



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 & 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.

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If you would like to submit articles, requests or information for consideration and inclusion in the newsletter, please contact Marne Einarson, Editor, at: (mke3@cornell.edu).

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

For further information regarding the Association for Institutional Research, contact Terrence Russell, Executive Director, AIR, 222 Stone Bldg., Florida State University, Tallahassee, FL 32306-4462; Telephone: (850) 644-4470 or via e-mail: (air@airweb2.org).

Holiday Greetings

Holiday Greetings from the Editors

It is hard to believe that 2007 is almost over! We hope you have a joyous holiday season and wish you a new year filled with peace, happiness, good health, and enough challenges to be exciting. We thank you for your kind words as we have taken up the editorial reins of this newsletter, and for your many contributions to E-AIR. We look forward to conversing with you in 2008!

All the best,
Marne and Gayle

AIR 2008 Grants Deadline

REMINDER: Proposal submission deadline is January 16, 2008

AIR is pleased to announce an increase in award funding for the 2008 Grant and Fellowship Program!

The Association for Institutional Research, with support from NCES, NSF and NPEC, offers an annual, comprehensive research and fellowship program. The goal of these grant programs is to provide professional development opportunities to doctoral students, institutional researchers, educators and administrators, to ultimately foster the use of federal databases for institutional research in postsecondary education.

2008 Grant and Fellowship awards will include:

- **Research Grants** of up to \$40,000
- **Dissertation Fellowships** of up to \$20,000
- **Fellowships for Graduate Study** up to \$10,000 over three years
- **Postdoctoral Policy Fellowships in Washington**
- Scholarships to the **Summer Data Policy Institute**

All grant proposals must be submitted online no later than 11:59 p.m. **January 16, 2008!**

More information, including submission guidelines and proposal information, is available at <http://airweb.org/grants.html>.

Questions? Contact Sharon Lynn at slynn@airweb2.org or 850-385-4155.

Take advantage of the many ways AIR can help you, your career, your profession and your institution!

From Your 2008 Forum Chair

AIR Forum Registration

Michelle Hall, AIR 2008 Forum Chair (mhall@selu.edu)

It is hard to believe, but in just a few months we will be in Seattle for the 2008 Annual Forum. We know that many of you are already planning to join us, because we had a record breaking 560 proposals submitted for the Forum!

Beginning January 22nd, you may register for the Forum online at <http://airweb.org>! From this site, you can browse Forum track and session information and choose from a variety of Pre-Forum workshops.

Register before May 2, 2008, and receive an early bird discount!

Early Registration Forum Fees

Individual Membership

- Current Individual Member (07-08 dues paid) - \$425.00
- Current Individual Non-Member - \$540.00
- Graduate Student Member (07-08 dues paid) - \$80.00
- Graduate Student Non-Member - \$110.00

Organization Representative Membership

- First Organizational Representative (07-08 dues paid) - \$666.00
- Additional Organizational Representative (07-08 dues paid) - \$425
- First Organizational Representative Non-member - \$781
- Additional Organizational Representative Non-member - \$540

We look forward to seeing you in Seattle!

From Your 2008 Forum Local Hosts

Going to Seattle ... for the 48th AIR Forum, May 24-28, 2008!

Jerry Finch, Seattle Pacific University, 2008 Forum Local Arrangement Committee Chair (j_finch@spu.edu)

This is the sixth installment of "What is there to do in Seattle?"

Let's talk about food, a favorite subject for me. Needless to say, whatever your taste you will be able to find it in Seattle. The Local Arrangement Committee will prepare a list of restaurants for distribution at the Forum but in this sixth installment, I want to talk about my favorites.

The city very much identifies with the sea given the city's stunning waterfront setting on Puget Sound. Seafood is simply part of the fabric of dining in the Seattle area, a signature element of the local restaurant scene. It just wouldn't be a trip to Seattle without getting your fill of the best that these Northwest waters have to provide: clams, Dungeness crab, halibut, Penn Cove mussels, oysters and, of course, salmon.

1. Cutters Bayhouse: Cutters has been serving Seattle fresh seafood for more than 20 years. You can walk to this one. It is located next to Pike Place Market. Reasonably priced Northwest cuisine with sweeping views of the Olympic Mountains and Elliot Bay. <http://www.r-u-i.com/cut/>
2. Salty's at Alki Beach: Salty's is like no other restaurant in Seattle with its sweeping views of Elliott Bay and the Seattle city skyline. It is voted as the top seafood and waterfront view restaurant in Seattle year after year. You cannot walk to Salty's; it is located in West Seattle. Salty's web site says they provide a complimentary limo service from most downtown hotels and to ask your hotel concierge. That might be worth a try. However, during the summertime from May to September, you can take the Elliott Bay Water Taxi from Pier 55. I would suggest the water taxi just for the experience and view going over. This restaurant is on the expensive side but you may not be back so why not treat yourself? <http://www.saltys.com/seattle/>

My favorite for Asian cuisine is Wild Ginger located at the corner of Third Avenue and Union Street, easy walking distance from the Forum Hotel. The cuisine embraces the traditions of China and Southeast Asia. Wild Ginger is viewed as one of the highest-quality dining experiences in Seattle at a moderate price. Wild Ginger is home to Seattle's best satay bar. Satay is an Indonesian word meaning skewered and grilled. One of the most memorable experiences of a trip to Asia is enjoying foods from the sidewalk hawker stalls. Wild Ginger's nine satay offerings are grilled to order and served with a rice cake and pickled cucumbers. I suggest you visit the satay bar at least once before you leave Seattle. <http://www.wildginger.net/>

