2009, and is projected to increase another 13 percent by 2020. [The Projections of Education Statistics to 2020](#) provides national-level data on enrollment, teachers, high school graduates, and expenditures at the elementary and secondary school level and enrollment and earned degrees at the postsecondary level for the past 14 years and projections to the year 2020. This is the 39th edition of a publication first initiated in 1964.

Other findings include:

- Enrollment in elementary and secondary schools rose 10 percent between 1995 and 2008 and is projected to increase an additional 7 percent between 2008 and 2020.
- Reflecting actual and projected changes in the high school-age population, the number of high school graduates increased by 32 percent between 1995–96 and 2007–08, and a decrease of 3 percent is projected by 2020–21.
- After adjusting for inflation, current expenditure per pupil increased by 32 percent between 1995–96 and 2007–08, and a further increase of 14 percent is projected by 2020–21.

This compendium is a product of the National Center for Education Statistics at the Institute of Education Sciences, part of the U.S. Department of Education.

To view the full report, please visit the [NCES web site](#).

New NCES Report Examines Undergraduates' Participation in Distance Education

Additional comments including potential sensitive issues: Between 2000 and 2008, the percentage of undergraduates enrolled in at least one distance education class increased from 8 percent to 20 percent. This Statistics in Brief explores undergraduates' enrollment in distance education courses and degree programs both over time and by student characteristics. The results in this report are based on nationally representative student-reported data collected through the three most recent administrations of the National Postsecondary Student Aid

Study (NPSAS:2000, NPSAS:04, and NPSAS:08).

Other findings include:

- Participation in a distance education course was most common among undergraduates attending public 2-year colleges; 22 percent were so enrolled. Participation in a distance education degree program was most common among undergraduates attending for-profit institutions; 12 percent were so enrolled.
- Compared with all students, students studying computer science and those studying business enrolled at higher rates in both distance education classes and distance education degree programs.
- Older undergraduates and those with a dependent, a spouse, or full-time employment participated in both distance education classes and degree programs relatively more often than their counterparts.
- This Statistics in Brief is a product of the National Center for Education Statistics at the Institute of Education Sciences, part of the U.S. Department of Education.

To view the full report, please visit the [NCES web site](#).

Undergraduate Stafford Loan Maximum Borrowing Focus of New NCES Report

Borrowing at the Maximum: Undergraduate Stafford Loan Borrowers in 2007–08, a Statistics in Brief, examines the extent to which undergraduate students borrow the maximum possible in Stafford loans. Results are based on nationally representative data collected through the 1989–90, 1992–93, 1995–96, 1999–2000, 2003–04, and 2007–08 National Postsecondary Student Aid Studies (NPSAS:90, NPSAS:93, NPSAS:96, NPSAS:2000, NPSAS:04, and NPSAS:08).

Findings include:

- Among undergraduates who took out a subsidized Stafford loan between 1989–90 and 2007–08, the percentage of those borrowing the program maximum immediately decreased each time Stafford loan limits were raised, but as time went by it grew again.
- In 2007–08, about two-thirds (66 percent) of subsidized Stafford loan borrowers took out their individual maximum in subsidized Stafford loans, as limited by the lesser of their financial need and the program maximum. About 6-in-10 (59 percent) of those who took out any Stafford loans (subsidized and unsubsidized combined) borrowed the most they could, as limited by the lesser of their total price of attendance and the program maximum.
- Differences in the use of other types of loans (such as private loans and Parent PLUS loans) were greater between those who took out a Stafford loan and those who did not, than between borrowers who took out the maximum allowed and those who took out less. About 30 to 31 percent of those who took out a Stafford loan also took out a private loan, compared with 6 percent of those who did not take out any Stafford loans. Among dependent students, about 16 to 18 percent of Stafford loan borrowers had parents who took out a Parent PLUS loan, compared with 0.8 percent of dependent undergraduates who did not take out any Stafford loans.
- In terms of work intensity, the percentage of students who worked full time while enrolled was lowest among Stafford loan borrowers who took out the maximum amount (26 percent), compared with those who took out less than the maximum (33 percent) and those who did not borrow (37 percent).
- This Statistics in Brief is a product of the National Center for Education Statistics at the Institute of Education Sciences, part of the U.S. Department of Education.

To view the full report, please visit the [NCES web site](#).

NCES Report Analyzes Use of Private Loans in Postsecondary Education

A new report on postsecondary private loan borrows found that the percentage of undergraduates who took out private loans rose from 5 percent to 14 percent from 2003–04 to 2007–08.

