



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

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

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

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

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

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

For further information regarding the Association for Institutional Research, contact Terrence Russell, Executive Director, AIR, Suite 211, 1435 E. Piedmont Drive, Tallahassee, FL 32308 Phone: 850/385-4155, Fax: 850/385-5180 or via e-mail: (air@mailier.fsu.edu).

AIR 2007 Forum On-Line Registration Opens

Register online today for the 47th annual Forum!

Visit <http://airweb.org/annualforums.html> and take advantage of the:

- Hotel Registration
- Early Registration Discount
- Pre-Forum workshop registration
- Online Forum Program
- Volunteer Sign-Up
- Facilitator Information
- Hospital Hill Run Information
- Vendor registration and information

Hotel rooms and Forum registration is limited. Sign up today!

See you in Kansas City!

From Your Local Host of the 2007 Forum

Goin' to Kansas City ... for the 47th AIR Forum June 2-6, 2007!

Christine Keller, University of Kansas, 2007 Forum Local Arrangement Committee (ckeller@ku.edu)

This month's column highlights several Kansas City nightlife venues in the vicinity of Crown Center and the Forum hotels. For more extensive listings of bars, clubs, and other gathering spots try the following websites:

<http://kansascity.about.com/od/nightlife/Nightlife.htm> or

http://kansascity.citysearch.com/find/section/kansascity/bars_nightlife.html

JAZZ CLUBS

Kansas City is world renowned for its rich jazz and blues legacy. Jazz in Kansas City was born in the 1920s and continues today in clubs and events held throughout the city. Below is a sample of the more than 20 jazz clubs in the KC metropolitan area.

Jardine's Restaurant and Jazz Club is tucked away in an old brick building on Main Street a block off the Country Club plaza. With live entertainment nightly, Jardine's provides a casual, intimate setting featuring contemporary cuisine.

<http://www.jardines4jazz.com/index2.htm>

The American Jazz Museum's Blue Room is a museum by day and by night is a working jazz club featuring Kansas City's finest live jazz entertainment on Monday, Thursday, Friday, and Saturday evenings. The Blue Room was recognized in DownBeat magazine's February 2007 issue as one of the Top 100 Jazz Clubs in the world. The Blue Room is located in the historic 18th and Vine district. <http://www.americanjazzmuseum.org>

The Phoenix Piano Bar and Grill is located in a beautiful brick building originally built in 1888 as part of downtown Kansas City's famous Garment District – about 2 miles north of the Forum hotels. Kansas City style jazz is served up seven nights a week with two bands each night on the weekend. Repeatedly voted the Best Jazz Club and Most Friendly, publications from the New York Times to Downbeat Magazine to National Geographic have hailed the “fun atmosphere, great music and delightful cuisine.” <http://www.phoenixjazz.net>

COUNTRY CLUB PLAZA

The Country Club Plaza is one of Kansas City's premier retail, dining, and entertainment destination, offering shops and fine restaurants nestled within old-world architecture. Catch a variety of music, from jazz to reggae to classical, at a number of establishments throughout the Plaza any night of the week. Enjoy live music in the Plaza's charming courtyards during the annual concert series from May to September. Below is a taste of what you can find.

http://www.visitkc.com/visitor_info/shopping_premium.cfm?ID=10196

George Brett's Restaurant sports a sleek eye-catching design and broad menu full of Kansas City favorites. Owned and operated by KC Royal hall of fame first baseman, George Brett, the restaurant offers unique sports memorabilia and satellite sports on high definition plasma televisions. <http://www.georgebretts.com/>

Tomfooleries prides itself on its “fun, friendly, come as you are” atmosphere. The restaurant offers a wide variety of menu items, a great happy hour, live music, and a Sunday brunch with a 50-item Bloody Mary Bar. <http://www.tomfooleries.com>

The PLAZA III, The Steakhouse and the Club is Kansas City's classic prime steakhouse and has been a Plaza institution for over 40 years. Enjoy dinner and dancing at the Club featuring live music from the best of Kansas City's local jazz scene.

O'Dowd's Little Dublin is an authentic Irish Pub with décor imported from

Ireland and a menu that offers classic American food and authentic Irish cuisine. The bar features a large selection of imported beers and an extensive Irish whiskey selection. Enjoy your beverage of choice on the rooftop deck and listen to live music. <http://www.odowdslittledublin.com>

WESTPORT NIGHTLIFE

If you want to dance the night away or just relax with some friends, Westport offers the perfect blend of entertainment to satisfy your evening cravings. The entertainment district is home to several shops, art galleries, restaurants and numerous clubs and bars. In fact, one of Kansas City's most beloved watering holes, Kelly's Westport Inn, is found in the heart of Westport. Other picks include: blue's at Blayney's, dancing at the Cactus Café, the courtyard at Harpo's, and country music and line dancing at the Beaumont Club. <http://www.westportkcmo.com/nightlife.cfm>