My favorite European style city restaurant is Palomino. There are several Palominos now scattered across the country. The Seattle Palomino occupies the sprawling third floor of the City Center shopping mall just down the street from the Forum hotel and is a good choice for lunch or dinner, moderately priced. The setting works best for friends, rather than a romantic evening. Everything I have ever tasted there was delicious. They start your meal off with crusty bread served with a delicious olive and tomato spread. The chop-chop salad can't be beat, the cracker-thin crust pizzas are to die for and the tiramisu is incredible. <http://www.palomino.com/>

My favorite chef is Tom Douglas and he has five restaurants all within walking

distances of each other: Palace Kitchen; Etta's Seafood; Serious Pie (the pie is a pizzeria); Dahlia Lounge and Lola. My favorite and our University President's favorite is Lola. I have made it to Lola four times for dinner. Lola's is located at the corner of 4th Avenue and Virginia alongside the new Hotel Andra within walking distance from the Forum Hotel. Lola's is a Greek-inspired restaurant that combines local northwest ingredients. Lola's concept is family-style Greek dining in which the meal is constructed of dishes shared by everyone. The menu categorizes food into meze, small dishes to start a meal or nibble while drinking ouzo. As at Douglas's other restaurants, the menu at Lola changes. Some dishes become staples, others come and go. I recommend starting with the Lola Sampler (\$18) but enough for 3 to 4 people and, of course, a glass of ouzo. I highly recommend the cumin-spiced leg of lamb, rare slices of lamb seasoned with Italian parsley and slivers of preserved lemon, served au jus (\$22) and Lola's famous smashed garlic fried potatoes (\$7.50). If you decide to have wine with your dinner, Lola has a great wine list including some hard to find Greek wines but I usually stick to the house red and white by the glass (\$4) which is okay. I hope some of you can give this one a try.

<http://www.tomdouglas.com/lola/index.html>

Okay, now this next one is not for everyone but for those in our ranks who are looking for a truly unique food experience and/or a special get away before or after the Forum. The Herbfarm Restaurant is a world class, 4-star, 5-diamond restaurant serving regional ingredients in themed menus. The Herbfarm restaurant is located adjacent to the luxurious Willows Lodge on the banks of the Sammamish River in Woodinville about 30 to 40 minutes from Seattle. Dinner at the Herbfarm and a night at the Willows Lodge are more than enough to compose a great getaway. A trip to Woodinville can also include an afternoon of wine tasting, a spa treatment, a bit of bicycling on the paved Sammamish River Trail -- the lodge will rent you a bike. Redhook Ale Brewery, and the two largest area wineries -- Chateau Ste. Michelle and Columbia Winery -- are a short walk from the lodge. The Herbfarm serves a nine-course, five wine prix-fixe dinner over four to five hours (bank on \$240-\$250 per person after gratuity and taxes). At 6:00 pm, you tour the wine cellar, 4,200 selections of wines and 25,500 bottles, all for sale of course. At 6:30 you tour the herb garden and get a history of the Herbfarm from one of the founders. Dinner starts at 7:00 and ends at mid-night. There are not very many 4-star and 5-diamond restaurants in the U.S. so the opportunity to eat in one does not come around often. This is a very popular restaurant and reservations are hard to get so if you check it out and want to go, e-mail them right away. <http://herbfarm.com/>

One last jewel, at the other end of the price spectrum, and you can walk to this one from the Forum hotel. The FareStart Restaurant, located at 7th & Virginia in downtown Seattle, is open for lunch Monday-Friday from 11am-2pm, and for Guest Chef Night dinners on Thursday from 6-8 pm. By dining at the FareStart Restaurant, you can enjoy delicious cuisine while also learning more about the

FareStart program. All proceeds from their lunch service and from Guest Chef Night go directly back into the program to support the FareStart job training and placement programs for homeless and disadvantaged individuals.

<http://www.farestart.org/index.html>

Travel alert:

Just a reminder for those planning a side trip to Canada, you must have a valid passport. If you do not already have one, I would suggest you plan ahead and obtain or renew your passport as early as possible.

Next month, I think I have more to say about food within walking distance of Seattle Forum Hotel.

AIR Forum Hotel Information

The 48th Annual AIR Forum is May 24 – 28, 2008 at the Sheraton Seattle Hotel in Seattle, Washington. Stay in the heart of downtown Seattle, just steps from Pike Place Market, Seattle's top shopping and world-class restaurants. Make your Forum 2008 hotel reservations today!

Sheraton Seattle Hotel
1400 6th Avenue
Seattle, Washington 98101
Phone: (206) 621-9000
Fax: (206) 621-8441

Group rate: \$159 plus tax

Please make your reservation by May 3, 2008 to ensure availability at the group rate.

Number to call for reservations: (800) 325-3535

Reservation link:

<http://www.starwoodmeeting.com/StarGroupsWeb/res?id=0708276004&key=4EF23>

Transportation:

Both airport shuttle and taxi service are convenient from Seattle-Tacoma International Airport (SEA). Shuttle service, provided by Gray Line Seattle Downtown Airporter, is \$10.25 one way or \$17.00 roundtrip. For more information, please visit www.graylineseattle.com. Taxi service ranges from

\$35.00 - \$40.00 one way. Please note that all prices are subject to change.