The Expansion of Private Loans in Postsecondary Education, a Statistics in Brief, examines trends in borrowing from commercial lenders for postsecondary education, the characteristics of undergraduate and graduate private loan borrowers, and combining private and federal loans. Results are based on nationally representative data collected through the 2003–04 and 2007–08 National Postsecondary Student Aid Studies (NPSAS:04 and NPSAS:08). Other findings include:



- Among full-time dependent undergraduates, higher percentages of students from lower middle-income (21 percent) and upper middle-income (20 percent) families than students from low-income (15 percent) or high-income (16 percent) families borrowed private loans in 2007–08.
- The largest proportion of borrowers who took out private loans either exclusively or in combination with public loans (42 percent) was found among those enrolled at for-profit institutions in 2007–08.
- Among dependent private loan borrowers, 53 percent had also borrowed the maximum federal Stafford loan amount.
- This Statistics in Brief is a product of the National Center for Education Statistics at the Institute of Education Sciences, part of the U.S. Department of Education.

To view the full report, please visit the [NCES web site](#).

Trends in merit and need-based aid for undergraduates focus of new NCES Report

According to a new NCES report, merit aid rose among undergraduates from 6 to 14 percent from 1995–96 to 2007–08. *Merit Aid for Undergraduates: Trends from 1995–96 to 2007–08* examines the receipt of merit aid by undergraduates from 1995–96 to 2007–08, describing who receives how much merit and other non-need-based grant aid by student and institutional characteristics and in comparison to need-based grant aid.

Results are based on nationally representative data collected through the 1995–96, 1999–2000, 2003–04 and 2007–08 National Postsecondary Student Aid Studies (NPSAS:96, NPSAS:2000, NPSAS:04 and NPSAS:08).

Other findings include:

- The proportion of dependent students receiving any grant aid who were from high-income backgrounds rose from 13 percent in 1995–96 to 18 percent in 2007–08.
- In 1995–96, a higher proportion of students at 4-year institutions received need-based institutional grants than merit aid. By 2007–08, the proportion of merit aid recipients exceeded that of need-based grant recipients at public 4-year institutions and was the same at private nonprofit 4-year institutions.
- In 2007–08, students at moderately selective 4-year institutions received merit aid more often than those at very selective institutions.
- The Southeast had the highest proportion of state merit scholarships (24 percent) of any region in the United States, while the nationwide total was 10 percent in 2007–08.
- This Statistics in Brief is a product of the National Center for Education Statistics at the Institute of Education Sciences, part of the U.S. Department of Education.

To view the full report, please visit the [NCES web site](#).

Other Publications

NILOA October Newsletter Available

The National Institute for Learning Outcomes Assessment (NILOA) announces the availability of its twelfth Occasional Paper *Assessing Learning in Online Education: The Role of Technology in Improving Student Outcomes* by Matthew Prineas and Marie Cini.

The authors begin this paper by tracing the development of both online education and assessment practice, arguing that little crossover has occurred between the two even though opportunities to connect the movements abound including data mining, program design, real time program changes, and individualized analytics for students. The paper concludes with a discussion about the changing role for faculty in this new paradigm of online education and assessment.

The NILOA September issue featured a paper by J. Fredericks Volkwein entitled *Gaining Ground: The Role of Institutional Research in Assessing Student Outcomes and Demonstrating Institutional Effectiveness*.

This paper helps to better understand the role, responsibilities, and challenges faced by institutional researchers in relation to student outcomes assessment on their campuses. Analysis of data obtained from the Center for the Study of Higher Education at Penn State's survey "National Survey of Institutional Research Offices in 2008-09," gathered from over 3,300 professional staff is included.

Achieving the Dream September/October 2011 Data Notes Available

What is in a name? Are they really credential-seeking students?

Research indicates graduation rates among credential-seeking community college students who are more committed to their academics—those attending more than half-time, or who stated that earning a credential or transferring was their intention— are higher than for all credential-seeking students. This analysis explores students' first-term academic achievement, and those who returned for a second academic term. Students from all Achieving the Dream cohorts and colleges were included in this analysis, and the data was disaggregated by race/ethnicity, Pell receipt, gender, age, major field of student, attendance, and developmental referral status. The analysis indicates that age and first-term attendance status are significantly related to both first-term achievement and second-term persistence. Older students and those attending less than half-time were more likely to be first-term achievers, but they were also less likely to persist to the second term. These results emphasize the need to disaggregate student data to refine what seems like an obvious relationship between achievement, measured here by grades, first-term completion, and second-term persistence.

You can view the September/October edition of Data Notes at the [web site](#).

Meetings and Events



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

Call for Concurrent Session Proposals - Only Four Days Left!

There are only four days left to submit a proposal to present at AIR's 2012 Annual Forum.

