



## 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).*

## From a Hokie Mom

Meihua Zhai, NASFAA (zhaim@nasfaa.org)

I'm a Hokie mom. As shock and sorrow struck the nation, saying "I feel the pain" was an understatement. As I was watching Professor Giovanni reciting "We will continue to invent the future through our blood and tears and through all our sadness ... We are the Hokies," as thousands of voices became one, chanting "Let's Go Hokies" I cried. I wanted to tell the students on TV: "Hokies, your parents and the whole country are proud of you!"

When the shooting took place, my son Benjamin, who contributes to the 2006 first-time, full-time student cohort statistics from VT, was in a different classroom at the other end of the campus. He called me right after he and his classmates were asked to stay where they were. As a result, I knew about the shooting before the media did. While I was relieved to know that my own Hokie was safe, my heart went out to those parents who were not as lucky. I did not have the courage to imagine how it was for them when they found out that they could never talk to their little hokies anymore. When numbers started to be connected to vibrant lives, cheerful faces, promising careers and outstanding achievements, all abruptly ended for reasons we do not understand, the pain became even more excruciating.

After the candlelight vigil, my Hokie drove back home with three of his friends. The moment he stepped into the door, he gave me a big, long hug. I took the rest of the week off to be with him. As friends and relatives were worried and concerned about him, Ben's dad, a university life professional working in the office of multi-cultural services in George Mason University, was very concerned about his students – Asian-American students. Some, especially those from ethnic Korean background, were scared of a backlash because of their race – after all, the gunman at VT was Asian. As we were mourning the innocent lives lost, we could not afford to neglect those lives that were being affected in different ways. Dad told his son why he needed to be at work instead of being with him during this special time. The son understood.

Being an American Asian, I heard people talking about the lack of support for "model minority" students on campus; I saw people using the phrase "cultural clashes" in discussing factors that might have contributed to the tragedy. As I flipped through TV channels, I heard heated discussions on gun controls, on modifying student mental health and adjustment rules, on improving warning mechanisms, even on the installation of some high tech devices in the buildings, etc. etc. "Are we looking into laws and technology for answers?" I asked.

I thought of the efforts Ben's father made in introducing himself to his Asian students, to make them aware of the services he and his office could provide when needed; I thought of the difficulties he experienced in having the Asian

students come to him to take advantage of support services... "Is this something that can be improved by revising a few rules or advancing some technology?" I wondered.

As we mourn with the parents who lost their loved ones, those students who showed up in Monday morning classes, as we hail our heroic professor who blocked the bullets with his body to save his students, as we are searching for answers but harvesting more questions instead, as we are looking for ways to prevent this from happening again, I wrote to my fellow Asian-American parents: "When we are working so hard with our kids to improve their test scores and to boost their academic achievements, how much attention are we giving to our loved ones in terms of how to deal with their own emotions and the 'clashes' they feel between being an American with parents from different cultural backgrounds? Think about Cho's parents, two hard-working people, working in a dry-cleaning store and sending one child to Princeton and one to Virginia Tech, wanting to give their kids the best education in the world. Where did things go wrong?"

The word "education" in Chinese has two characters. One character means "to teach" and the other, "to nurture." The two together make the word "education."

Meihua

The above thoughts are completely my own. They do not represent AIR's view on the Virginia Tech massacre.

## From Your Local Host of 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](mailto:ckeller@ku.edu))

The Kansas City metro is jam-packed with a wide assortment of outstanding food establishments. How can Forum participants find the juiciest Angus steak or classic KC BBQ or a decadent chocolate dessert bar? Jeff Seybert, the IR director at Johnson County Community College and resident KC food expert, has updated his famous restaurant guide to provide the necessary "data" so that AIR members can make informed (and delicious!) decisions.

Below are selected choices from Jeff's guide – the complete list will be included in Forum bags and will be available at the local arrangements information table. Many thanks to Jeff for sharing his expertise. Enjoy!

### **Selections from the Jeff Seybert's KC Metro Restaurant Guide**

Approximate price ranges (per person for dinner excluding drinks, wine, and tip)

Inexpensive:	less than \$15.00
Moderate:	\$15.00 to \$25.00
Expensive:	\$25.00 to \$40.00
Very Expensive:	more than \$40.00

**Benton's Steak & Chop House** - One Pershing Square (Crown Center - 816-391-4460). Benton's quickly established a reputation for excellent food. This is a carnivore's delight--huge portions. Reservations recommended. Expensive to very expensive.