MARTINI CORNER AT UNION HILL

About a mile south of Crown Center at 31st and Oak is Martin Corner at Union Hill – an eclectic mix of bars including the Velvet Dog, the Empire, the Drop, Town Tavern and Sol Cantina. The Velvet Dog is Kansas City's original martini lounge and outdoor bar – with great drinks, plenty of seats and bocce ball, there is something for everyone. Or, if you prefer, dance the night away at the Empire or relax in the open air atmosphere of the southwestern themed Sol Cantina. <http://www.martinicorner.com/index.html>

New AIR/NCES Fellowships

New AIR/NCES Fellowships for Graduate Study

The Association for Institutional Research (AIR), as part of its contract to improve the quality of institutional research in U.S. postsecondary education systems and hence, the Integrated Postsecondary Education Data System (IPEDS), announces a new national graduate fellowship program funded by the National Center for Education statistics (NCES).

The fellowships are for graduate study advancing or leading to careers in institutional research, thereby increasing the national level of expertise of institutional research officers and the data that they produce. Specific program goals are to have more people better trained in IR and completing advance degrees.

Fellowships will be awarded for credit-bearing graduate study at various degree levels, with different levels of funding. The annual mix of proposals will

determine how many of each will be awarded.

Full-time doctoral students: maximum \$30,000 over a three-year period (\$10,000 per year). No full-time awards will be made to first-time graduate students with no IR work experience.

Part-time graduate students: maximum \$9,000 over three-year period (\$3,000 per year). Part-time students could move to full-time and apply for an increased award. Part-time awardees may re-compete at the end of the three-year period.

The submission deadline is **April 15, 2007**. Proposals must be submitted electronically as an MS Word or PDF e-mail attachment to air@airweb2.org.

Visit <http://www.airweb.org> for proposal information and guidelines. Apply today!

NCES Publications

Employees in Postsecondary Institutions, Fall 2005, and Salaries of Full-Time Instructional Faculty, 2005-06

This report presents information from the Winter 2005-06 Integrated Postsecondary Education Data System (IPEDS) web-based data collection. Tabulations represent data requested from all postsecondary institutions participating in Title IV federal student financial aid programs. The tables in this publication include data on the number of staff employed in Title IV postsecondary institutions in fall 2005 by primary occupational activity, length of contract/teaching period, employment status, salary class interval, faculty and tenure status, academic rank, race/ethnicity, and gender. Also included are tables on the number of full-time instructional faculty employed in Title IV postsecondary institutions in 2005-06 by length of contract/teaching period, academic rank, gender, and average salaries.

To download, view and print the publication as a PDF file, please visit: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007150>

New Website on Career/Technical Education

NCES has just expanded and renamed its Data on Vocational Education (DOVE) website. The website is now called Career/Technical Education Statistics (CTES), and includes a new section of "CTES Tables on the Web." Based on analyses of NCES datasets, this section provides summary data tables that describe career/technical education (CTE) at the secondary level, CTE at the postsecondary level, and adult education for work. The site currently includes tables describing the

secondary CTE delivery system and offerings, labor market and further education outcomes of secondary CTE, the postsecondary CTE delivery system and offerings, and adult participation in work-related coursetaking.

As other NCES datasets are analyzed over the next two years, these web tables will be expanded to other areas (e.g., secondary students' and postsecondary students' participation in CTE). Tables will be updated in future years as new NCES datasets become available.

To view the site, please visit: <http://nces.ed.gov/surveys/ctes/>

NCES Expanded the State Education Reforms (SER) Website

This website was first based on the report Overview and Inventory of State Education Reforms: 1990 to 2000, and is updated periodically to incorporate new data on state education reform activities. The SER website, which draws primarily on data collected by organizations other than NCES, compiles and disseminates data on state-level education reform efforts in four areas:

1. standards, assessment, and accountability,
2. school finance reforms,
3. resources for learning, and
4. state support for school choice options.

Specific reform areas include student and teacher assessments, adequate yearly progress, statewide exit exams, highly qualified teachers, open enrollments laws, and charter schools.

Two new tables on exit exams have been added to the Standards Assessment, and Accountability area and three new tables on longitudinal data systems, school exit exams, and kindergarten policies have been added to Resources for Learning area.