Proposals will be accepted through 11:59 p.m. EST on October 31st. Information about the submission process, session types, content tracks, and the 2012 Forum can be found on the [Call for Proposals](#) page on the Forum Web site.

Call for Pre-Forum Workshops - Deadline November 4, 2011

AIR offers a limited number of Pre-Forum Workshops in conjunction with the annual conference each year. Information on submitting a proposal for a Pre-Forum Workshop can be found on the [Forum website](#).

Affiliate Group Meetings



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

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



Mid-America Association for Institutional Research 31st Annual Conference: Registration Open and Proposals being accepted: Registration is now open for the 31st Annual Conference: *Retooling IR: Connect. Inform.* The conference will be held November 9-11, 2011, at the Marriott Country Club Plaza in Kansas City, Missouri. The MidAIR Conference features distinguished speakers, workshops led by leading practitioners, research presentations, and the chance to meet colleagues from throughout the region. For more information, see our [website](#).



North East Association for Institutional Research (NEAIR) – Conference Registration Open: Registration is open for NEAIR's 38th Annual Conference, *Leading the Charge for Institutional Renewal*, at the Boston Park Plaza hotel. Please see the conference [website](#) for preliminary program, hotel, and registration information.

Other Meetings



New England Educational Assessment Network (NEEAN) – Announces its Fall Forum 2011, November 4, 2011, at the Beechwood Hotel, Worcester, MA. The theme, *“Assessing the Whole: Student Life and Academics”*, will feature the keynote by Marilee Bresciani, Vice President of the National Center for Higher Education Management Systems (NCHEMS). Registration forms are available at the [website](#).

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

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

Professional Development

National Science Foundation Grant Extended Two Years

The National Science Foundation (NSF) has renewed AIR's grant, *Improving Skills and Capabilities in the Conduct of Institutional Research in Postsecondary Educational Institutions*, in the amount of \$900,000 over the next two years. This grant, which is also sponsored by the National Center for Education Statistics (NCES) and the National Postsecondary Education Cooperative (NPEC), supports efforts to increase the capacity of the postsecondary education community to utilize national datasets, thereby improving the quality of information underlying decision making, and the quality of those decisions.

Specially, this grant helps fund the Research and Dissertation Grants Program and the National Summer Data Policy Institute. Information on both programs is available on AIR's [Grants Page](#). NPEC funding supports Research and Dissertation Grants that increase the understanding and knowledge of a specific issue area identified by NPEC. This year, the focus will be "Exploring Postsecondary Non-Degree Programs." The 2012 Research and Dissertation Grants application process will open November 16, 2011.

Christopher Coogan, AIR's Chief of Staff, announced, "As an organization dedicated to the continuous improvement of both the field of higher education research and the skills of the individuals within it, the support from NSF/NCES/NPEC plays a fundamental role in AIR's ability to increase the capacity for high-quality, data informed decision making. We are excited to be able to continue to offer these services to the higher education community and are thankful to NSF/NCES/NPEC for their continued support."

Certificate in IR at Pennsylvania State University - Spring 2012 Courses

Pennsylvania State University offers courses leading to a Certificate in Institutional Research and provides students with the skills that support institutional planning and policy formation. The program provides considerable flexibility in the choice of courses as well as in the time taken to complete the certificate program. We also welcome students seeking to upgrade their skills without wishing to complete the certificate. You can learn more about the program at the [web site](#).

The following courses will run from January 16th to April 27th in the spring of 2012:

Designing Institutional Research Studies

Instructors: John Cheslock & Linda Strauss

This course acquaints students with best practices and necessary skills in quantitative and qualitative research design including sampling and basic measurement issues, research methods, survey research, interviews, and selecting appropriate statistical tools. Students will be introduced to basic validity concepts and methods that allow for validity to be obtained in practice. Course assignments will help students gain experience extracting value from data and effectively communicating that information to others.

Assessing Student Outcomes & Evaluating Academic Programs

Instructors: J. Fredericks Volkwein & Ying Zhou

This course pulls together the many threads that add up to educational effectiveness: evaluating academic programs and curricula, assessing student learning outcomes, coping with accountability and performance reporting requirements, and responding to the demands of both regional and disciplinary/vocational accreditation bodies. The course acquaints students with strategies and instruments for conducting outcomes studies of programs, students, and alumni alike. Assessment topics include studies of students' basic skills, general education, knowledge in the major, personal growth, and alumni outcomes.

Questions regarding the program can be directed to:

John Cheslock, Director
Certificate in Institutional Research
Pennsylvania State University
jjc36@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.