**Shiraz - 320 Southwest Blvd.** (816-472-0015). Southwest Blvd. has also become a top dining destination in Kansas City and Shiraz is one of the stars. An imaginative, well executed menu produces some of the best Mediterranean/middle eastern food in the city (try the Turkish pizza--lamb, pine nuts, feta cheese-- wonderful). Expensive, recommended.

**Aixois - 301 East 55th St.** (55th & Brookside, KCMO) (816-333-3305). Best French restaurant in the KC Metro, in my opinion. Great steak frites. Expensive, highly recommended.

**The American Restaurant - 200 East 25th** (Crown Center--816-471-8050). A leading example of new American cuisine; a wide variety of excellent meat, seafood, and (sometimes) game dishes. Very expensive, highly recommended.

**Peppercorn Duck Club** - 2345 McGee (Hyatt Regency--Crown Center--816-421-1234). One of the top restaurants in town; excellent food; elegant surroundings and service; the Ultra-Chocolate dessert bar is incredible. Great lunch buffet (it's really a good deal). Lunch moderate to expensive, dinner very expensive.

**Classic Cup Cafe** - 301 West 47th St (Plaza--816-753-1009). Good place for breakfast/brunch as well as lunch and dinner. Super sandwiches, pastas, and entrees. Excellent wine list with some great buys during their winter wine sale. Great for Plaza people-watching, too. Moderate to expensive.

**BB's Lawnside Bar-B-Q** - 1205 East 85th (816- 822-7427). A classic roadhouse with very good Bar-B-Q and probably the best blues in town. They've been featured in several "foodie" magazines - most recently Food and Wine in summer '98. Neighborhood's a little funky - inexpensive, recommended.

**Fiorella's Jack Stack Barbeque** - 101 West 22nd (easy walk from Crown Center, 816-472-7427), 95th & Metcalf (913-385-7427). An excellent, somewhat up-scale barbeque restaurant. Extensive menu; great meat, chicken and fish dishes; best barbeque beans in the world; all around excellent food. Very busy all the time--they don't take reservations so go early, at lunch and

dinner. Inexpensive to moderate, highly recommended.

**Manny's - 207 Southwest Blvd.** (816-474-7696). Manny's may have the most beautiful antique bar in the city; the flautas are great too. Inexpensive.

**Lidia's – 101 West 22nd** (near Crown Center –816- 229-3606). First restaurant outside NYC for Lidia of TV Food Network and Public TV fame. Excellent central/northern Italian cuisine in an absolutely stunning setting in the old warehouse district across the tracks from Union station. Usually very crowded, noisy, and well, very New York! Expensive, highly recommended (reservations absolutely necessary).

**Pierpont's at Union Station** – 30 West Pershing (in the restored Union Station – 816-221-5111) The new "upscale" restaurant in Union Station; has wonderful seafood (if it's on the menu, the macaroni with brie, lobster, fresh asparagus, and shiitake mushrooms is even better than it sounds!) and great steaks and pastas as well. The food and service are uniformly excellent. The décor is also great (check out the bar). Expensive, recommended.

## Register for Annual Forum

### Register Today for the 47th Annual AIR Forum!

Institutional research is often called to inform decisions and change-producing actions. Are you ready to meet the demands ahead? Join your colleagues on the IR team at the 2007 Forum, re-stock your IR toolbox, share successes and lessons learned, refuel for the year ahead and prepare to keep pace as Choice and Chance Drive Change in Higher Education.

[Register](#) today for the 47th Annual AIR Forum June 2-6, 2007, in Kansas City, Missouri! The Web-based Forum program and personal scheduler will allow you to view sessions by day, time, track, and presenter. The latest Forum news is available at <http://airweb.org>!

Have you made your hotel reservations? [Make your reservations](#) today at the Kansas City Hallmark Crown Center Hotels! The Crown Center Hotels consists of the Hyatt Regency and the Westin. Forum sessions will be held in both hotels.

Interested in a Pre-Forum workshop? The 2007 Pre-Forum Workshops will be offered June 2-3, in conjunction with the Forum. These 28 half-day and full-day workshops provide opportunities to acquire new skills. Prices range from \$75 to \$240 per Workshop. Register for a Pre-Forum workshop!

