



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.

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 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")

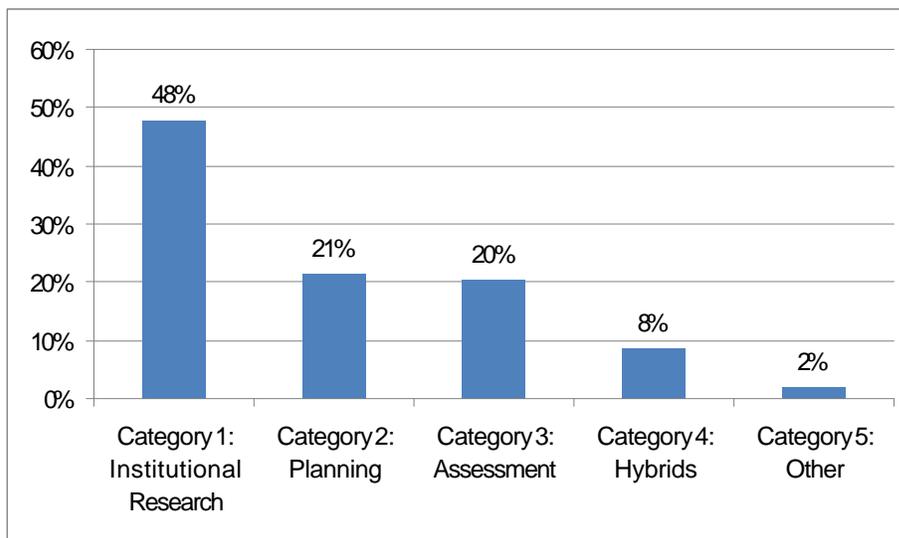
For further information regarding the Association for Institutional Research, contact Randy Swing, Executive Director, AIR, 1435 E. Piedmont Drive, Suite 211 · Tallahassee, FL 32308; Telephone: (850) 385-4155 or via e-mail: (rswing@airweb2.org).

AIR Survey Fact

AIR Survey Fact: Not Just “Institutional Research” Anymore!

Fred Volkwein and Jim Woodell at Penn State are now working on the data analysis of the AIR survey they conducted over the spring and summer months. They’ll be sharing their findings not only with the AIR membership throughout the coming year at AIR conferences, but they’ll also share select survey facts each month through e-AIR. Fred (volkwein@psu.edu) and Jim (jkw168@psu.edu) welcome your comments and questions.

Here’s your AIR Survey Fact for August. Responses to the survey item “official name of your office” (n=1,176) were coded and categorized, and almost half the Institutional research offices have related titles like Institutional Analysis, Institutional Studies, or Data and Reporting. However, an almost equal number of office titles contain words related to “assessment” or “planning” or a hybrid combination of these. Office titles that include words like “assessment” and/or “planning” (sometimes in combination with IR) account for 49% of the responses—slightly edging out office titles in the purely “Institutional Research” category (48%).



Category 1: Institutional Research

This category includes office titles with the words “Institutional Research” and/or any of the following: “analysis,” “data analysis,” “reporting,” “studies.” Category one responses do not include words like “planning” or “assessment.”

Category 2: Planning

The “Planning” category includes titles with any of the following words: “planning,” “strategy,” “policy,” “enrollment.” This category may also include

words from Category 1.

Category 3: Assessment

This category includes office titles with: "assessment," "effectiveness," "accreditation," and/or "accountability." This category may also include words from Category 1.

Category 4: Hybrids

The "Hybrid" category includes office titles that contain words from both Categories 2 and 3.

Category 5: Other

In the final category are office titles including: "registrar," "information technology," "development" and/or "budget."

Call for Forum Proposals

2009 Forum Call for Proposals is Open!

Proposals for the 49th Annual AIR Forum are now being accepted. The 2009 Forum will be held May 30 - June 3, 2009 in Atlanta, Georgia. The Forum theme, World Class Institutional Research, challenges us to learn from each other and from our colleagues around the world to improve higher education. The Forum Committee particularly welcomes collaborative and/or comparative presentations and presenters from two or more countries, institutions, or higher education sectors.