[INSTITUTIONAL RESEARCH STATISTICIAN - Alabama State University, Montgomery, AL](#)

Deadline Date: until filled

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

Deadline Date: Until filled

[DIRECTOR OF ASSESSMENT - Chancellor University, Cleveland, OH](#)

Deadline Date: Open until filled

[SENIOR ACADEMIC ADMINISTRATOR - Zayed University, UAE](#)

Deadline Date: Open until filled

[EXECUTIVE DIRECTOR FOR PLANNING & INSTITUTIONAL EFFECTIVENESS - Central New Mexico Community College, Albuquerque, NM](#)

Deadline Date: 11/25/2011

[DATABASE ADMINISTRATOR - Florida Atlantic University, Boca Raton, FL](#)

Deadline Date: Open until filled

[DIRECTOR OF INSTITUTIONAL RESEARCH, ASSESSMENT & PLANNING - Dar Al-Hekma College, Jeddah, Saudi Arabia](#)

Deadline Date: 31-Dec-11

[POLICY AND PLANNING ANALYST - University of Wisconsin, Madison, WI](#)

Deadline Date: 18-Nov-11

[RESEARCH ANALYST I - Armstrong Atlantic State University, Savannah, GA](#)

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

[INFORMATION TECHNICIAN-IR - Missouri State University, Springfield, MO](#)

Deadline Date: 4-Nov-11

[PROGRAM SPECIALIST, INSTITUTIONAL EVALUATION - Minnesota Historical Society, St. Paul, MN](#)

Deadline Date: 4-Nov-11

[DIRECTOR OF INSTITUTIONAL RESEARCH AND STRATEGIC PLANNING - Heald College, San Francisco, CA](#)

Deadline Date: Open until filled

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

Deadline Date: Open until filled

[RESEARCH ANALYST - Cheyney University, Cheyney, PA](#)

Deadline Date: 15-Nov-11

[DIRECTOR INSTITUTIONAL PLANNING, RESEARCH AND EFFECTIVENESS - Lexington, KY](#)

Deadline Date: Based on pool of qualified applicants

[RESEARCH ANALYST - Savannah College of Art and Design, Savannah, GA](#)

Deadline Date: open until filled

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

Deadline Date: Open until filled

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

Deadline Date: 24-Oct-11

DIRECTOR OF ASSESSMENT - Regent University - Virginia Beach, VA

Deadline Date: open until filled

INSTITUTIONAL RESEARCH ANALYST I - Valdosta State University, Valdosta, GA

Deadline Date: 4-Nov-11

COORDINATOR, RESEARCH PROGRAMS/SERVICES - Florida A&M University, Tallahassee, FL

Deadline Date: 27-Oct-11

ASSOCIATE DIRECTOR OF SYSTEMS & TECHNOLOGY - School of the Art Institute of Chicago, Chicago, IL

Deadline Date: open until filled

SENIOR RESEARCH ASSOCIATE - University of Southern California, Los Angeles, CA

Deadline Date: Open until filled

RESEARCH ASSOCIATE - University of Southern Indiana, Evansville, IN

Deadline Date: 11/13/2011

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

Deadline Date: Search reopened October 14; open until filled

DIRECTOR, OUTCOMES ASSESSMENT - H. Lavity Stoutt Community College, Tortola, British VI

Deadline Date: 12-Nov-11

ASSESSMENT AND TECHNOLOGY COORDINATOR - University of North Carolina, Greensboro, NC

Deadline Date: 10/13/2011 or until position is filled

ASSOCIATE DEAN (Extended Search) - Millersville University, Millersville, PA

Deadline Date: 11/11/2011

COORDINATOR FOR INSTITUTIONAL RESEARCH - Macon State College, Macon, GA

Deadline Date: Open until filled

QUANTITATIVE RESEARCH ASSOCIATE - RFA, Philadelphia, PA

Deadline Date: 15-Nov-11

ASSOCIATE PROVOST FOR INSTITUTIONAL RESEARCH AND EFFECTIVENESS - University of Delaware, Newark, DE

Deadline Date:

RESEARCH ANALYST - Wayne State University, Detroit, MI

Deadline Date: Open until suitable candidate is found

SENIOR ENROLLMENT ANALYST AND DATA MANAGER - Emerson College, Boston, MA

Deadline Date: Open until filled

DIRECTOR OF LEARNING - Association for Institutional Research (AIR), Tallahassee, FL

Deadline Date: Open until filled

DIRECTOR OF ENROLLMENT MANAGEMENT - Baruch College CUNY, New York, NY

Deadline Date: 3-Nov-11

DATA ANALYST - WMU, Kalamazoo, MI

Deadline Date: 16-Oct

VICE PRESIDENT, COLLEGE RELATIONS AND ADVANCEMENT- Edmonds Community College, Lynnwood, WA