**We look forward to seeing you in Kansas City!**

## **AIR 2007 Forum Special Events**

### **AIR 47th Annual Forum Special Events**

#### **Forum Friday City Hop**

Roam the Crossroads Arts District on your own, or in one of the informal AIR groups hosted by our Local Arrangements Committee. The Crossroads District is home to more than 40 art galleries as well as shops and restaurants. It is also just a short walk from the Crown Center.

#### **Early Arrivers Gathering**

Meet old friends and welcome newcomers who will soon be old friends. Dinner groups will be organized by the Newcomers Committee and you can sign up during the gathering.

#### **Hospital Hill Run**

Join AIR colleagues in a run through Kansas City! This year, more than 5,000 people are expected to participate in the 34th annual Hospital Hill Run and Festival! We invite you to join other AIR members at the starting line for the half-marathon, 10K, or 5K routes, which start and end at the Crown Center.

#### **A Home Run Event!**

Kansas City T-Bones v.s. Gary-Southshore RailCats  
Tuesday, June 5, 2007

Enjoy one of Kansas City's favorite summer events: barbeque and baseball at Community America Stadium, home of the Kansas City T-Bones. Expect a good game and lots of family-friendly sideline fun with Sizzle, the mascot, and his friends. Participants receive admission to the ballpark, dinner, two drink tickets, and round-trip transportation.

Baseball not your cup of tea? The stadium is just across the road from Legends, a destination mall with shops galore. Purchase a ticket for this special event, then slip out after dinner and shop 'til you drop.

Tickets are only \$37!

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## Forum Big Read: *The Quiet Crisis*

Earlier this year many communities participated in a "Big Read" focusing on a single book. The Kansas City Forum will have its own BIG READ and Peter Smith's *The Quiet Crisis: How Higher Education is Failing America* has been selected as the text. Smith's work is a "good read" and promises an interesting discussion on **Tuesday, June 5 from 4:00 – 4:40.**

## AIR 2007 Forum Needs

### Convener Needed for Arab American Special Interest Group

Gail Fishman, Association for Institutional Research ([gfishman@airweb2.org](mailto:gfishman@airweb2.org))

Due to the recent death of Dr. Emad Wajeih, a convener is needed for the Arab American Special Interest Group at the annual Forum. S-06 is currently scheduled to meet on Monday, June 4th, 12:40-1:20 pm in the Hyatt/Benton B, Mezzanine Level. If anyone is able to act as the convener for this SIG please let me know as soon as possible.

Gail Fishman  
Manager of National IPEDS Training Programs and Affiliated Group Relations  
Association for Institutional Research

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### Photos Needed for Remembrance at AIR Forum

Amy Smyth, National Marketing Manager ([asmith@airweb2.org](mailto:asmith@airweb2.org))

We will be holding a brief remembrance prior to the Awards Luncheon at the annual Forum of our AIR colleagues who have passed in the last year. Please send a photo if possible, name, title, and institution to [ksteele@airweb2.org](mailto:ksteele@airweb2.org)

## AIR Scholarship Deadline

### Julia M. Duckwall Memorial Scholarship Application deadline: May 1, 2007

The Julia M. Duckwall Memorial Scholarship facilitates the professional growth and development of institutional research professionals. This scholarship will be awarded for up to two individuals attending each of the Institutes in the Professional Development Institute Series.

- The scholarship pays for registration, housing, and meals.

- Travel costs are not covered.
- A scholarship applicant must be a current AIR member.
- The final award is contingent upon acceptance and attendance at one of the Institutes.

To submit your application by May 1, visit <http://airweb.org>

The 2007 Professional Development Institute Series includes:

Foundations I Institute, July 9-13, 2007, DePaul University, Chicago, Illinois

Foundations II Institute, July 30-August 3, 2007, Temple University Center City, Philadelphia, Pennsylvania

For more information on the Julia M. Duckwall Scholarship, please visit <http://airweb.org>.

## **Pre-Forum Workshop Grant Program**

### **Pre-Forum Workshop Grant Program Proposal deadline May 1, 2007**

The External Relations Committee and Professional Development Services Committee are jointly sponsoring opportunities for representatives of state, regional or sector groups affiliated with AIR to attend a Pre-Forum Workshop at the 2007 Forum in Kansas City. The Pre-Forum Workshop Program is a method of outreaching and broadening professional development opportunities for members of AIR's affiliated groups. For grant recipients selected in accordance with guidelines listed below, the workshop registration fee will be paid by AIR. The following workshops are currently available:

- W12 - Survival Analysis (Sun. 8:00 a.m. - 11:30 a.m.)
- W15 - IPEDS Data Analysis System (DAS) (Sun. 12:30 p.m. - 4:00 p.m.)
- W24 - S.O.S.: Student Outcomes Solutions for Program Assessment (Sun. 8:00 a.m. - 11:30 a.m.)
- W26 - Integrating Higher Education and Assessment: A Practical Guide (Sun. 12:30 p.m. - 4:00 p.m.)
- W27 - The Next Step Toward Institutional Effectiveness: Aligning the Planning Process and Institutional Assessment Program (Sun. 8:00 a.m. - 11:30 a.m.)