To view the site, please visit: <http://nces.ed.gov/programs/statereform/>

Students Entering and Leaving Postsecondary Occupational Education: 1995-2001

This report uses data from the 1995–96 to 2001 Beginning Postsecondary Students Longitudinal Study to examine three questions concerning students pursuing postsecondary certificates or associate's degrees in career related fields

(referred to here as occupational students): (1) who enters postsecondary occupational education, (2) to what extent do occupational students persist in postsecondary education and attain their credential goals, and (3) what are the labor market outcomes for occupational students who earn credentials? Occupational students were found to be more likely than academic subbaccalaureate students to be female, Black, older, have lower educational backgrounds, and self-identify as “enrolled employees” rather than “working students.” Most of these differences were due to differences between occupational certificate students and the two groups of occupational and academic associate’s degree-seeking students. No differences were found in the rates at which occupational and academic subbaccalaureate students persist in postsecondary education and attain a credential, although occupational students were more likely to “downgrade” to a postsecondary certificate. Finally, no differences were found in the rates at which occupational completers (those who earned a credential) and noncompleters were employed or in their average salary; however, among students who entered a job related to their field of study, average salary increased with the years of education completed.

To download, view and print the publication as a PDF file, please visit:

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007041>

News from AAUP

AAUP Faculty Compensation Survey

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

Data collection for our initial published report closed on Friday, March 9. Completed entries for 1,429 institutions will be included in our published report for 2006-07, which is a slight decrease from last year. The tentative release date for the report is April 12. Any data changes or new submissions after March 9 will be published in a supplemental listing in July.

You may now order peer compensation reports for 2006-07. All survey contacts should have received an e-mail dated March 20 with more information. To order, click the “peer reports” link at our survey home page, <https://research.aaup.org/fcs>. We’ve automated part of the request process, which we hope will improve our response to your requests for custom reports.

If you would like to order a copy of the printed report and do not already have a subscription to the AAUP magazine *Academe*, you can order through the AAUP Web store at <http://www.aaup.org/Forms/Store/cataloguepubs.htm> (scroll down for the “Economic Status” report).

If you would like to order a complete data file from the survey in Excel format,

these will be available after April 1. The price is \$350 for participating institutions and \$400 for non-participants. To order, send an e-mail to our survey address at aaupfcs@aaup.org.

Thanks very much for participating in our survey.

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

AIR Training Collaboration

FYE/AIR Summer Institute for First-Year Assessment

In cooperation with the Association for Institutional Research (AIR), the National Resource Center for The First-Year Experience and Students in Transition has made possible a number of competitive fellowships for the Institute. Fellowship applications are available at <http://www.sc.edu/fye/events/AIRfellowships.htm>

This year's Institute, in historic Savannah, Georgia, June 10-12, 2007, promises to be an enjoyable, educational, and practical institute on assessing the first year of college.

Designed to maximize opportunities for participant learning and networking and structured to create a cumulative learning experience, the Summer Institute on First-Year Assessment will provide a comprehensive introduction to the theory and practice of first-year assessment. Throughout the Institute, participants are engaged in sessions and workshops that highlight specific skills and processes vital to quality assessment.

Exploring both quantitative and qualitative assessment practices, concurrent sessions allow participants to gain a breadth of knowledge while workshops allow an in-depth examination of major issues while both maximize participant interaction and build connections between assessment theory and practice.

Current AIR members and members of AIR affiliated groups are strongly encouraged to apply for a fellowship. For details and registration information, visit <http://www.sc.edu/fye/events/summer/index.html>.

Applications are due by May 4, 2007.

CIC/AIR Data and Decisions Workshop

Increasingly, college and university leaders base strategic decisions on data—targeted information about their own institutions and up-to-date information

about peer institutions. The ability to access, analyze, and convert data into strategic information is critical to institutions operating in today's competitive educational climate.

AIR and CIC are offering a Workshop on using data for strategic decision-making. The Workshop focuses on ways to identify peer and competitive institutions, define key institutional performance measures, and compare relative positions on these measures with other institutions. These measures include tuition revenue costs, faculty salaries, instructional expenditures per FTE student, and retention graduation rates. These approaches are based on the use of existing national data sets. For example, the U.S. Department of Education now makes current IPEDS data available on a free Web site and provides tools to identify peer groups and analyze comparative information. Other national resources addressed in the Workshop include the National Survey of Student Engagement (NSSE) data set and the College Board data set. Combining these tools with institutional data and knowledge gives the participant an understanding of core competencies and feasible strategies for the continual growth and improvement of an institution.

Teams of 3 or more are encouraged to apply. The application deadline is April 13, 2007. Visit <http://airweb.org> for submission guidelines.

TLT Upcoming Events

TLT (The Teaching, Learning & Technology Group) is pleased to offer a new set of workshops:

- *Seven Principles of Good Practice in Undergraduate Education*: March 27, April 2, April 10 @ 1:00 PM EDT
- *Information Literacy: Collaboration*, April 5 and 12, 1:00 PM, EDT
- *Assessment and Accreditation*, April 19, 26, May 3, 3:00 PM, EDT
- *Information Literacy: Assessment*, May 1, 8, 15, 1:00 pm, EDT
- *Flashlight 1.0 Online Tour*, April 9, 3:00 PM, EDT

The 7 Principles Workshop and the Assessment and Accreditation workshop have special pricing: free to subscribers, \$50 for one login, and \$100 for a group with one login.