For more information, visit <http://airweb.org/annualforums.html> today! All proposals must be submitted by **October 1, 2008** at midnight, EDT.

Kimberly Halfhill
Association for Institutional Research
khalfhill@airweb2.org

Race/Ethnicity Webinar

AIR invites you to participate in a webinar on implementing the new race/ethnicity standards in IPEDS. The Webinar assumes participants are familiar with the new standards (see <http://www.airweb.org/raceethnicity.html> for more information) and focuses on a discussion of the impact of the new standards for institutions.

Title: "R/E Webinar"

Date: Friday, September 12, 2008

Time: 1:00 PM - 2:00 PM EDT

System Requirements

PC-based attendees

Required: Windows(R) 2000, XP Home, XP Pro, 2003 Server, Vista

Macintosh®-based attendees

Required: Mac OS(R) X 10.3.9 (Panther(R)) or newer

Space is limited.

Reserve your Webinar Seat Now at:

<https://www1.gotomeeting.com/register/562657053>

Summaries of HEA Reauthorization

See the links below for summaries of key provisions of the reauthorization of the Higher Education Act (Higher Education Opportunity Act, H. R. 4137):

AIR Alert #36

<http://www.airweb.org/page.asp?page=1601>

National Association of College and University Business Officers (NACUBO)

<http://www.nacubo.org/x10703.xml>

American Council on Education

http://www.acenet.edu/e-newsletters/p2p/ACE_HEA_analysis_818.pdf

Higher Education Data Policy Committee (HEDPC)

Valerie Martin Conley, Chair

conleyv@ohio.edu

Data Policy Fellows Studies

Announcing Launch of AIR/National Center for Education Statistics Data Policy Fellows Program Studies

Web-based studies conducted by two AIR/NCES Data Policy Fellows will launch this Fall, and we need your help in making this data collection effort successful! They are:

- *Features of Campus Data Systems and Reporting to IPEDS*, directed by Crissie

M. Grove, Ph.D (cgrove@airweb2.org). The purpose of this study is to examine various campus data systems and their features, how these features impact data quality, and how possible changes to IPEDS may influence keyholder burden based on campus data system features. To participate please take the following survey:

<http://www.airweb.org/campusdatasystemssurvey.html>

- *Institutions' Use of IPEDS Data, Data Feedback Reports, and Data Consortia*, directed by Matthew Soldner (Matthew.Soldner@ed.gov). The purpose of this study is to investigate campus executives' and IR officers' use of IPEDS data in decision-making processes, with a focus on the utility of the Data Feedback Report (DFR). Institutions' use of data consortia as a supplement to IPEDS data will also be explored. Launch date: October 15.

To participate in this research, and for more information about this year's policy fellows and the program, visit <http://www.airweb.org/?page=1594>.

Obtaining U.S. News Ranking Data

Obtaining Published Ranking Table Data From U.S. News

Robert Morse, U.S. News & World Report (rmorse@usnews.com)

U.S. News will again provide, free of charge to any institutional researcher, a series of Excel spreadsheets with the ranking data that appeared in the rankings tables in the America's Best Colleges 2009 Edition guide book. Those ranking tables were also published on the U.S. News web site in PDF form on August 22, 2008 in the Premium Online Edition. These spreadsheets will not be posted on a web site; they will be emailed directly to each individual. These spreadsheets will only contain the data that appear in the published ranking tables, not all the data used to compute the rankings.

This information is provided for the convenience of AIR members by U.S. News to assist them in their analytical responsibilities. Data is only available from the America's Best Colleges 2009 Edition guide book ranking tables (those published in August 2008). To request these tables, or if you have questions about this offer, please send an e-mail to either rmorse@usnews.com or sflanigan@usnews.com. The e-mail request should contain a one-or-two sentence reason for the request to access the data for your school or institution. Expect a turnaround time of up to 10 business days before receiving the Excel files.