- W33 - Developing Program Assessment Plans to Drive Change (Sat. 12:30 p.m. - 4:00 p.m.)

Each affiliated group may nominate one of their current members to attend one of the workshops listed above by submitting a proposal containing the following required information:

1. Name of regional, state or sector group.
2. Name, address, telephone number and e-mail of the nominee.
3. Name, address, telephone number and e-mail of the affiliated group president or other association officer submitting and endorsing the nomination.
4. Preferred and alternative workshop numbers.
5. Expected or perceived benefits to the grant recipient and to the nominating association.
6. Matching grant or other support that will be provided by the state, regional or sector group. The nominating association is strongly encouraged to co-sponsor the grant recipient by contributing to the expense of attending the Forum.

Proposals will be evaluated based on the completeness of the required information above. Proposal can list an alternative workshop in case the one requested is full at the time of the receipt of the proposal.

Please submit one copy of your proposal via e-mail to Timothy Chow, External Relations Committee Chair at [Timothy.Chow@rose-hulman.edu](mailto:Timothy.Chow@rose-hulman.edu)

**PROPOSALS MUST BE RECEIVED NO LATER THAN May 1, 2007.**

Questions may be directed to Timothy Chow, [Timothy.Chow@rose-hulman.edu](mailto:Timothy.Chow@rose-hulman.edu) or (812) 877-8910

## **NCES Publications**

### **Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2004-05 (Fiscal Year 2005)**

This brief publication contains basic revenue and expenditure data, by state, for public elementary and secondary education for school year 2004-05. It contains

state-level data on revenues by source and expenditures by function, including expenditures per pupil.

Download, view and print the publication as a pdf file: <http://nces.ed.gov/pubs2007/2007356.pdf>

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### **Literacy in Everyday Life: Results from the 2003 National Assessment of Adult Literacy**

The 2003 National Assessment of Adult Literacy (NAAL) assessed the English literacy skills of a nationally representative sample of more than 19,000 U.S. adults (age 16 and older) residing in households and prisons. NAAL is the first national assessment of adult literacy since the 1992 National Adult Literacy Survey. Three types of literacy were measured: Prose, Document, and Quantitative. Results were reported in terms of scale scores (on a 500-point scale) and in terms of four literacy levels—Below Basic, Basic, Intermediate, and Proficient. This report, *Literacy in Everyday Life*, presents findings from the 2003 assessment. It examines changes in literacy levels for the total adult population of the United States, as well as for adults with different demographic characteristics (gender, race, age, and ethnicity). Changes in literacy levels are reported for 2003 as well as between 1992 and 2003. In addition, the report describes how American adults age 16 and older at varying literacy levels use written information in their everyday lives. Specifically, this report describes the relationship between literacy and a number of self-reported background characteristics including education, employment, earnings, job training, family literacy practices, civics activities, and computer usage. It examines the relationship between educational attainment and literacy and reports changes between 1992 and 2003. In addition, the relationship between literacy and adult education, including basic skills classes, English as a second language classes, and information technology certification is reported. The findings discuss the relationship between literacy and employment status, occupation, weekly wage or salary, job training, and participation in public assistance programs. Moreover, the report examines how parents, grandparents, and guardians at different literacy levels interact with the children living in their homes around issues related to literacy and school. Finally, the report discusses how adults at different literacy levels participate in government and community affairs by voting, staying informed, and volunteering.

Download, view and print the Comprehensive Report as a pdf file: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007480>

## IES New Web Feature

### IES Website Message Board

An IES Message Board, a new feature of the IES website was launched and can be found at: <http://ies.ed.gov/whatsnew/messageboard>

The IES Message Board is an online forum for discussions and conversations on IES issues and general usability issues regarding all IES websites. It is designed to engage anyone with comments or questions relating to education issues, and IES website activities such as our data tools, searches, funding availability, upcoming conferences or workshops, and publications. It seeks to provide our user community with a medium to interact with others on focused educational topics as they relate to IES.