Kim Halfhill, AIR Office
khalfhill@airweb2.org

News from AAUP

AAUP Faculty Compensation Survey 2007-08

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

As previously announced, our survey Web site is open for data collection at <https://research.aaup.org/fcs>. We have set an initial deadline for data submission of December 20. Although we will continue to accept data right up to our publication deadlines, we appreciate earlier submissions to ensure there is time for correcting any errors. Although we have automated much of the survey process, many of the submissions still require individual review. We will be creating our first aggregate tabulations in early January, so it would be great to have as much data as possible at that point. If you are planning to submit data but will be delayed, please send an e-mail with an estimated date to aaupfcs@aaup.org; that way we will know that you are receiving our messages.

If you have not receive e-mail notifications about the survey this fall and should have; if the former contact person for your institution is no longer employed there; or if your institution has not participated in the survey in the last two years and would like to submit data for 2007-08, please send a note to aaupfcs@aaup.org. Otherwise, existing survey data contacts are now able to make changes to contact and institutional information—including adding or deactivating users—directly through our survey Web site.

We will be announcing the availability of custom peer comparison reports as soon as possible, although we do not expect data to be available before February 1, 2008 at the earliest.

Thank you for participating in our survey, and our best wishes for peace and joy this holiday season.

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

NCES Publications

Characteristics of Minority-Serving Institutions and Minority Undergraduates Enrolled in These Institutions

Minority-serving institutions (MSIs) are colleges and universities serving a large percentage of students of color. This study identifies six different subgroups of

MSIs and analyzes them from the perspective of the institution and the student. First, using the 2004 Fall Enrollment Survey, a census survey component of the Integrated Postsecondary Education Data Analysis System (IPEDS), the study compares all subgroups of MSIs to one another and to non-MSIs. Second, from the perspective of the students, data from the 2003-04 National Postsecondary Student Aid Study (NPSAS:04) is used to examine how minority students differ, in demographic and enrollment characteristics, by the type of institution. Major findings are as follows: MSIs totaled 1,254 in 2004, accounting for just under one-third of all degree-granting Title IV institutions; they enrolled nearly sixty percent of the 4.7 million minority undergraduates. Hispanic-serving institutions and Black-serving (non-HBCUs) accounted for 27 percent and 16 percent, respectively of MSIs followed by Asian-serving (8 percent), HBCUs (5 percent), and American Indian-serving institutions (1 percent). The majority of students in Hispanic- and Black-serving MSIs were enrolled in public 2-year institutions. Four-year MSIs (except for Asian-serving) had a higher percentage of institutions with open admissions policy and institutions with at least half low-income enrollment compared with non-MSIs.

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

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008156>

Highlights from PISA 2006: Performance of U.S. 15-Year-Old Students in Science and Mathematics Literacy in an International Context

This report summarizes the performance of U.S. students on the Program for International Student Assessment (PISA), comparing the scores of U.S. 15-year-old students in science and mathematics literacy to the scores of their peers internationally in 2006. PISA, first implemented in 2000, is sponsored by the Organization for Economic Cooperation and Development (OECD), an intergovernmental agency of 30 member countries. In 2006, fifty-seven jurisdictions participated in PISA, including 30 OECD jurisdictions and 27 non-OECD jurisdictions. The results show the average combined science literacy scale score for U.S. students to be lower than the OECD average. U.S. students scored lower on science literacy than their peers in 16 of the other 29 OECD jurisdictions and 6 of the 27 non-OECD jurisdictions. Twenty-two jurisdictions (5 OECD jurisdictions and 17 non-OECD jurisdictions) reported lower scores compared to the United States in science literacy. On the mathematics literacy scale, U.S. students scored lower than the OECD average. Thirty-one jurisdictions (23 OECD jurisdictions and 8 non-OECD jurisdictions) scored higher on average, than the United States in mathematics literacy in 2006. In contrast, 20 jurisdictions (4 OECD jurisdictions and 16 non-OECD jurisdictions) scored lower than the United States in mathematics literacy in 2006. Differences in student performance based on the selected student characteristics of sex and

race/ethnicity are also examined. Following the presentation of results, a technical appendix describes the study design, data collection, and analysis procedures that guided the administration of PISA 2006 in the United States and in the other participating jurisdictions.

To download, view and print the selected results as a PDF file, please visit:
<http://nces.ed.gov/pubs2008/2008016.pdf>

State Education Reforms Website updated!

The National Center for Education Statistics (NCES) has just 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.

In the Standards, Assessment, and Accountability area of the website, two tables were updated. Two tables were updated and two new tables were added to the Resources for Learning section. To locate these tables on the State Education Reforms website, please look for the "New!" and "Updated!" tags next to the table titles.

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

Educational Technology in Teacher Education Programs for Initial Licensure

This report details findings from "Educational Technology in Teacher Education Programs for Initial Licensure," a survey that was designed to provide policy makers, researchers, educators, and administrators with timely baseline information on a range of topics involving educational technology and teacher education programs for initial licensure at 4-year postsecondary institutions.