Ranking tables that were published in previous years are not available at this time.

This is NOT a permission to print or repost the ranking tables publicly. The data can be used for internal research purposes only.

Thanks,

Robert J. Morse
Director of Data Research
U.S. News & World Report

NCES Publications

Career and Technical Education in the United States: 1990-2005

The National Center for Education Statistics within the Institute of Education Sciences has released the report "Career and Technical Education in the United States: 1990-2005," the fourth volume to describe trends in career and technical education (CTE, formerly known as vocational education). The compendium looks over time at CTE offerings, who participates in CTE, what types of CTE students take, who teaches CTE, and the labor market and further education outcomes attained by CTE participants. The report documents that between 1990 and 2005, the number of CTE credits earned by public high school graduates remained steady, despite the national trend of increased academic coursetaking in high school. The report also found that at both the high school and college level, student participation increased in the occupational areas of health care and computer science, and decreased in business. Other highlights include:

* Just over 90 percent of public high school graduates from the class of 2005 took at least one occupational course in high school. About one in five graduates took at least three courses within one of the 18 CTE occupational program areas.

* Among the public high school class of 1992, the more occupational credits that graduates earned in high school, the lower were their postsecondary enrollment rates eight years after graduating. Nevertheless, 70 percent of the most intensive occupational course takers (those earning four or more occupational credits) in high school had enrolled in postsecondary education by 2000.

* Among students who started postsecondary education in 1995-96, 70 percent of CTE completers working in 2001 reported their job was related to their field of study.

* Thirty-nine percent of employed adults participated in work-related courses in 2004-05, with business, health, and computer science being the most common subjects.

To view, download and print the report as a PDF file, please visit:
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008035>

Descriptive Summary of 2003-04 Beginning Postsecondary Students: Three Years Later

This NCES report provides a description of the characteristics and enrollment patterns of a nationally representative sample of students who began postsecondary education for the first time during the 2003-04 academic year. Using data from the 2004/06 Beginning Postsecondary Students Longitudinal Study, the report describes the background, academic preparation, and experience of these beginning students over three academic years, from July 2003 to June 2006, and provides information about rates of persistence, program completion, transfer, and attrition. The focus is on differences among students beginning at either 4-year, 2-year, or less-than-2-year institutions. Some highlights: Most of the first-time students who began at 4-year institutions in 2003-04 were age 19 or younger (85 percent) compared to 54 percent of students who began at 2-year institutions and 32 percent who began at less than 2-year institutions. Among those under age 24 who began at a 4-year institution, nearly all (94 percent) had taken algebra II or higher mathematics courses in high school, and about one-fourth had taken calculus. Of students who began at a 4-year institution, about one-half had a high school GPA of 3.5 or higher, and about one-fourth had earned credit for courses taken at a college while still in high school. Eighteen percent of the students who began at a 4-year institution in 2003-04 transferred from the institution where they had started.

To view, download and print the report as a PDF file, please visit:
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008174>

Community Colleges: A Special Supplement to The Condition of Education 2008

Community colleges enroll over one-third of America's college students, confer the majority of associate's degrees, and serve as a gateway to bachelor's degrees for many students, according to "Community Colleges: A Special Supplement to The Condition of Education 2008" report released today by the Institute of Education Sciences' National Center for Education Statistics (NCES).

This Special Supplement to "The Condition of Education 2008" provides a profile of the more than 1,000 community colleges in the United States, examines the characteristics of students who entered community college directly from high school, and looks at rates of persistence and attainment among community college students in general. It also compares the characteristics of these public 2-year institutions, and of the students who enroll in them, with those of public and private 4-year colleges and universities.

Among the report's findings:

* Among high school seniors who enrolled immediately in a postsecondary institution in the fall of 2004, 30 percent enrolled in a community college.