Deadline Date: Oct. 19, 2011

INSTITUTIONAL RESEARCH & ACADEMICS ASSESSMENT - Dixie State College, St. George, UT

Deadline Date: 28-Oct-11

DIRECTOR OF FACULTY DEVELOPMENT AND ASSESSMENT - Capital University, Columbus, OH

Deadline Date: 15-Nov-11

RESEARCH ANALYST - Walden University, Minneapolis, MN

Deadline Date: Open

DIRECTOR OF ENROLLMENT - Baruch College, Manhattan, NY

Deadline Date: 3-Nov-11

SENIOR VICE PRESIDENT - JBL Associates, Bethesda, MD

Deadline Date: Open until filled

DIRECTOR OF INSTITUTIONAL RESEARCH - University of Maine, Presque Isle, ME

Deadline Date: Open until filled

INSTRUCTOR, CC (INSTITUTIONAL ASSESSMENT COORDINATOR) - Hawaii Community College, Hilo, HI

Deadline Date: 31-Oct-11

INSTITUTIONAL RESEARCH ANALYST - George Mason University, Fairfax, VA

Deadline Date: 31-Oct-11

DIRECTOR OF DIVERSITY ASSESSMENT AND RESEARCH MANAGEMENT - RIT, Rochester, NY

Deadline Date: until filled

****POSITION REPOSTED** SENIOR DEVELOPER-DATA MODELER (Hiring Bonus Eligible) - Madison Area Technical College, Madison, WI**

Deadline Date: Open until filled

INSTITUTIONAL RESEARCH ANALYST - Virginia Commonwealth University, Richmond, VA

Deadline Date: 11/2/2011

INSTITUTIONAL REPORTING ANALYST - Pace University, New York, NY

Deadline Date: Open Until filled

ACCREDITATION COORDINATOR - SUNY College at Geneseo, Geneseo, NY

Deadline Date: 10/31/2011

SENIOR INSTITUTIONAL RESEARCH ANALYST - Mott Community College, Flint, MI

Deadline Date: Open until sufficient candidate pool is identified

RESEARCH ANALYST (3075) - College of the North Atlantic, Qatar, UAE

Deadline Date: 11-Oct-11

SENIOR RESEARCH ANALYST - Davenport University, Grand Rapids, MI

Deadline Date: 14-Oct-11

ACCREDITATION ANALYST - University of California, Merced, CA

Deadline Date: Open until filled

DIRECTOR OF ASSESSMENT OF STUDENT LEARNING - Colorado Mesa University, Grand Junction, CO

Deadline Date: 31-Oct-11

ASSOCIATE VICE PRESIDENT FOR INSTITUTIONAL EFFECTIVENESS - Tallahassee Community College, Tallahassee, FL

Deadline Date: Open Until filled

MANAGEMENT INTERN - Arizona State University, Phoenix, AZ

Deadline Date: 11-Oct-11

DIRECTOR, INSTITUTIONAL RESEARCH AND REPORTING - Clackamas Community College, Oregon City, OR

Deadline Date: 28-Oct-11

STAFF ASSOCIATE, DATA ANALYST - Salem State University, Salem MA

Deadline Date: Open until filled

DIRECTOR, INSTITUTIONAL PLANNING AND ANALYSIS - SAIT Polytechnic, Calgary, Alberta, Canada

Deadline Date: Open until filled

DEAN, PLANNING, RESEARCH & INSTITUTIONAL EFFECTIVENESS (Position #031109039) - DCCCD-Cedar Valley College, Lancaster, TX

Deadline Date: Open Until filled

DIRECTOR, OUTCOMES ASSESSMENT - Johnson County Community College, Overland Park, KS

Deadline Date: Open until filled

RESEARCH ANALYST - University of North Texas, Dallas, TX

Deadline Date: Open until filled

DEAN OF RESEARCH, PLANNING, AND EFFECTIVENESS - College of the Marshall Islands, Majuro, RMI

Deadline Date: open until filled

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

Deadline Date: Open until filled

ACCREDITATION COORDINATOR - State University of New York, Geneso, NY

Deadline Date: Open until filled

RESEARCH STATISTICIAN/SENIOR RESEARCH ANALYST - Enrollment Research Associates, San Antonio, TX

Deadline Date: 30-Nov

RESEARCH ASSOCIATE - University of North Carolina, Chapel Hill, NC

Deadline Date: Open until filled

SR. ENROLLMENT RESEARCH ANALYST – Target Enrollment Group, Indianapolis, IN

Deadline Date: Open until filled

ASSOCIATE DIRECTOR, OFFICE OF ASSESSMENT & DECISION SUPPORT (OADS) - Georgetown University, Washington D.C.