Findings suggest that teacher education programs for initial licensure were

oriented toward preparing teacher candidates to use educational technology. For example, while about half of all institutions with teacher education programs for initial licensure offered 3- or 4-credit stand-alone courses in educational technology in their programs, many also taught educational technology within methods courses (93 percent), within the field experiences of teacher candidates (79 percent), and within content courses (71 percent). Large majorities of institutions agreed (strongly or somewhat) that their program graduates possess the skills and experience to integrate technology into instruction, and can construct project-based learning lessons involving educational technology. However, institutions reported a variety of barriers that impeded efforts to prepare teacher candidates to use educational technology within both program coursework and field experiences. For example, a majority of institutions reported a variety of moderate or major barriers to the ability of teacher candidates to practice educational technology-related skills and knowledge during their field experiences, including competing priorities in the classroom (74 percent), available technology infrastructure in the schools (73 percent), and lack of training or skill (64 percent), time (62 percent), and willingness (53 percent) on the part of supervising teachers to integrate technology in their classrooms.

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

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008040>

2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) Methodology Report

This report describes and evaluates the methods and procedures used in the 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06), the first follow-up of the cohort of first-time beginning students who were identified as part of the 2003–04 National Postsecondary Student Aid Study (NPSAS:04). This cohort was first interviewed in 2004 and identified as first-time beginners (FTBs). An FTB was defined as an individual who began his or her postsecondary education during the 2003–04 academic year. BPS:04/06 is the first of two scheduled follow-up studies that will follow these students through college and into the workforce. The second, and final, follow-up is scheduled to take place in 2009. The BPS study is unique in that it includes both traditional and nontraditional students, follows their paths through postsecondary education over the course of 6 years, and is not limited to enrollment at a single institution.

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

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008184>

Deciding on Postsecondary Education

The report examined the data and the information that potential students use and need in making decisions about postsecondary education. Special emphasis was given to underserved students (non-traditional aged, minority, and students of low- and moderate- socioeconomic status) participating in the college search and decision making process. Qualitative data were gathered and analyzed from 11 focus groups with 90 participants in eight states. Secondary data were collected via a review of over 80 sources in the research literature. The literature review indicated that parents, guidance counselors, mainstream media, college brochures, and institutions are primary sources for information about college. For each group of focus group participants, cost, major/program of study, and convenience/location were major determinants in the college search, application, and matriculation processes. Online web-based resources are quickly gaining prominence among current and recent high school graduates who participated in the focus groups. Findings from this research suggest the need for comprehensible information, additional resources, and improved assistance for prospective college students and their families.

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

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008850>

Numbers and Rates of Public High School Dropouts: School Year 2004-05

This report presents findings on the numbers and rates of public school students who dropped out of school in school years 2002-03, 2003-04, and 2004-05, using data from the CCD State-Level Public Use Data File on Public School Dropouts for these years. The report includes high school dropout rates by state, region, school district size, and several student characteristics.

To browse this report and to view, download and print the report as a pdf file, please visit: <http://nces.ed.gov/pubs2008/hsdropouts/>

CSCC RFP Extension

Council for the Study of Community Colleges Conference RFP Extension

The Council for the Study of Community Colleges (CSCC) 2008 conference call for proposals has been extended to **January 2, 2008**. The conference will be April 4-5 in Philadelphia, just prior to the AACC annual convention. The deadline

for proposals was December 1.

Please consider submitting a proposal for this outstanding conference. Details are on the CSCC website at www.cscconline.org.

Trudy Bers
CSCC President-Elect and Conference Chair
tbbers@oakton.edu

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 mke3@cornell.edu. Keep it brief, but include the information you think others would like to know.

Ricardo D. Torres has been appointed as the new president of the National Student Clearinghouse, effective January 1, 2008. Rick joins the Clearinghouse after a long and distinguished career in the private sector, both in the U.S. and abroad. We welcome Rick to his new position!

Carol Kuiper has joined the Office of Admission at Miami University in Oxford, Ohio, where her primary responsibilities are statistical analysis and model development. She can be reached at kuiperc@muohio.edu or (513) 529-8144. Congratulations on your new position, Carol!

Editors' Book of the Month

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

This month's book is *Passing the Torch: Does Higher Education for the Disadvantaged Pay Off Across the Generations?* It was written by Paul Attewell and David E. Lavin, professors of sociology in the Graduate Center at the City University of New York, in collaboration with Thurston Domina and Tania Levey, and published by Russell Sage Foundation Publications, New York in 2007. ISBN: 0871540371

Attaining a college degree is understood to convey many economic and occupational advantages. Broadening access to higher education has been

viewed as an important mechanism for addressing social inequalities. To that end, various policies have been enacted to increase the representation of racial minority and low-income students in our colleges and universities – among them, affirmative action, need-based financial aid, remedial education, and open admissions. Yet these policies are also controversial. Some question whether students from underprivileged backgrounds can be successful in college; others have raised concerns that educational standards have declined to accommodate less prepared students, thereby diminishing the value of a college degree.

Attewell and Lavin's book reports on their study of the multigenerational impact of higher education on disadvantaged students. They posed the following research questions: Can students from underprivileged backgrounds benefit from higher education? Do the benefits of higher education carry over to their children? And if so, what are the processes through which these multigenerational benefits are transmitted?