* About two-thirds of these immediate community college enrollees reported that they planned to pursue a bachelor's degree or higher when they were still high school seniors; the other one-third reported that they expected an associate's degree or less would be their highest attainment.

* Community colleges enroll larger percentages of nontraditional, low-income, and minority students than 4-year colleges and universities.

* In fall 2006, about 62 percent of community college students were enrolled part time compared with a quarter of students at 4-year institutions.

* Compared to 4-year institutions, community colleges rely more heavily on part-time faculty and staff. In addition, compared with the faculty and staff at 4-year institutions, the main activity of a greater percentage of community college faculty and staff is teaching compared to research or administrative duties.

The full text of "Community Colleges: A Special Supplement to The Condition of Education 2008" (in HTML format) can be viewed at <http://nces.ed.gov/programs/coe/2008/analysis/>

OCAIR Publications

You can read papers and publications produced by Overseas Chinese Association for Institutional Research (OCAIR) members at <http://www.ocair.org/files/knowledgebase/Publication.aspx>

This link can also be accessed from the OCAIR listing on AIR's Affiliated Groups page at <http://www.airweb.org/page.asp?page=1029#OCAIR>

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2008 Data and Decisions Workshop

2008 AIR-AACC-NCCCRP Data and Decisions Workshop

The Association for Institutional Research (AIR), the American Association for Community Colleges (AACC), and the National Community College Council for Research and Planning (NCCCRP) with support from the National Center for

Education Statistics (NCES), are pleased to announce the 2008 Data and Decisions Workshop for strategic decision-making for community colleges in Clearwater, Florida, December 4-6, 2008.

This team-based Workshop develops the capacity of institutional leaders to use comparative data sets in making strategic decisions, including important national datasets that are readily and inexpensively accessible. Combining the national datasets with individual institutional data and knowledge gives the participant an understanding of current accomplishments, potential goals, and tactics for improvement. Themes for the 2008 Workshop include assessment, marketing, and retention.

Applications for this Workshop will be accepted September 2 - October 1, 2008. Please visit <http://airweb.org/workshops.html> for more information or to apply.

Kimberly Halfhill
Association for Institutional Research
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2008 Assessment Institute

Dear Colleague:

I would like to extend to you and your colleagues an invitation to join us for the:

2008 Assessment Institute in Indianapolis

October 26-28, 2008

The Westin Indianapolis

In-depth Learning Opportunities with Scholars/Practitioners for all Faculty and Academic and Student Affairs Administrators

Pre-Institute Workshops: Extended learning opportunities with experienced practitioners.

Keynote Panel and Concurrent Workshops with leaders of successful assessment initiatives including:

- Thomas A. Angelo, La Trobe University, Australia
- Trudy W. Banta, Indiana University-Purdue University Indianapolis
- Peter T. Ewell, National Center for Higher Education Management Systems (NCHEMS)
- George D. Kuh, Center for Postsecondary Research, Indiana University
- Felice Nudelman, The New York Times

· Jeffrey A. Seybert, Johnson County (KS) Community College

SPECIAL TRACKS

Track Plenary Sessions & Workshops Emphasizing Assessment in:

- * Civic Engagement, keynote by Amy M. Driscoll, Carnegie Foundation for the Advancement of Teaching
- * ePortfolios, keynote by Sharon J. Hamilton, Chancellor's Professor Emerita and Former Associate Vice Chancellor for Academic Affairs, IUPUI
- * Faculty Development, keynote by Bret Eynon, LaGuardia Community College
- * First-Year Experience, keynote by Gillies Malnarich and Emily Decker Lardner, The Evergreen College
- * Student Development and Diversity, keynote by Michael J. Cuyjet, University of Louisville

CONTINUING OUR TRADITIONS -- We will present sessions with national assessment leaders, the Best Practices Fair, and additional learning opportunities emphasizing:

- * Accreditation
- * All Major Fields
- * Assessment Methods
- * Community Colleges
- * General Education