More information about the Boards can be found at:  
<http://ies.ed.gov/whatsnew/messageboard/About.aspx>

The Message Board is very easy to use and will serve to make our website a more interactive experience for our users. A current thread exists soliciting suggestions for new topics that fall within our scope. We hope our users will find the IES Message Board to be a rewarding experience.

## NACAC Publication

### NACAC Releases White Paper on Admission Testing

David Hawkins, NACAC ([dhawkins@NACAC.com](mailto:dhawkins@NACAC.com))

The National Association for College Admission Counseling <<http://www.nacacnet.org/>> (NACAC) announces the release of College Admission Testing, a white paper by Rebecca Zwick, Professor of Education at the University of California, Santa Barbara and author of Fair Game? The Use of Standardized Admissions Tests in Higher Education.

The paper provides a summary of the history of standardized tests, the role of testing in undergraduate admission, and current research on the tests' effectiveness in providing meaningful data to admission offices about applicant qualifications for postsecondary study. One important purpose of College Admission Testing is to facilitate discussion about the role of standardized tests in undergraduate admission. NACAC's State of College Admission <<http://www.nacacnet.org/MemberPortal/ProfessionalResources/Research/SOCA.htm>> report suggests that standardized admission tests have increased in importance as a factor in admission decisions over the past decade, coinciding with the record number of students and applications flowing through the admission system.

College Admission Testing is available online at the following Web address:

<http://www.nacacnet.org/MemberPortal/ProfessionalResources/Research/Testing.htm>

David Hawkins  
Director of Public Policy  
National Association for College Admission Counseling

## News from AAUP

### AAUP Faculty Compensation Survey

John W. Curtis, AAUP ([jcurtis@aaup.org](mailto:jcurtis@aaup.org))

We released "Financial Inequality in Higher Education: The Annual Report on the Economic Status of the Profession, 2006-07" on April 12. The report article and summary tables are available on the AAUP Web site at

<http://www.aaup.org/AAUP/About/committees/committee+repts/compensation/ecstatreport2006-07/>. A report with tables and partial institutional listings was also published in the April 20 issue of The Chronicle of Higher Education.

Unfortunately, due to production delays with our printer, the completed printed reports (the March-April 2007 issue of Academe) were not mailed out until April 19.

If your institution was left out of the initial published report, or you need to make changes to your data, please do so right away! We will publish a "Corrections and Additions" listing in July, but the deadline for published corrections will be the first week in May.

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).

To order peer compensation reports for 2006-07, click the "peer reports" link at our survey home page, <https://research.aaup.org/fcs>. If you would like to order a complete data file from the survey in Excel format, 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](mailto: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](mailto:aaupfcs@aaup.org)

## FSU IR Certificate Program

### **CERTIFICATE IN INSTITUTIONAL RESEARCH - Designed with the Working Professional in Mind**

Kristina Cragg, Program Coordinator ([kmg9765@fsu.edu](mailto:kmg9765@fsu.edu))

The Certificate in Institutional Research at Florida State University has been designed with the working professional in mind - as a completely distance learning program at an affordable price.

We are accepting applications for the summer 2007 IR Certificate cohort. This program is completely online and offers working professionals the flexibility to take courses that accommodate your schedule.

Course offerings this summer include: Student Success (May 9 through August 4) and Introduction to Institutional Research (June 27 through August 4). Students can take one or two classes. Students at FSU's IR Certificate program enjoy a special rate of \$875 per three-credit hour course for out-of-state residents (includes all fees for summer 2007).

For more information visit FSU's IR Certificate <http://www.fsu.edu/~elps/ir/certificate.html> for application and program information. Applications and registration forms are due by May 1. Program Coordinators Gayle McLaughlin, Ph.D. ([gailepat@comcast.net](mailto:gailepat@comcast.net)) and Kristina Cragg ([kmg9765@fsu.edu](mailto:kmg9765@fsu.edu)) are available to answer your questions.

Going to the AIR Forum? Meet FSU's IR Certificate staff at our poster session and learn more about the program. (Check the AIR Forum program for date and time details.)