In 1970 the City University of New York (CUNY), a multi-campus system of community colleges and universities, widened its admissions policies to accept all graduates from New York City high schools. This decision almost doubled CUNY enrollment by the mid-seventies and increased the numbers of minority students – many of whom came from low-income families, had poor high school preparation, and were the first in their families to attend college. CUNY researchers systematically sampled entering cohorts in the early 1970s, collecting baseline sociodemographic and academic data on 18,000 students. In the year 2000, Attewell and Lavin conducted a follow-up study with almost 2,000 women who enrolled in CUNY between 1970 and 1972. The survey, conducted via telephone, asked about the women's educational attainment, employment histories, family and financial situation, and the educational outcomes of their children. The authors also analyzed national data on low income students and their children collected over roughly the same time period. This long-range perspective produced some astonishing findings about the impact of college, among them:

- The majority of these women ultimately completed a degree. After 30 years, more than 70% had earned a degree of some type, 30% earned a bachelor's degree, and 26% earned a master's degree or higher. There were racial differences in degree attainment with white women more likely to earn a degree, and a higher degree, than African American and Hispanic women.
- Degree completion took a long time for many. On average, CUNY women took six years to complete an associate degree and eight years to complete a bachelor's degree; those who began in a community college, needed four and a half years more than that to complete a baccalaureate degree. Time to degree varied by race, with African American and Hispanic women having longer degree completion times. The authors argue that the six-year time frame

typically used to measure degree completion does not fit the trajectories of these non-traditional students, and thus underestimates degree completion among them. Using a six-year time frame for completion of a bachelor's degree would not count one-quarter of the CUNY white women who eventually earned a bachelor's degree, and more than half of the African American and Hispanic women.

- Contrary to the argument that their academic credentials may have been devalued because of open admissions, these disadvantaged women reaped the expected rewards from degree completion; they earned as much as other women of the same age and degree in national studies, and certainly more than they would have without a college degree.
- There was a positive association between maternal educational attainment and children's educational success, net of mother's race, socioeconomic background, and IQ. These impacts seem to be transmitted through child-rearing practices. Compared to similarly disadvantaged women without college degrees, mothers with a college degree more often provided educationally-relevant activities for their children, had higher educational expectations for their children, and were more involved in their children's schooling. Their children enrolled in college at a greater rate than the children of women from similar SES who did not go to college.

Attewell and Lavin's study affirms the importance of access to higher education as a means of reducing social and economic inequalities. College graduates earn more money over their life-span than those who do not graduate from college and have more options available to them should they decide to switch careers. Their findings refute arguments that disadvantaged students cannot benefit from access to higher education. More importantly, this study illuminates the longer-term benefits of a college education -- that is, that the benefits of higher education accrue not just for the immediate degree recipients but for the next generation as well. And finally, their study indicates the need for researchers to use a longer time frame when measuring degree completion, particularly among students from disadvantaged backgrounds.

Technical Tips from the Field

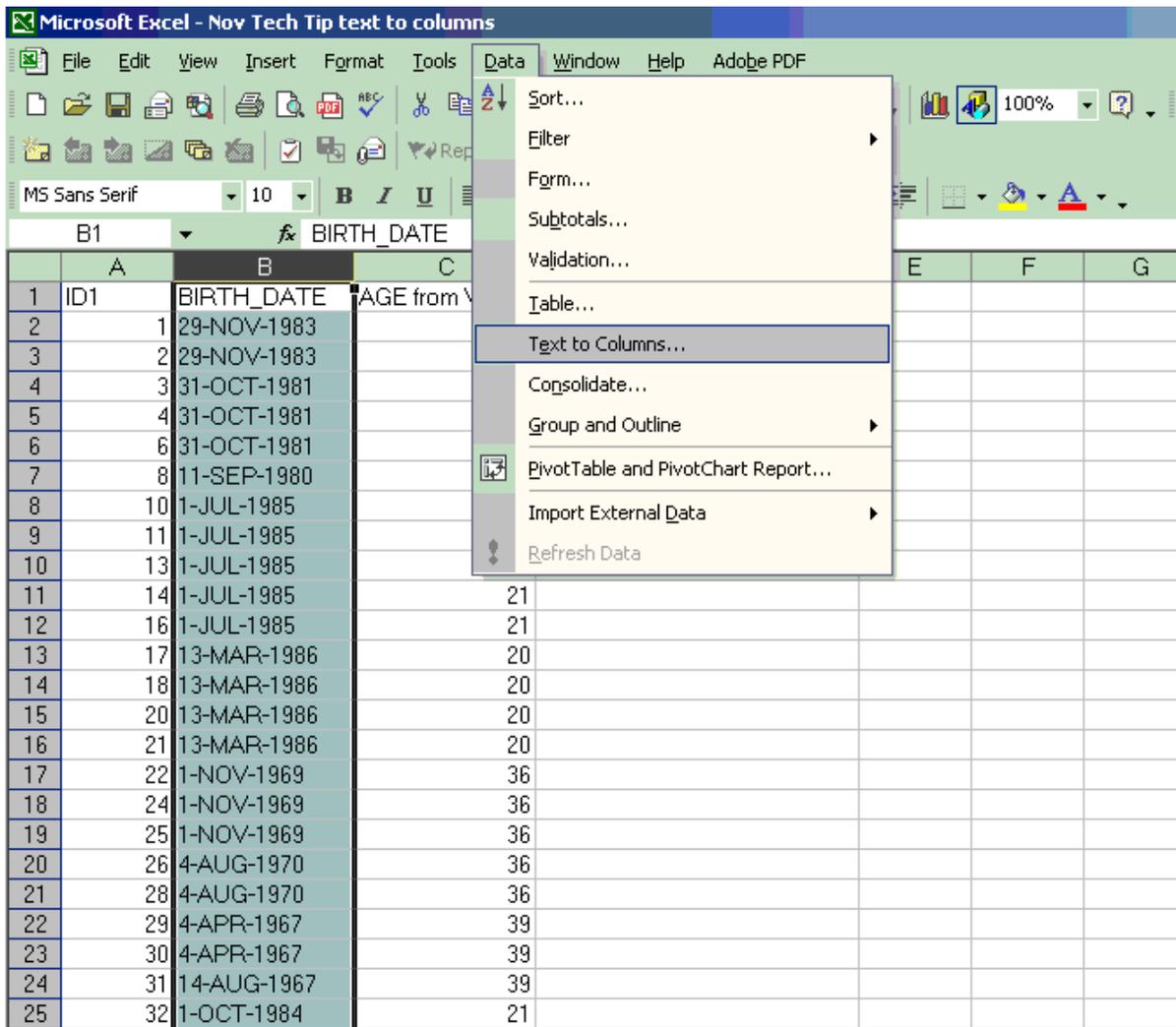
Excel: "Text to Columns" or Extracting data I want out of a cell!