Deadline Date: 15-Oct-11

DIRECTOR, INSTITUTIONAL RESEARCH - University of the Fraser Valley, Abbotsford, BC, Canada

Deadline Date: 28-Oct-11

RESEARCH ASSOCIATE - Howard Community College, Columbia, MD

Deadline Date: 30-Sep-11

RESEARCH & PLANNING ANALYST - San Diego Community College District, San Diego, CA

Deadline Date: Open until filled

ASSISTANT VICE PRESIDENT FOR ENROLLMENT MGMT REPORTING - Tulane University, New Orleans, LA

Deadline Date: 09.30.2011

ANALYST - University of Minnesota Twin Cities, Minneapolis, MN

Deadline Date: Open until filled

RESEARCH ANALYST & REPORTING COORDINATOR - Scranton"

Deadline Date: 10/4/2011

DIRECTOR, INSTITUTIONAL RESEARCH - Occidental College, Los Angeles, CA

Deadline Date:

RESEARCH ANALYST - Bridgewater State University, Bridgewater, MA

Deadline Date: Open Until filled

SENIOR RESEARCH ASSOCIATE - Broward College, Fort Lauderdale, FL

Deadline Date: Open Until filled

DIRECTOR OF INSTITUTIONAL RESEARCH - Bucknell, Lewisburg, PA

Deadline Date: until filled

DIRECTOR OF INSTITUTIONAL RESEARCH & PLANNING - Mount Olive College, Mount Olive, NC

Deadline Date: 11/18/2011

[INSTITUTIONAL RESEARCH ASSISTANT - Roger Williams University, Bristol, RI](#)

Deadline Date: Open until filled

[INSTITUTIONAL RESEARCH ANALYST - University of Arizona, Tucson, AZ](#)

Deadline Date: open until filled

[RESEARCH DIRECTOR, COGNITIVE & LEARNING SERVICES - Educational Testing Service, Princeton, NJ](#)

Deadline Date: Open until filled

[ASSISTANT DIRECTOR OF INSTITUTIONAL RESEARCH - Academy of Art University, San Francisco, CA](#)

Deadline Date: Open until filled

[SENIOR RESEARCH AND POLICY ANALYST - University of Texas System, Austin, TX](#)

Deadline Date: Open until filled

[RESEARCH AND PROGRAM ASSISTANT - AACCP, Alexandria, VA](#)

Deadline Date: 10/15/2011

[SENIOR RESEARCH ANALYST- Heartland Community College, Normal, IL](#)

Deadline Date: 10/3/2011

[RESEARCH AND EVALUATION ANALYST - College Success Foundation, Issaquah, WA](#)

Deadline Date: Open until filled

[DIRECTOR OF DECISION SUPPORT - Loyola Marymount University, Los Angeles, CA](#)

Deadline Date: Open until filled

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

Deadline Date: Open until filled

[DIRECTOR, INSTITUTIONAL EFFECTIVENESS - Triton College, River Grove, IL](#)

Deadline Date: 10/14/2011

[DATA ANALYST - University of Scranton, Scranton, PA](#)

Deadline Date: 9/27/2011

[COORDINATOR - Regis University College for Professional Studies, Denver, CO](#)

Deadline Date: 1-Nov-11

[RESEARCH ANALYST - Heartland Community College, Normal, IL](#)

Deadline Date: 10/3/2011

[ASSOCIATE DIRECTOR FOR DATA MANAGEMENT, ANALYSIS, AND REPORTING - Ball State University, Muncie, IN](#)

Deadline Date: Open until filled

[INSTITUTIONAL RESEARCH INFORMATION MANAGEMENT SPECIALIST - Ball State University, Muncie, IN](#)

Deadline Date: Open until filled

[DIRECTOR OF INSTITUTIONAL RESEARCH, PLANNING AND ASSESSMENT - Bristol Community College, Fall River, MA](#)

Deadline Date: Screening begins September 30, 2011 and continues until the position is filled

[ASSISTANT/ASSOCIATE PROFESSOR, EDUCATION DOCTORAL PROGRAMS - NDSU, Fargo, ND](#)

Deadline Date: Review will begin 10/8 and continue until position is filled

[TEMPORARY INSTITUTIONAL RESEARCH ASSOCIATE - National University, La Jolla, CA](#)

Deadline Date: Open Until filled

[DIRECTOR OF ASSESSMENT - Pitzer College, Claremont, CA](#)

Deadline Date: open until filled

[ASSOCIATE DIRECTOR - Hofstra University, Long Island, NY](#)