## Penn State On-Line IR Courses

On-line professional development courses in Institutional Research will be offered through the Penn State World Campus in Summer and Fall 2007, as well as in 2008 (see below). These graduate courses for 3 credits each may be taken as singular non-degree experiences, or as elective courses toward a graduate degree, or counted toward the Graduate Certificate in Institutional Research. For more information, see our web page <http://www.ed.psu.edu/ircert/ir.html>. It gives info on admissions, registration, curriculum requirements, faculty, and a syllabus for each course by clicking on the relevant tabs.

### **HiEd 598A - Assessing Academic Outcomes** (offered in Summer 2007)

This course, designed by Dr. Fred Volkwein, examines Student Outcomes Assessment, Academic Program Evaluation, Institutional Effectiveness,

Accountability and Accreditation. Curricular goals for students in 598A:

- To understand concepts, methodologies, research practices, instruments, and information systems that support campus evaluation and assessment activities.
- To design and conduct studies of student and alumni outcomes such as basic skills, general education, knowledge in the major, intellectual and personal growth.
- To utilize SPSS software, make power-point presentations, and produce effective reports on selected assessment topics .

**HiEd 598F - Analyzing Faculty Workload, Performance, and Compensation** (offered Summer 2007)

This course, designed by Dr. Dan Teodorescu and Fred Volkwein, provides students with an overview of faculty issues and the most common analyses institutional researchers carry out in the area of academic affairs. This course requires minimum understanding but not mastery of statistical techniques such as linear and logistic regression and use of SPSS. Upon completion of this course, students will be able to:

- Understand concepts, methodologies, research practices, and information systems that support academic decision making in the Provost's Office.
- Use NSOPF, NSF, and other national databases that collect faculty information.
- Understand the diversity of faculty and worklife issues at national and institutional levels.
- Recognize and carryout at a basic level the major Institutional Research faculty-related analyses including benchmarking, projections, salary equity, instructional analysis, and research productivity.
- Develop appropriate metrics to gauge faculty work in instruction, research, and service.
- Utilize SPSS software, make power-point presentations, and produce effective reports related to faculty issues.

**HiEd 598D - Designing Institutional Research Studies** (offered in Fall 2007)

This course, designed by Dr. Patrick Terenzini, Dr. Fred Volkwein, and Dr. Linda Strauss, teaches alternative research designs and necessary research skills,

including sampling and basic measurement, data collection methods, survey research, interviews, focus groups, and selecting appropriate statistical tools. Pre-requisite: Working knowledge of intermediate statistics, including the concepts underlying ordinary least-squares (OLS) multiple regression such as R-square, R-square change, b-weights, and beta weights.

**HIED 598E - Conducting Enrollment Management Studies** (offered Fall 2007 or Spr 08)

This course, designed by Fred Volkwein and Alex Yin, provides students with a working knowledge of enrollment management processes and skills, including logistic regression and discriminant analysis. First, enrollment management includes attracting, admitting, and enrolling students; and the necessary IR skills include admissions marketing, predictive modeling, and the impact of financial aid on student enrollment behavior. Second are those activities that surround the new student experience - orientation, advisement, curricular access, student support services, and remedial work where needed. Finally, enrollment management focuses on IR studies of student success, persistence, academic achievement, time to degree, graduation rates, and enrollment forecasting. Pre-requisite: Working knowledge of intermediate statistics.

**HiEd 598i - Institutional Research Foundations and Fundamentals** (offered in Fall 07)

This course, designed and taught by Dr. Fred Volkwein, is an overview of the theory and practice of institutional research. Upon completion of the course, students will be able to:

- Understand concepts, methodologies, research practices, and information systems that support campus decision making.
- Understand the diversity of the institutional research profession, including office organization and staffing, and organizational functions and activities.
- Recognize and carryout at a basic level the major Institutional Research activities including using National Datasets, Planning and Budgeting, Enrollment Management and enrollment forecasting, Faculty Studies and Instructional Analysis, Institutional Effectiveness and accreditation, Program Evaluation and Student Outcomes Assessment.
- Utilize SPSS software, make Powerpoint presentations, and produce effective reports on selected IR topics.

**HiEd 598B - Strategic Planning and Resource Management** (offered in Spr 2008)

This course, designed by Dr. Mike Dooris and taught by Dr. Linda Strauss, provides a working knowledge of strategic planning and budgeting in colleges and universities. Upon completion of Planning & Resource Mgt, students will be able to:

- Discuss, in an informed way, the history, evolution, theory and practice of strategic planning in higher education.
- Appreciate contextual influences (such as organizational politics and culture, leadership, environmental constraints, and the like) on planning.
- Apply data and decision-support tools that can support strategic planning and resource management.
- Apply group process tools to enhance communication, consensus, and action.
- Demonstrate a pragmatic ability to help integrate strategic planning with institutional research and organizational improvement in a college or university setting.