Both of the Information Literacy workshops are co-sponsored by ACRL (Association of College and Research Libraries) and have special pricing for ACRL members as well for TLT Group subscribers.

Please remember that you are eligible for discounts on registration fees if you are affiliated with a co-sponsoring organization, and an even greater discount if

your institution is a TLT Group subscriber.

E-AIR 2007 Limerick Contest

Results of the 2007 e-AIR Limerick Contest

Marne Einarson, Cornell University

We received 19 entries for the 2007 e-AIR Limerick Contest. They were all very entertaining which made choosing among them a pleasantly challenging task. Ultimately, our panel of judges decided upon the following slate of medal winners:

The **Gold** Medal goes to Kathy Livingston, Director of Institutional Research at the University of Nebraska at Kearney (livingstonke@unk.edu) for this limerick:

Ode to Solving the Problem

When demand for more data is great
Try to hire an assistant first rate.
Then you'll both live to tell
Of a life that is swell
And the service to campus is great!

There are three **Silver Medal** winners:

Dick Collier, Senior Research Associate, Institutional Research at the University of Albany (RCollier@uamail.albany.edu) for:

Some professors quite sadly delude
Themselves when tenure's pursued.
They're sure data formal
Will show they are normal
Till the numbers tell them "You're skewed."

Kirby Throckmorton, Director of Institutional Research at the University of Wisconsin-Stevens Point (kthrockm@uwsp.edu) for:

My reports are always well written.
By their quality I am oft smitten.
My expert analyses
Argue for great new policies
But an anecdote is often found more fitten.

And, once again, Kathy Livingston at the University of Nebraska at Kearney for this entry:

Ode to a Short-staffed Office

There once was a time she replied
To requests that came in far and wide.
But now it just seems
The demands' beyond means
And more projects continue to slide!

And three **Bronze Medal** winners:

Paula Pelletier, Associate Director of Institutional Research at Stony Brook University (ppelletier@notes.cc.sunysb.edu) for:

She discovered six duplicated heads
Ensnocned in twelve dormitory beds.
With IPEDS inflated
The analyst debated ---
Could she claim her bifocals misread?

Amanda Udis-Kessler, Director of Institutional Research and Planning at The Colorado College (audiskessler@ColoradoCollege.edu) for:

There's AAUP and IPEDS.
There's AIR and NACUBO and HEDS.
In IR at a school
The acronyms rule.
Are there more on the way? This I dreads.

And Kevin Hynes, Director of Institutional Research and the Illinois AHEC Program at Midwestern University (KHYNES@midwestern.edu) for:

A wonderful tool is this regression.
Predictions fare better than impressions.
Cross validate you must
Lest your study go bust
Due to some bouncing beta compression!

Finally, **Honorable Mentions** go to:

J'Neene Sexton, Institutional Research Analyst at Jamestown Community College (JNeeneSexton@mail.sunyjcc.edu) for:

Data comes in, data goes out.
Most people don't know what it's about.
Those that do
Are the chosen few.

IR is a strength we should tout.

Dick Collier, again, of the University of Albany for:

The IR guy's prowess was hailed
But when hiking one day his luck failed.
He died of snake bite
Still sure he was right
In believing the snake was two-tailed.

And two more from Paula Pelletier of Stony Brook University (who was obviously really on a roll!):

The sheep that I count before slumber
Now morph into students by number.
There's twelve-thirty-three
Still without his degree.
Will he finish by counts in December?

Any matrix of cells can explain
The unduplicated heads we retain.
But what of the FTE
Computed so carefully?
Aren't fractions of students arcane?

Hearty congratulations to our winners. Many thanks to all who submitted limericks – they were a lot of fun to read! And finally, thanks to our great panel of judges – Dawn Geronimo Terkla, Fred Volkwein and Viktor Brenner.

Changing Scene

A Way to Keep Up With News About Our Colleagues

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

Former AIR President Bill Fendley (University of Alabama) passed away on Monday, March 26, 2007. Funeral services are scheduled for Monday, April 2nd,

at 11:00 am at the UVA chapel in Charlottesville, VA. In lieu of flowers, the family asks that donations be made to the charity of your choice. If you plan on sending a card, Kay Fendley's address is: 1120 Inglecress Drive, Charlottesville, VA 22901.

Emad Wajeih, Director of the Office of Institutional Research, Planning and Assessment, Lynn University, died suddenly Saturday afternoon, March 24th, of a massive heart attack. Expressions of sympathy may be sent to his family: The Wajeih Family, 1170 W. Magnolia Circle, Delray Beach, FL 33445-3507.

Help

Determining Course Credit Values

Ariana Arguello, Kwantlen University College (ariana.arguello@kwantlen.ca)

I was wondering if any of you have any information on how universities assign credit values to courses. Is there a certain criteria that is followed?