CONSULT OUR WEBSITE: <http://www.planning.iupui.edu/institute>

Or contact: Trudy W. Banta
Professor of Higher Education
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Email: tbanta@iupui.edu

or

Karen E. Black
Director of Program Review
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First-Year Assessment Conference

National Conference on First-Year Assessment

The National Conference on First-Year Assessment will be held October 12-14, 2008. AIR is again co-sponsoring fellowships to this event which was formerly conducted as the Summer Institute on First-Year Assessment. This conference is designed to maximize opportunities for participant learning and networking. It is structured to create a cumulative learning experience and to provide a comprehensive introduction to the theory and practice of first-year assessment.

For more information on the Conference, please visit <http://www.sc.edu/fye/events/fall08/index.html> or contact Nina Glisson at ninal@mailbox.sc.edu or (803) 777-8158.

Texas A&M Assessment Conference

Call for Proposals for the 9th Annual Texas A&M Assessment Conference "Using Assessment to Drive Improvement"

February 22-24, 2009

Hilton Conference Center

College Station, Texas

ALL PROPOSALS DUE BY OCTOBER 17, 2008

The Texas A&M University Assessment Conference Committee is pleased to invite well-developed proposals that illustrate examples of continual assessment implementation and use the results in meaningful ways to improve higher education.

All proposals should be submitted via the Conference website: <http://assessment.tamu.edu/conference>.

The program will be organized around the following tracks:

- * Assessing Academic Programs & Projects
- * Assessing Student Learning at the Course Level
- * Assessing Student Affairs and Student Development
- * Strategic Planning and Assessment in Accreditation
- * Assessing the Core Curriculum and General Education

For more conference details, visit <http://assessment.tamu.edu/conference>.

**Please note: The Texas A&M University Assessment Conference is non-commercial. Individuals should refrain from direct promotion of a certain product or a brand that includes monetary self-interest. Commercial or corporate parties should contact us for sponsorship opportunity information, rather than going through the proposal process.*

Rhonda Gray
Program Coordinator
Office of Institutional Assessment
Texas A&M University
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Illinois AIR Forum

This year's Illinois Association for Institutional Research Annual Forum will be held from Thursday November 6 to Friday November 7 at the Pheasant Run Resort in St. Charles. The resort is conveniently located in the scenic Fox River Valley less than an hour from Chicago and is easily accessible from any direction. Pheasant Run Resort is the Midwest's largest entertainment resort featuring a spa and fitness center, a 36 hole golf course, live music and comedy, Bourbon Street shopping and entertainment district, and more (<http://www.pheasantrun.com/>). Researchers are invited to consider presenting a paper, panel demonstration, or research report at the forum. This is a great opportunity to share expertise in institutional research and encourage colleagues to do the same.

Information about the proposal process and registration can be accessed with the link below.

http://www.pir.ilstu.edu/iair/annualforum/38th_forum/index.shtml

Brian Erdman, Program Chair
E-mail: berdman@luc.edu

Symposium on Emotional Intelligence

Higher Education Symposium on Emotional Intelligence: A Focus on Student Success and Development

Georgetown University and MHS (Multi-Health Systems) invite you to attend a 2-day symposium designed specifically to explore the importance of Emotional Intelligence within institutions of higher learning. Educators and research professionals from institutions throughout North America will share best practices and success stories, learn from one another, and demonstrate ways in which Emotional Intelligence can have a substantial impact on student success and development.

Date:

September 30 – October 1: Pre-Symposium EQ Assessment Certification

October 2 - 3, 2008: Symposium on Emotional Intelligence

Place:

Intercultural Center Auditorium

Georgetown University

Washington, DC

Keynote Speakers:

[Cary Cherniss](#), Ph.D., Director of Organizational Psychology, Co-Chair of the Consortium for Research on Emotional Intelligence at Rutgers University.

[Peter Salovey](#), Ph.D., Dean of Yale College and Chris Argyris Professor, founder the Health, Emotion, and Behavior Laboratory at Yale University.