Deadline Date: open until filled

[SENIOR RESEARCH ANALYST - Johns Hopkins University, Baltimore, MD](#)

Deadline Date: 15-Oct-11

EXECUTIVE DIRECTOR - Texas A&M, College Station, TX

Deadline Date: Until filled

ASSESSMENT COORDINATOR - Saint Michael's College, Colchester, VT

Deadline Date: 10/12/2011

INSTITUTIONAL RESEARCH REPORT DEVELOPER - Bowling Green State University, Bowling Green, OH

Deadline Date: Review of applicants begins 9/23/2011 and will continue until position is filled

PREDICTIVE ANALYTICS RESEARCHER - Sinclair Community College, Dayton, OH

Deadline Date: N/A

PROGRAMMER ANALYST - Sowela, Lake Charles, LA

Deadline Date: 19-Sep-11

RESEARCH ANALYST - New York Institute of Technology, Old Westbury, NY

Deadline Date: Open until filled

DIRECTOR OF INSTITUTIONAL RESEARCH - University of Wisconsin-La Crosse, La Crosse WI

Deadline Date: First review: 9/23/2011; position open until filled

ASSOCIATE DIRECTOR OF INSTITUTIONAL RESEARCH - James Madison University, Harrisonburg, VA

Deadline Date: Open until filled

INSTITUTIONAL RESEARCH ANALYST - University of Wisconsin-La Crosse, La Crosse, WI

Priority Review date of September 23, 2011, Position Open until filled

DIRECTOR OF INSTITUTIONAL RESEARCH AND EVALUATION - Olin College, Needham, MA

Deadline Date: open until filled

ACCREDITATION COORDINATOR-INSTITUTIONAL RESEARCH - Tufts University, Medford, MA

Deadline Date: 10/7/2011

MANAGER. PLANNING AND ANALYSIS - College of the North Atlantic, Qatar, UAE

Deadline Date: 30-Sep-11

DIRECTOR OF ACADEMIC ASSESSMENT - St. Mary's University, San Antonio, TX

Deadline Date: Open until filled; application review begins 9/20/2011

INSTITUTIONAL RESEARCH ANALYST - Roger Williams University, Bristol, RI

Deadline Date: Open until filled

ASSISTANT DIRECTOR FOR ASSESSMENT - Oregon State University, Corvallis, OR

Deadline Date: 30-Sep-11

SENIOR ANALYST/CONSULTANT FOR ENROLLMENT - Eduventures, Boston, MA

Deadline Date: Open until filled

SYSTEMS ANALYST - University of Texas System, Austin, TX

Deadline Date: Open until filled

ASSESSMENT AND RESEARCH ANALYST - VMI, Lexington, VA

Deadline Date: Open until filled; review of applications begins 9/22/2011

BUSINESS INTELLIGENCE SYSTEMS ANALYST - University of Massachusetts, Amherst, MA

Deadline Date: Open until filled

RESEARCH AND PLANNING ANALYST - Tennessee Higher Education Commission, Nashville, TN

Deadline Date: Open until filled

DIRECTOR, OFFICE OF INSTITUTIONAL RESEARCH - Bridgewater State University, Bridgewater, MA

Deadline Date: Open Until filled

DIRECTOR, OFFICE OF ASSESSMENT - Bridgewater State University, Bridgewater, MA

Deadline Date: Open Until filled

SENIOR APPLICATION DEVELOPER - Cleveland State University, Cleveland, OH

Deadline Date: 9/22/2011

ASSOCIATE VICE PRESIDENT FOR RESEARCH SERVICES - University of Nevada, Reno, NV

Deadline Date: 10/2/2011

COORDINATOR, INSTITUTIONAL EFFECTIVENESS - Hill College, Hillsboro, TX

Deadline Date: Open Until filled

DIRECTOR OF INSTITUTIONAL RESEARCH AND GRANTS - Muskegon Community College, Muskegon, MI

Deadline Date: 23-Sep-11

DIRECTOR OF RESEARCH AND PLANNING - Columbia University, New York, NY

Deadline Date: Open until filled

ASSISTANT/ASSOCIATE PROVOST FOR ASSESSMENT AND INSTITUTIONAL RESEARCH - Belmont U, Nashville, TN

Deadline Date: Open until filled

MANAGING DIRECTOR, ANALYTICS - EDUCAUSE, Boulder, CO

Deadline Date: 30-Sep-11

SENIOR INFOGRAPHICS AND DATA VISUALIZATION SPECIALIST - EDUCAUSE, Boulder, CO

Deadline Date: 30-Sep-11

ASSESSMENT SPECIALIST - Capella University, Minneapolis, MN

Deadline Date: 9/16/2011

INSTITUTIONAL RESEARCH ANALYST - Saint Louis University, Saint Louis, MO

Deadline Date: 9-31-2011

DIRECTOR OF INSTITUTIONAL RESEARCH - ECPI University, Charleston, SC

Deadline Date: Open until filled

EDUCATIONAL RESEARCH AND DATA PROGRAMMER/ANALYST FOR INSTITUTIONAL EFFECTIVENESS - Sowela Technical Community College, Lake Charles, LA