Thanks!

Ariana Arguello, Manager of Strategic Planning
Institutional Analysis and Planning
Kwantlen University College
604-599-3041
ariana.arguello@kwantlen.ca

SAT™ Validity Study Seeks Recruits

Emily J. Shaw, The College Board (eshaw@collegeboard.org)

The College Board is recruiting 75 or more four-year institutions to participate in a national SAT Reasoning Test™ Validity Study. Each institution participating in the study will receive a stipend for submitting a data file with all first-time, first-year students at the completion of the 2006-07 school year.

Participating institutions will design and receive unique admissions and placement studies and a comprehensive data file returned with supplementary student-level variables from a College Board database. By participating in this important study your institution will help the College Board examine the validity and effectiveness of the SAT Reasoning Test across a national range of institutions and students. For more information on participating in the study, please contact Emily Shaw at eshaw@collegeboard.org or (212) 713-8172.

Click [here](#) to read a brochure on participating in the study.

Emily J. Shaw

Project Manager / Assistant Research Scientist,
Higher Education Outcomes Services
The College Board
phone: (212) 713-8172
fax: (212) 649-8427

Editors' Book of the Month

Equity and Excellence in American Higher Education

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

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

This month's book, *Equity and Excellence in American Higher Education* was written by William G. Bowen, Martin A. Kurzweil, and Eugene M. Tobin, and published by the University of Virginia Press (Charlottesville, VA) in 2005. (ISBN 0-8139-2350-6)

At the beginning of their book, Bowen and colleagues state, "...Americans want both excellence and equity in their higher education system. But while they feel good about the former (perhaps better than they should feel), there is much debate about the latter." p. 1. The authors draw upon multiple sources – historical research, social science and public policy research, international experiences and their own College and Beyond (C&B) data base of 19 selective colleges and universities to explore the sources and possible remedies of inequitable access to American higher education.

The primary focus of their book is the inequity associated with socioeconomic status (SES). Students from low-income families are under-represented within elite colleges and universities; only 11% of their students come from the bottom quartile of the income distribution while those in the top quartile make up half of total enrollment. Students who are both low-income and first-generation fare even worse in terms of representation – comprising just 3% of enrolled students in the C&B data base.

So why do so few low-income students attend elite institutions? Being raised in a low SES family has long-lasting effects on students' cognitive skills. Because they are more likely to live in poorer neighborhoods and attend less well-resourced schools, these students do not have the same opportunities for pre-college academic development and success. They are also impeded by noncognitive deficits. Low SES students are more likely to lack sophisticated knowledge of college admissions and financial aid processes, and are less likely

to harbor aspirations of attending college, and particularly, an elite institution. Low SES students are less likely to take college admissions tests, and to do well on them. The combined result of these factors is that comparatively few apply for admission to selective institutions.

Interestingly, there is little variation in the representation of low SES students as applicants, admitted students, and enrolled students within selective institutions. Once enrolled, low SES students are equitably distributed across various fields of study and achieve grades, graduation rates and even post-college outcomes that are roughly equivalent to those of their higher-SES peers. So, if lower-income students are able to do well enough on college admission tests to enter the competitive applicant pools of selective institutions, their socioeconomic status does not seem to adversely affect their progress from that point on. The major disadvantages associated with low SES occur in the years before college as students' academic preparedness is being shaped.

So, how might we increase the representation of low SES students in selective institutions? Bowen and colleagues target the college admissions process as an important point of intervention. Recruited athletes, members of racial minority groups, early decision/early action applicants and children of alumni receive substantively preferential treatment in the admissions processes at elite institutions. Despite institutional rhetoric to the contrary, low SES applicants receive no such advantage; their chances of admission are the same as others with the same SAT scores and higher SES. Bowen and colleagues view need-blind admissions as commendable but insufficient remedies. They argue for elite colleges to adopt admissions policies that favor well-prepared students from low-SES families – in effect, affirmative action for the poor. While colleges should, in their view, retain race-based affirmative action policies, preferences offered to athletes, early-decision applicants and legacies should be reconsidered. Further, in an effort to increase the likelihood that greater numbers of well-qualified low SES students will apply, institutions could do more to seek out potential applicants in less traditional pools – and to support low SES students once they are enrolled.

Bowen and colleagues also recommend changes in the structure of federal financial aid and state support of public universities (e.g., simplify the eligibility criteria and application process for federal financial aid to make the process more understandable for low SES students; adopt income-contingent loan repayment schedules to decrease the risk associated with borrowing to pay for college). Given that weak academic preparation plays a major role in the under-representation of low SES students in higher education, the authors assert the need for a national policy focused on early and continuing interventions to improve college preparedness. Such a policy should provide low SES children with greater access to high quality educational, healthcare and extramural enrichment programs.