If you have any questions about the symposium, please contact us at eisymposium@mhs.com.

For more information on this event or to register, visit <http://www.mhs.com/eisymposium>.

Help Request: Project Request System

Our IR department is developing a project request system for our clientele. We are looking for departments who have developed a similar system, who might be willing to share sample templates and/or provide tips regarding what they consider to be important issues to keep in mind in this regard.

Thank you.

Carol Sholy, Ph.D.
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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.

We are saddened by the sudden loss of long-time AIR and RMAIR member Dr. Larry O. Hunter, who died Friday August 22nd after suffering a heart attack on the University of Idaho golf course. Larry was director of the institutional research office at the University of Idaho from 1975 until his retirement in 1999. His obituary is online at:

http://www.shortcutsfuneralchapel.net/obituaries_detail.php?ID_Obituary=47

Editors' Book of the Month

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

This month's book is *Learning Initiatives in the Residential Setting*, edited by Gene Luna and Jimmie Gahagan. This 2008 publication is part of The First-Year Experience Monograph Series published by the University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition. (ISBN-13: 978-1-889271-59-0).

Within higher education, there is considerable interest in extending students' intellectual experiences beyond the classroom, and more explicitly, in creating an integrated living-learning experience for students. The number of living-learning [L/L] programs has proliferated on college and university campuses across the country. As the editors of this monograph discuss, this interest in purposefully embedding learning experiences within the residential environment has grown as a result of many factors, among them: the realization that learning occurs outside the classroom; a broadened conception of student learning beyond strictly academic or intellectual domains to include personal development; and increased competition for students.

A growing body of research shows that L/L programs can have positive associations with many aspects of students' academic and social integration such as persistence, contact with faculty, educational aspirations, use of campus resources, and evaluations of their college experience (see, for example, Inkelas & Weisman, 2003; Pascarella & Terenzini, 2005; Pascarella, Terenzini & Blimling, 1994; Pike, 1999). But establishing and maintaining these programs is a complex undertaking that requires careful planning and, typically, a serious commitment of institutional resources. So what can institutions do to optimize

the learning potential of these residential initiatives? With that question in mind, "This monograph investigates, describes, and assesses how various approaches to residential learning environments and residentially based academic support services impact student learning and persistence." (p. 1).

The monograph consists of nine chapters and covers many aspects of the residential learning environment. Some chapters – such as the history of residential settings for learning and the physical design of residential space to promote learning – address aspects I have given little thought to but found quite interesting to read. Other chapters examine: the importance of academic and student affairs partnerships; a typology of L/L programs; the provision of academic support services; the role of faculty; principles for planning effective L/L programs; and the future of residential learning initiatives.

If I were to distill the message of this monograph into a simple phrase, it would be "planning and partnerships." As the contributing authors make clear, effective residential learning programs are most likely to result from a focused planning process that involves diverse stakeholders and is tailored to the unique institutional mission. The chapter on L/L program typologies reports on findings from the National Study of Living-Learning Programs. Study results reveal tremendous variety in L/L program themes, characteristics *and* their associated student outcomes; this clearly reinforces the need for planners to think carefully about the student outcomes that are of importance to them and the L/L program design that may be most likely to foster achievement of these outcomes.

The importance of partnerships, particularly between academic affairs and student affairs and, more narrowly, between faculty members and residence life staff, is reiterated throughout the monograph. Such partnerships may not always be easy to manage, given the very different perspectives typically held by these constituencies, but are critical if an institution hopes to forge closer integration between students' in-class and out-of-class learning opportunities.

Learning Initiatives in the Residential Setting offers general principles for planning residential learning initiatives as well as many specific recommendations for practices that can help with successfully implementing them. Given its comprehensive coverage of the topic, this monograph would be a useful resource for individuals charged with planning, managing or assessing such initiatives.