Gayle Fink, University System of Maryland (gfink@usmd.edu)

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

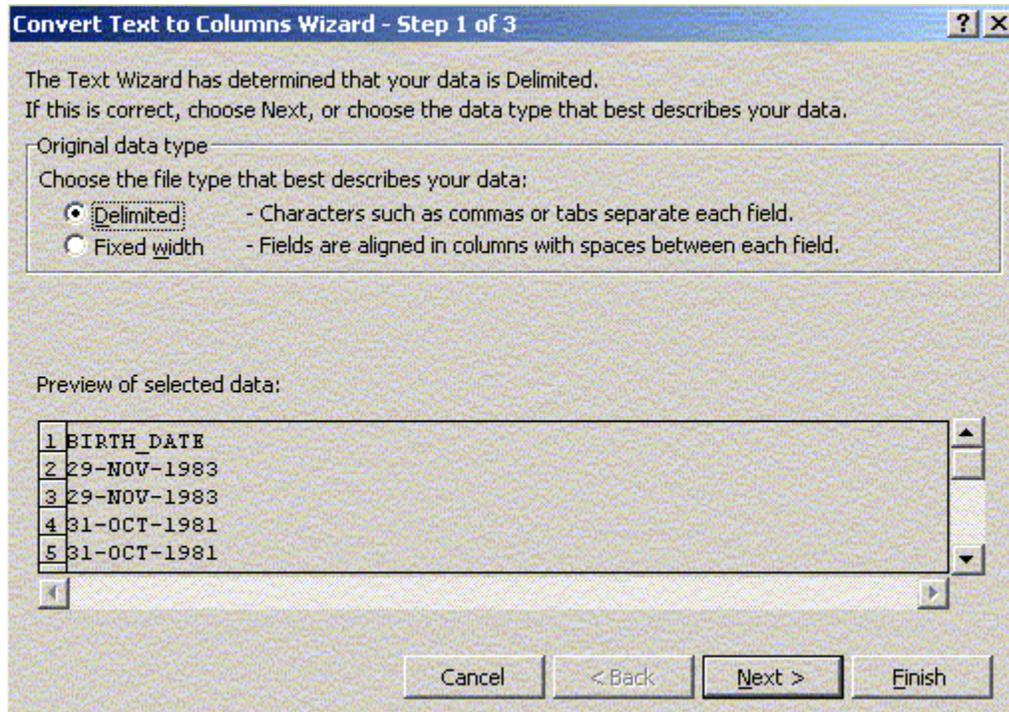
Maureen Belich, Research Analyst, Salisbury University reminded me of one of the simple but most useful functions in Excel – Text to Columns. Have you ever had information in one cell that you really wish was two cells (example – first name and last name)? Ever tried to calculate age but only have the full birth date in your file? Here is a series of steps illustrating how you can use the text to columns feature in Excel to separate data into multiple cells.

Below is a sample of student birthdates. You are asked to confirm that the extract file is calculating age the way your legacy data extracts did (current year – birth year). To break year out of the complete birth date, select the BIRTH_DATE column and the select Data from the menu bar and then select Text to Columns.