“Access and Equity” is a thought-provoking book that offers a sober indictment of class-based inequities in American higher education. The authors provide compelling arguments for favoring low SES students in the admissions process. Increasing the representation of low SES students at elite institutions can be justified on the basis of achieving greater equity, promoting social mobility, and deservedly rewarding students who have overcome substantial obstacles in life; plus evidence suggests that such students will perform well academically once enrolled. Despite these justifications, one cannot help but note that the solutions they have proposed are likely to be quite contentious.

The authors acknowledge the potential costs were institutions to offer class-based admissions preferences – among them, the cost of providing financial aid to a larger number of needy students and a potential decrease of alumni donations. They resist the notion of a zero-sum trade-off between educational excellence and equity, but unless we, as a nation, are willing to spend more to permit greater numbers of students to access the highest-quality institutions, then some degree of zero-sum principles would seem to inevitably apply. If a greater number of low-income students are to be admitted to an entering class, which students will be denied? Similarly, the authors’ call for broad social and economic reforms to address inequities in college preparation presents a great challenge. Whether sufficient national will exists to mount a large scale offensive aimed at reducing social inequities seems questionable.

Still, the association of low SES with college representation and experiences appears to be emerging more frequently in conversations on college campuses. This book offers a well-organized review of the topic and is bound to stimulate much discussion of possible institutional responses. Whatever strategies an institution may ultimately chose to adopt, the authors cite the need for research on the effects of various interventions aimed at increasing the representation and success of lower socioeconomic students in higher education – so that future decisions can be made on the basis of evidence rather than assumptions or simple anecdotes. This certainly implies an important role for IR professionals.

Technical Tips from the Field

Making Charts the Same Size in Excel

Meihua Zhai, NASFAA zhaim@nasfaa.org

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

Have you ever run into a situation where you have several embedded charts on one Excel worksheet and you would like to make all of them exactly the same size? Figure 1 shows a worksheet with four charts. Wouldn't they look better if they were all the same size and nicely aligned?

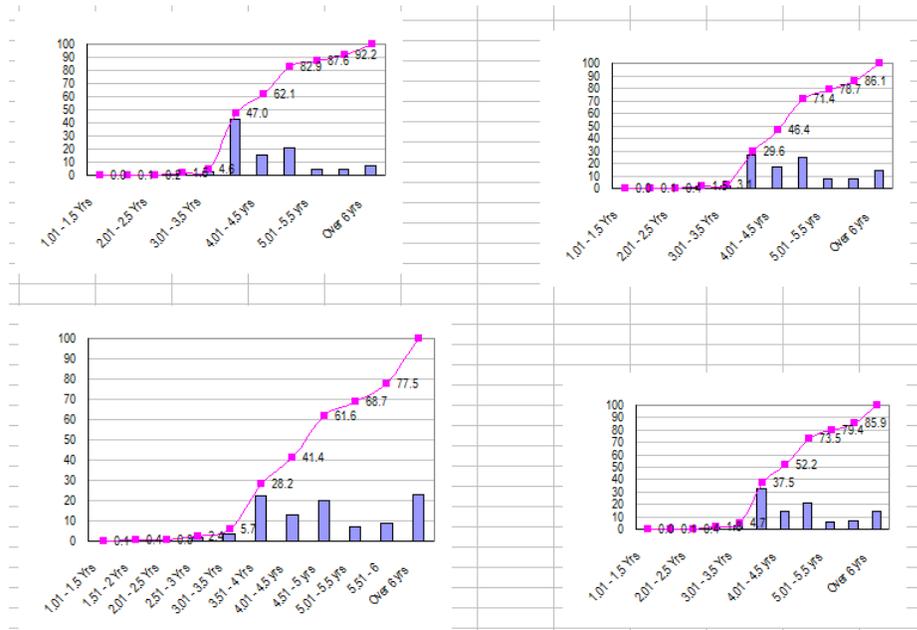


Figure 1. Embedded Charts of Different Sizes

To make all of the charts the same size, first identify the chart that is already the size you want. In this case, you want to make all the charts the same size as the chart in the lower left.

1. Ctrl+click the chart to select it as an object.
2. Right-click and choose Format Object to display the Format Object dialog box.