**HiEd 598C- Studying Students and Student Affairs Programs** (offered in 2008).

This course, designed by Dr. Robert Reason and Dr. Linda Strauss, examines the characteristics of postsecondary education students, both traditional and non-traditional, drawing upon the voluminous research documenting the changes that take place in various populations of students during college. Drawing upon the latest understanding of student affairs assessment, the course equips institutional researchers and student affairs administrators to engage in research on student growth, campus climate, and evaluation of student services. Curricular goals for students in 598C:

- To examine changing student demographics and how these influence student outcomes and institutional operation.
- To understand how different populations of students change while in college and what factors contribute to the change.
- To become familiar with theories and research on student development.
- To gain a general knowledge of the functional areas of student affairs and their intended purposes for the students they serve.
- To learn about the tools available to assess student/student affairs program

outcomes.

- To learn how to plan assessment in the area of student affairs.

## Community College Benchmarking Conference

### Second Annual Community College Benchmarking Conference

Jeff Seybert, Johnson County Community College ([jseybert@jccc.edu](mailto:jseybert@jccc.edu))

Registration open and call for proposals for the Second Annual National Community College Benchmarking Conference.

Dates: **July 31-Aug. 2**

Location: **The Hyatt Regency, Austin, TX**

Details, conference program, keynote speakers, and pre- and post-conference workshop information available at: [www.jccc.edu/benchmarking](http://www.jccc.edu/benchmarking)

Proposals for 50 minute concurrent session presentations should include the presentation title, author(s) name(s) and contact information, and a 75 word abstract and be submitted to:

Jeff Seybert, Conference Chair  
[jseybert@jccc.edu](mailto:jseybert@jccc.edu)  
Office of Institutional Research  
Johnson County Community College  
12345 College Blvd.  
Overland Park, KS 66210

## 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](mailto:zhaim@nasfaa.org). Keep it brief, but include the information you think others would like to know.

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**Kelli Parmley** has been appointed Senior Policy Analyst at SHEEO, effective May 7, 2007. Kelli is currently Director of the Office of Budgets and Institutional Analysis at the University of Northern Colorado, and before that, was the

Assistant Vice President of Institutional Research and Planning at SUNY New Paltz. Congratulations on your new position, Kelli!

## **E-AIR Seeks Associate Editor Nominations**

### **The AIR Publications Committee is Seeking Nominations or Applications for Associate Editor of Electronic AIR.**

Gary R. Pike, AIR Publications Chair

#### **Position**

The ideal candidate for the Associate Editor must be an AIR member, have experience in the field of institutional research, have aspirations and commitment at a level that allows the person to be a strong candidate to succeed the current editor, possess good interpersonal and writing skills, and have a working understanding of information technology.

The appointment of the Associate Editor is determined by the incoming Editor, Marne Einarson, but not to exceed 2012.

#### **The Publication**

Electronic AIR is the AIR online newsletter sent to subscribers approximately every four weeks. Currently, each issue is sent via an e-mail list service. 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 to anyone interested in institutional research free. More information about the publication is available at: <http://www.airweb.org/page.asp?page=59>

#### **Deadline**

Please submit your nominations and inquiries by **May 15, 2007**, to:

Meihua Zhai  
Electronic AIR Editor  
[zhaim@nasfaa.org](mailto:zhaim@nasfaa.org)

Those interested please submit a letter of interest and an up-to-date resume in electronic format. Any questions should be addressed to Meihua Zhai.

Sincerely,  
Gary R. Pike  
AIR Publications Chair

## Editors' Book of the Month

Meihua Zhai, NASFAA (zhaim@nasfaa.org)

This month's book, *A Primer on Economics for Financial Aid Professionals* was written by Sandy Baum, and published by College Entrance Examination Board (New York, NY) in 2004. (

[http://www.collegeboard.com/prod\\_downloads/highered/fa/Economics-Primer-2004.pdf](http://www.collegeboard.com/prod_downloads/highered/fa/Economics-Primer-2004.pdf))

"You are making a mistake!" you might say after reading the book selected. After all, we are a group of institutional researchers, not financial aid administrators. No, there is no mistake here. I was originally interested in this book because of my current position. However, with my ever-existing viewing lens as an institutional researcher, I find this book very useful because lots of commonly discussed issues in IR are also discussed by the author, only from a different perspective.