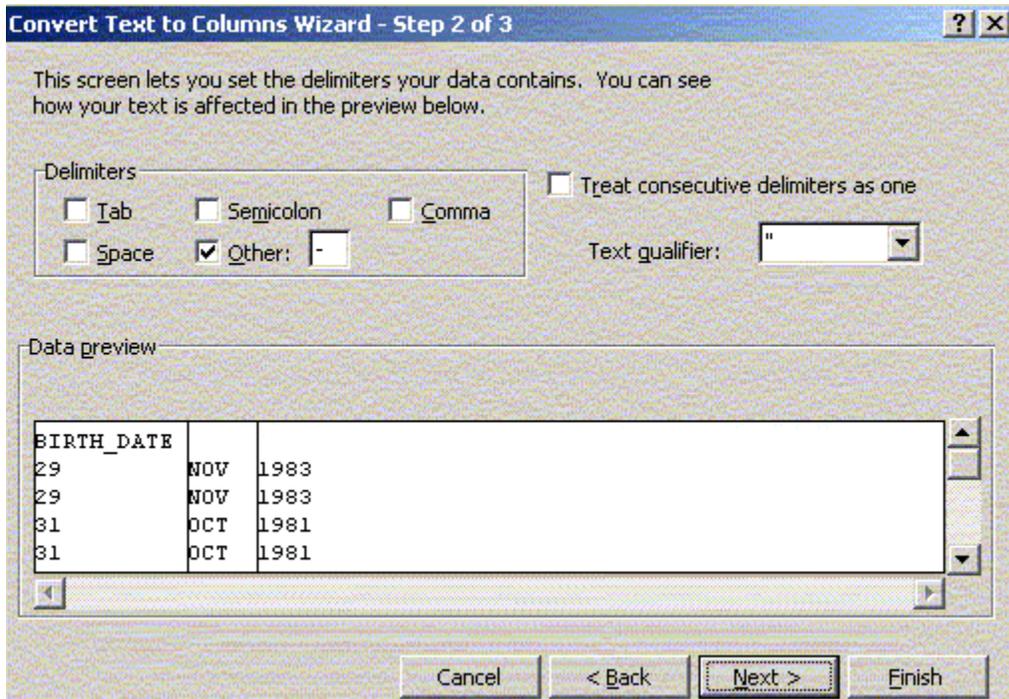


You will be presented with the dialogue box below. In this case, birth date is delimited with a hyphen. Select "Delimited" and click "Next" at the bottom of the

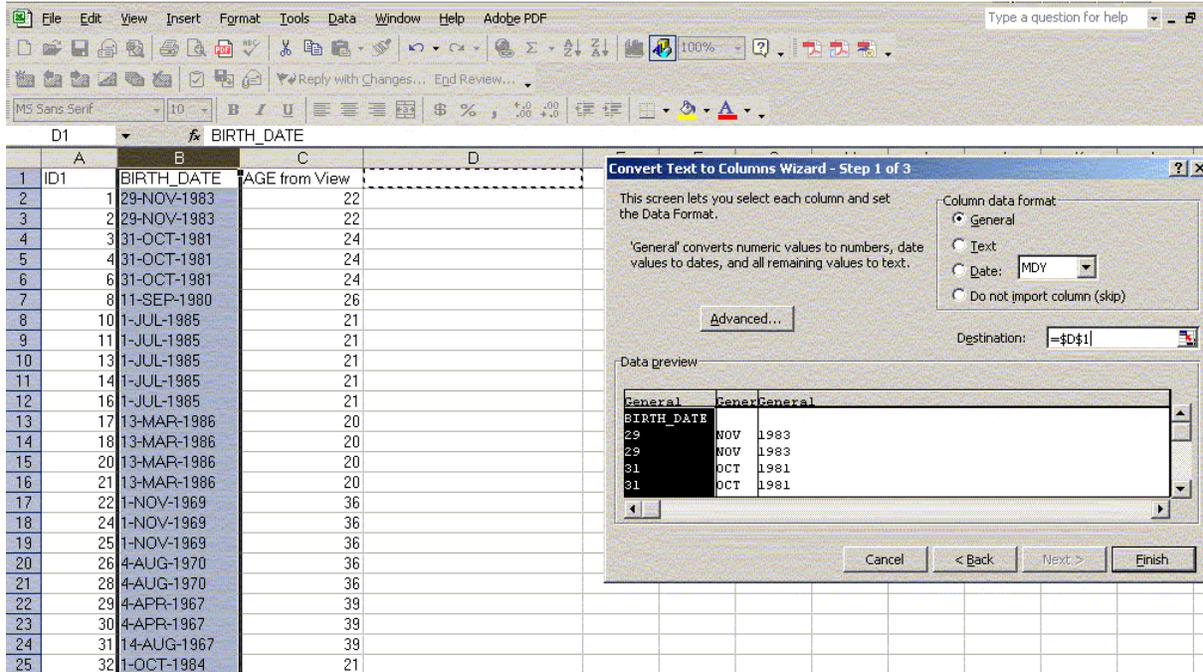
dialogue box.