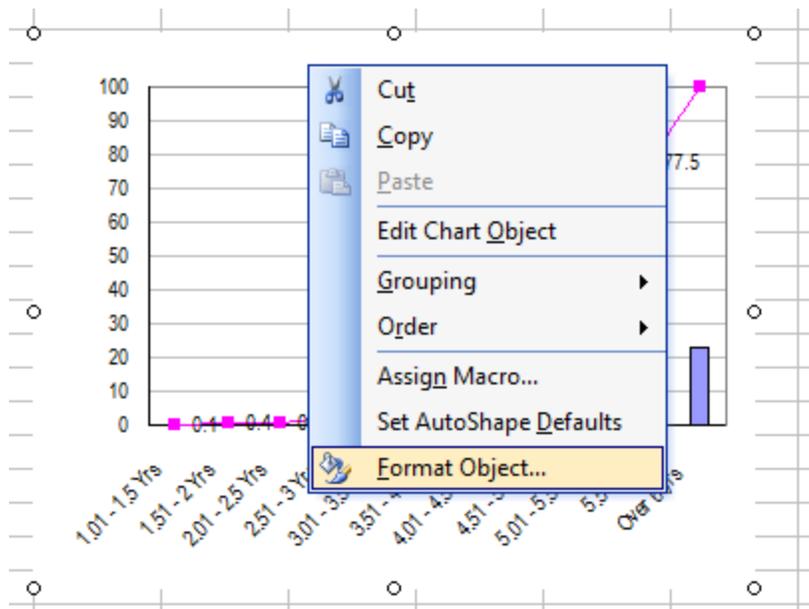


Figure 2. Selecting Format objects

3. Click the size tab and make a note of the height and width displayed in the dialog box.

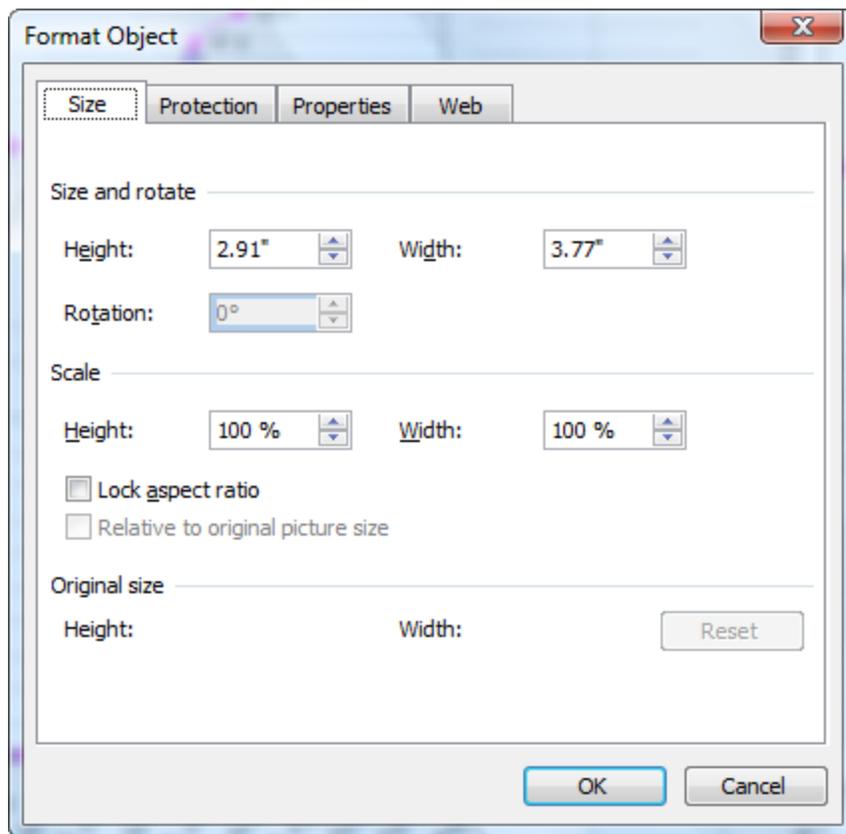


Figure 3. Noting the Desired Size of the Charts

4. Click Cancel to close the Format Object dialog box.
 5. Ctrl+click the other three charts (so all four are selected as objects).
 6. Right-click any of the selected charts and choose Format Object.
 7. Enter the Height and Width you noted from Step 3 and click OK.
- The charts are now exactly the same size.