Originally published in 1996 by the College Board and National Association of Student Financial Aid Administrators (NASFAA), the *Primer* is intended to help familiarize those new to the financial aid profession with the fundamental concepts underlying the student aid system. This book consists of two parts: Part I deals with basic economic concepts and their applications to higher education; Part II focuses on specific components of the need analysis system from an economic perspective. For IR professionals who are interested in learning more about the economics of higher education, you might find Part I very informative. For those who are to become the consumers of higher education, i.e. if you have college-going children, you might find that knowledge of the financial aid need analysis methods helpful in your own finance planning and asset management.

The author starts by introducing a set of economic concepts that have particular applicability to college enrollment and financing. Concepts discussed include horizontal and vertical equity, supply and demand, price sensitivity and price discrimination, costs and revenues, total, average and marginal costs, market structure and human capital, etc. Some of the questions raised by the author before introducing the economic concepts are: "What is the relationship between the number of students a college wishes to enroll and the tuition it can charge?" (p.11) "What factors affect the number of people willing and able to enroll in a college?" (p.17) "What is the real total cost of attending college?" (p.28) As information brokers, IR professionals are often called upon to address data and analytical needs for planning, budget projection and enrollment management. Some understanding of the trade-off between equity and efficiency, the incentive effects, the behavioral responses, and the impact of a policy on market outcomes

will not only aid IR professionals in evaluating the effectiveness of policies in practice, but also in designing future institutional research studies.

As an Institutional Researcher, I found the chapter on models of the business firm and higher education institutions very thought-provoking. For a long time, I have been torn between the notion that institutions of higher learning should be run like a business and the notion that education is no business. In this chapter, the author discusses commonalities shared by the business firm and higher education institutions as well as the characteristics that distinguish a firm from a higher education institution. One major characteristic that distinguishes higher institutions from the firm is that for education, the consumers are a critical input of the production process. As the author puts it: "...education is not something that automatically provides benefits to anyone who purchases it. Considerable time and effort on the part of the consumer are required." (p.44) When I read this, I thought about the issue of student engagement. The author continues to explain that in education "the provider has much less control over consumer satisfaction than is the case with most products." (p.45) The customer-as-input aspect of education also dictates that "no matter what the efforts of faculty and staff, no matter how extensive the facilities, no college or university can produce quality education without quality students." Upon reading this analysis, I thought about accountability demands to improve student retention and graduation rates and the relationships between student academic preparedness and their college success. I think the "comfort" in hearing what the author says is not that this is something that we did not know. The learning reward lies in that what we know from our work is being supported from the economic perspective.

As Dr. Baum states in the Introduction:

Readers of this Primer may find it useful to keep some basic principles of public policy analysis in mind. Economists tend to evaluate public policy in terms of the two criteria of equity and efficiency. The question of whether or not a policy is fair is obviously subjective, but an understanding of who is helped and who is hurt is fundamental to making such a judgment. Determining whether policies make the most productive possible use of limited resources is also complicated but can be facilitated by a thorough understanding of some basic economic ideas. (p.4)

## Parting Thoughts

Meihua Zhai, NASFAA (zhaim@nasfaa.org)

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

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**Thanks to Melody Byers (Eastern Idaho Technical College) for contributing this parting thought:**

"Statistics are like bikinis. What they reveal is suggestive, but what they conceal is vital."

~ Aaron Levenstein

**The quotes below are from Some Quotable Quotes for Statistics by J.E.H. Shaw (2006):**

The manipulation of statistical formulas is no substitute for knowing what one is doing.

~ Hubert M. Blalock, Jr.

Social Statistics (2nd edition, 1972)

They are ill discoverers that think there is no land, when they can see nothing but sea.

~ Francis Bacon

The Advancement of Learning (1605), I vii 5

All models are wrong, some models are useful.

~ G. E. P. Box

Robustness in the Strategy of Scientific Model Building (1979)

I abhor averages. I like the individual case. A man may have six meals one day and none the next, making an average of three meals per day, but that is not a good way to live.

~ Louis Dembitz Brandeis

quoted in Alpheus T. Mason: 'Brandeis: A Free Man's Life' (1946)

Life is the art of drawing sufficient conclusions from insufficient premises.

~ Samuel Butler

Notebooks (1912), 'Life', 9