Deadline Date: Extended to 9/30/2011

INSTITUTIONAL RESEARCH ANALYST - University of Texas System, Austin, TX

Deadline Date: Open until filled

ASSISTANT DIRECTOR OR INSTITUTIONAL RESEARCH, PLANNING & ASSESSMENT - Bentley University, Waltham, MA

Deadline Date: Open until filled

DIRECTOR OF INSTITUTIONAL ASSESSMENT & RESEARCH - Elms College, Chicopee, MA

Deadline Date: Open until filled

DATA ANALYST - Lake Superior State University, Sault Ste. Marie, MI

Deadline Date: Open until filled

ASSOCIATE DEAN-SCHOOL OF HUMANITIES AND SOCIAL SCIENCES - Millersville University, Millersville, PA

Deadline Date: 9/28/2011

RESEARCH ASSISTANT - Western Kentucky University, Bowling Green, KY

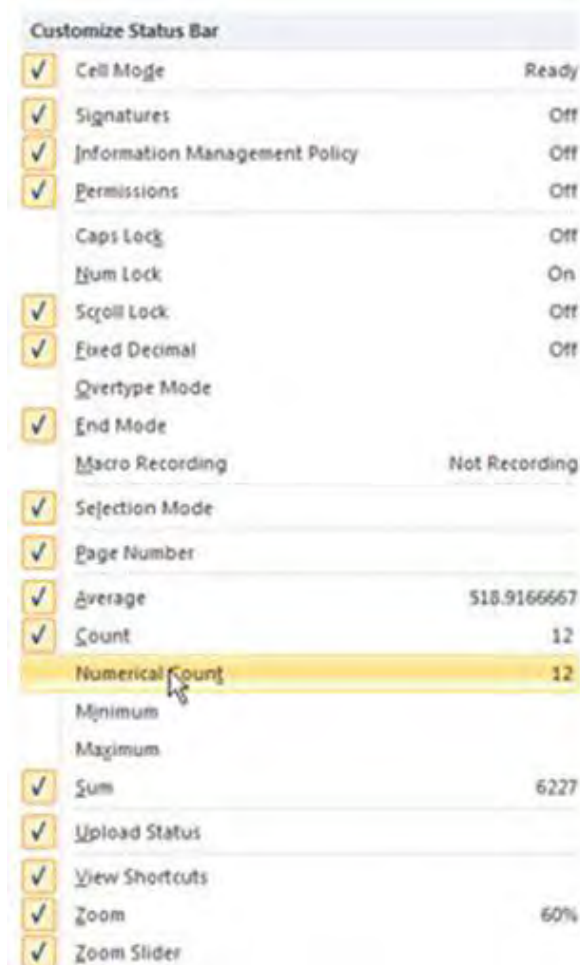
September 6, 2011 or until filled

Technical Tips from the Field

2007 and 2010 Customize Status Bar Options

Gayle Fink (gfink@bowiestate.edu)

Do you ever use the status bar typically on the bottom right to check counts, sums and averages? In Excel 2007 and 2010, you can customize the status bar options. To change options, right-click on the status bar, and select customize the display. Check out the "Numerical Count" feature which means "the count of cells with numeric data," as opposed to "Count," which means "the count of cells that contain anything." Minimum and maximum are also available options.



Parting Thoughts

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

These parting thoughts are dedicated to those of us who partake in Halloween! Enjoy!

This Halloween the most popular mask is the Arnold Schwarzenegger mask. And the best part? With a mouth full of candy you will sound just like him.

~Conan O'Brien

On Halloween, the parents sent their kids out looking like me.

~Rodney Dangerfield

Proof of our society's decline is that Halloween has become a broad daylight event for many.

~ Robert Kirby

My candle was nearly burnt out, when, by the glimmer of the half-extinguished light, I saw the dull yellow eye of the creature open...

~Mary Shelley

Double, double toil and trouble; fire burn and cauldron bubble.

~Shakespeare,

Eat, drink and be scary.

~Unknown

Shadows of a thousand years

Rise again unseen,

Voices whisper in the trees

'Tonight is Halloween!'

~Dexter Kozen

"They're us. We're them and they're us." from "Night of the Living Dead" (1990)