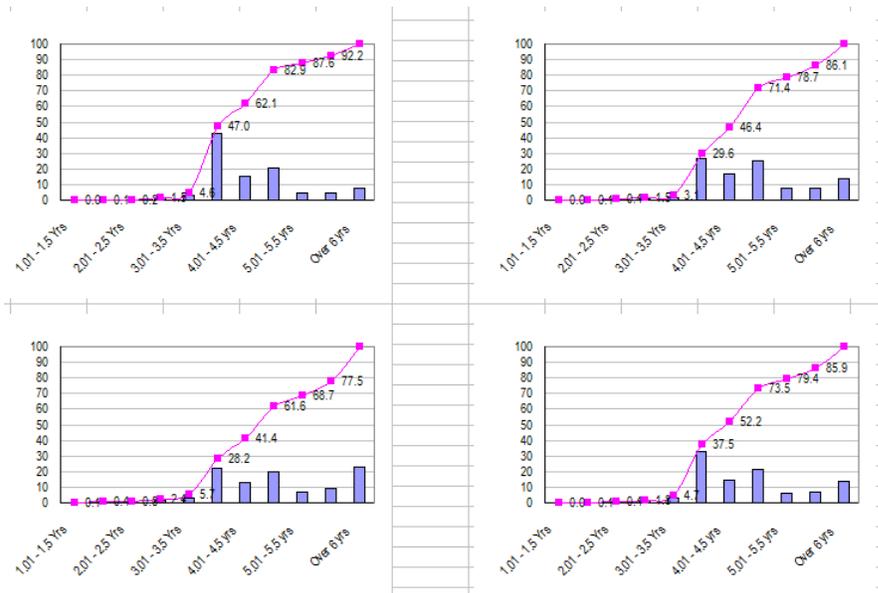


Figure 4. All Charts Are of the Same Size

You can align the charts manually, or you can use the Draw --> Align commands on the Drawing toolbar.

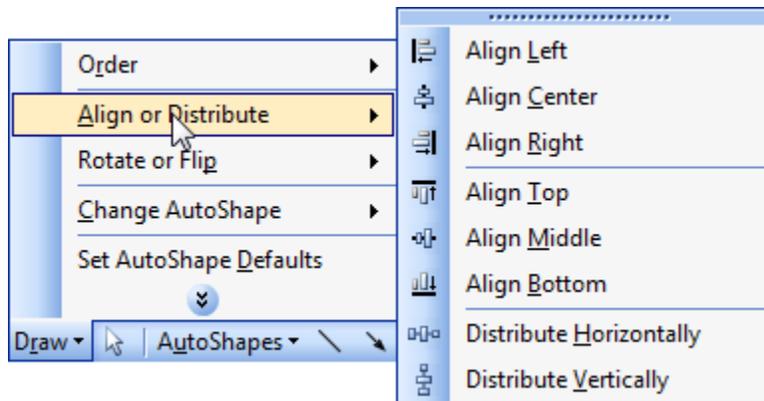


Figure 5. Align the Charts by Using the Drawing Toolbar

(If you don't see the Drawing toolbar, you may click View --> Toolbars --> Drawing to activate the viewing.)

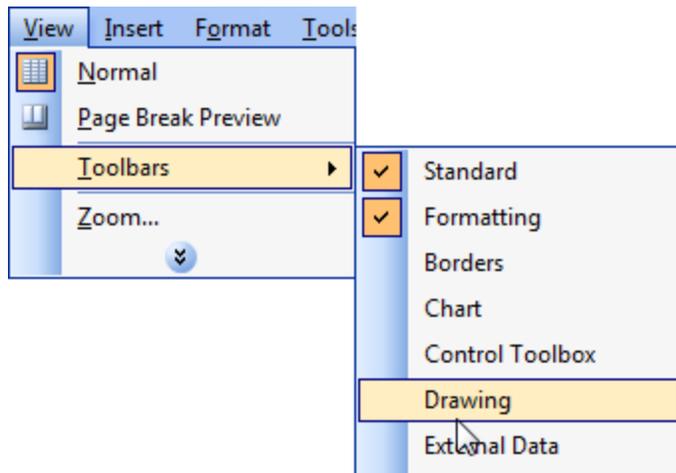


Figure 6. Activating the View of the Drawing Toolbar

Parting Thoughts

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Reader contributions of possible future 'Parting Thoughts' are welcome. Send them to [Meihua Zhai](mailto:Meihua.Zhai).

"Winning isn't in the trophy, the certificates, or the fame. Winning is the reach, the learning, the effort to succeed at even the hardest goals. If you have those things, you have already won, no matter how the final competition turns out."

~ Jasmine M., 6th Grade Student

"Success, at any level, starts with the right mindset, and the belief that success is possible. "

~ Anonymous

"Recognizing accomplishments fuels the desire for future success. "

~ Anonymous

"Change is impacting everyone...change is constant, and the only thing you can change is yourself, but sometimes that changes everything. "

~ Anonymous

"Attitudes, whether positive or negative, have the power to impact an organization's or an individual's success. Attitudes are contagious; attitudes impact the bottom line. "

~ Anonymous

"Garbage in. Garbage stays."

~ Keith Harrell

"You need to be aware of what others are doing, applaud their efforts, acknowledge their successes, and encourage them in their pursuits. When we all help one another, everybody wins. "

~ Jim Stovall

"Whether you think you can or whether you think you can't, you're right! "

~ Henry Ford

"You must either modify your dreams or magnify your skills. "

~ Jim Rohn

"To win without risk is to triumph without glory. "

~ Pierre Corneille

"To succeed... You need to find something to hold on to, something to motivate you, something to inspire you. "

~ Tony Dorsett

"To the degree we're not living our dreams, our comfort zone has more control of us than we have over ourselves. "

~ Peter McWilliams

"The man who will use his skill and constructive imagination to see how much he can give for a dollar, instead of how little he can give for a dollar, is bound to succeed. "

~ Henry Ford