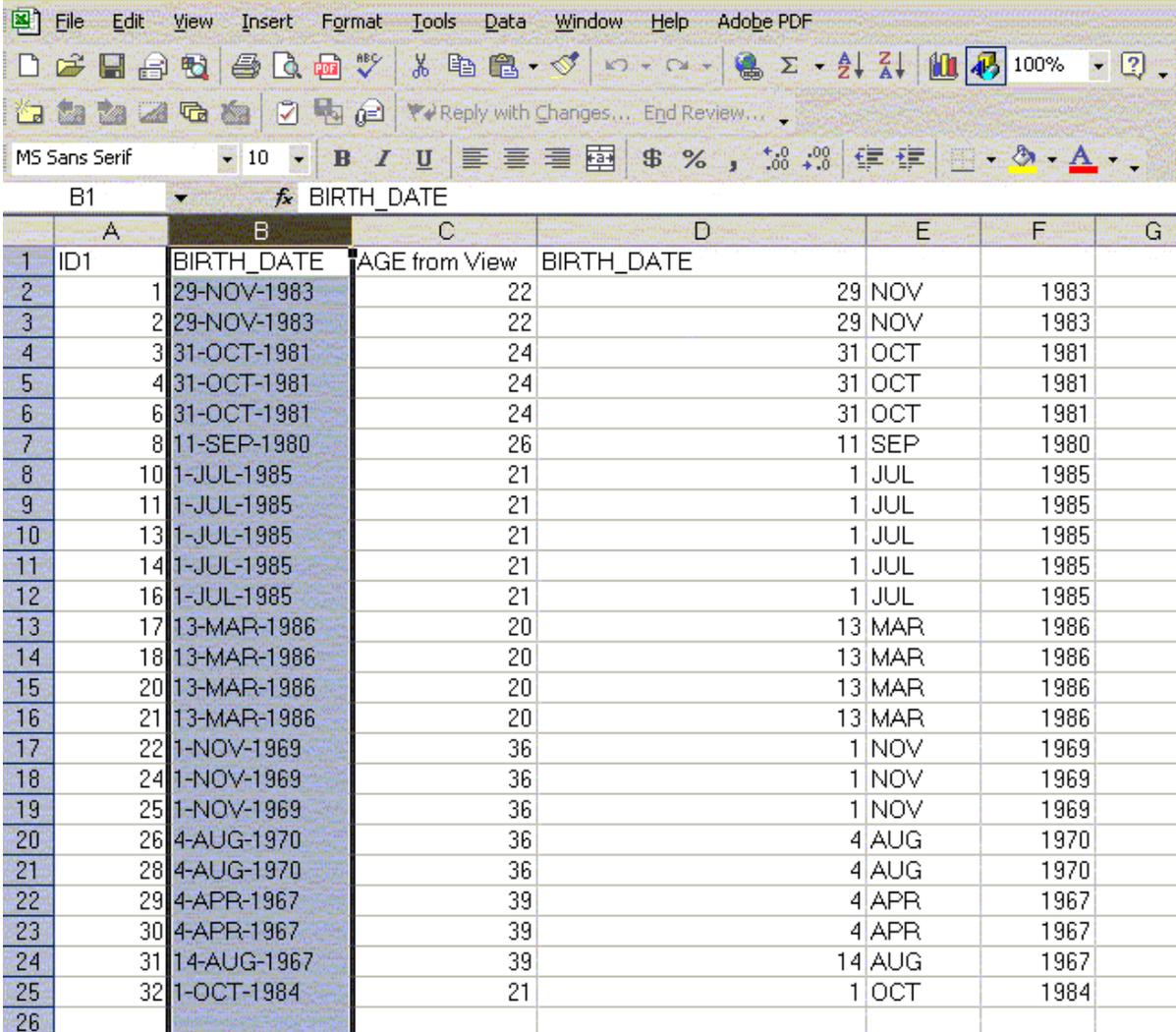
Step 2 lets you set the delimiters. Since the hyphen was the delimiter in birth date, I chose to select "Other" and put a hyphen in the box next to "Other." Now we are ready for step 3.



The tricky part is in Step 3. If you do NOT establish a destination, the text to columns wizard will OVERWRITE the information in the column to the right. You need to establish a destination (in this example, column D). You also have the options of setting column data format. Click Finish after all selections are made.



The result is below! You can then delete the birth, day and month columns.



	A	B	C	D	E	F	G
1	ID1	BIRTH_DATE	AGE from View	BIRTH_DATE			
2	1	29-NOV-1983	22		29 NOV	1983	
3	2	29-NOV-1983	22		29 NOV	1983	
4	3	31-OCT-1981	24		31 OCT	1981	
5	4	31-OCT-1981	24		31 OCT	1981	
6	6	31-OCT-1981	24		31 OCT	1981	
7	8	11-SEP-1980	26		11 SEP	1980	
8	10	1-JUL-1985	21		1 JUL	1985	
9	11	1-JUL-1985	21		1 JUL	1985	
10	13	1-JUL-1985	21		1 JUL	1985	
11	14	1-JUL-1985	21		1 JUL	1985	
12	16	1-JUL-1985	21		1 JUL	1985	
13	17	13-MAR-1986	20		13 MAR	1986	
14	18	13-MAR-1986	20		13 MAR	1986	
15	20	13-MAR-1986	20		13 MAR	1986	
16	21	13-MAR-1986	20		13 MAR	1986	
17	22	1-NOV-1969	36		1 NOV	1969	
18	24	1-NOV-1969	36		1 NOV	1969	
19	25	1-NOV-1969	36		1 NOV	1969	
20	26	4-AUG-1970	36		4 AUG	1970	
21	28	4-AUG-1970	36		4 AUG	1970	
22	29	4-APR-1967	39		4 APR	1967	
23	30	4-APR-1967	39		4 APR	1967	
24	31	14-AUG-1967	39		14 AUG	1967	
25	32	1-OCT-1984	21		1 OCT	1984	
26							

Have a great holiday season!

Position Listing Summary

Copy and paste this url into your browser to access the current job listings on the AIR website: <http://www.airweb.org/?page=574>.

Parting Thoughts

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Reader contributions of possible future 'Parting Thoughts' are welcome. Send them to [Marne Einarson](#)

Everything that is done in the world is done by hope.

~ Martin Luther King (1929-1968), American civil rights activist

Blessed is the season which engages the whole world in a conspiracy of love.

~ Hamilton Wright Mabie (1846-1916), American essayist

Be always at war with your vices, at peace with your neighbors, and let each new year find you a better man.

~ Benjamin Franklin (1706-1790), American political figure and inventor

For last year's words belong to last year's language

And next year's words await another voice.

And to make an end is to make a beginning.

~ T. S. Eliot "Little Gidding" (1888-1965), British poet, dramatist and literary critic