References:

Inkelas, K. K., & Weisman, J. L. (2003). Different by design: An examination of student outcomes among participants in three types of living-learning programs. *Journal of College Student Development*, 44(3), 335-368.

Pascarella, E. T., & Terenzini, P. T. (2005). How college affects students: A third

decade of research (2 ed.). San Francisco: Jossey-Bass.

Pascarella, E. T., Terenzini, P. T., & Blimling, G. S. (1994). The impact of residential life on students. In C. C. Schroeder, P. Mable & Associates (Eds.), *Realizing the educational potential of residence halls* (pp. 22-32). San Francisco: Jossey-Bass.

Pike, G. R. (1999). The effects of residential learning communities and traditional residential living arrangements on educational gains during the first year of college. *Journal of College Student Development*, 40(3), 269-283.

Technical Tips from the Field

PowerPoint: Adding Pictures to a Bar Graph

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

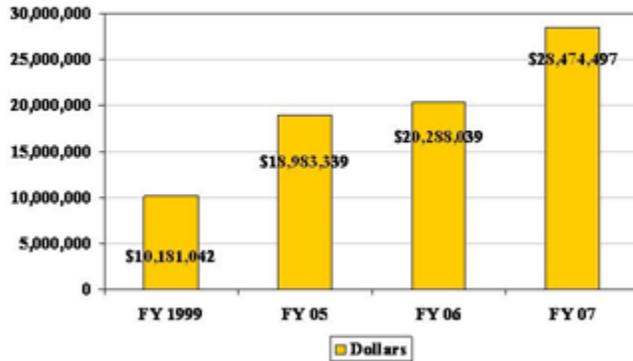
This corner of the newsletter is reserved for readers to share practical tips, techniques and shortcuts that can make a difference in our work. Please share your technical prowess with us and send your tips to Gayle Fink (mailto:gfink@usmd.edu). Since this is a small corner, KISS (Keep It Short and Smart)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

Ever get tired of the same old bar graphs? You change the color just to liven things up but it just doesn't do it any more? How about using a picture instead? It is very easy.

Build a bar graph in PowerPoint. In this example, I am using trends in need-based institutional aid at USM institutions.



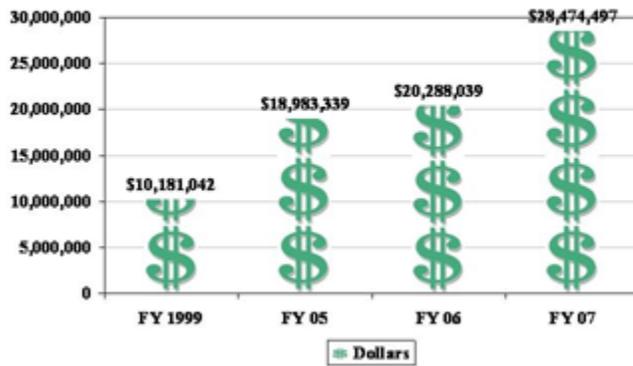
USM Institutional Need-Based Financial Aid



Double click on the chart to edit it. Once you are in edit mode, click on the bars and right mouse and select "Format Data Series." Select the "Patterns" tab and under the area click "Fill Effects." From the "Fill Effects" box select the "Picture" tab and click "Select Picture." You can then select a picture from your machine and add it as the bar. In the example below, I inserted a dollar sign jpg. You can specify whether to stretch the graphic to fit the bar area or to stack them as I have in this example.



USM Institutional Need-Based Financial Aid



Just trying to spice things up!

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

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

Jennifer Brown, Director of Institutional Research at University of Massachusetts Boston, contributed the following Parting Thought:

We must recognize and nurture the creative parts of each other without always understanding what will be created.

~ Audre Lorde (1934-1992), American feminist, poet, thinker, activist

And Lee Tarrant, Office of Institutional Research and Information Management at Oklahoma State University, contributed the following "Parting Thought" from his personal friend and mentor, John Schmook:

When the pain of staying the same exceeds the fear of change, you'll change.

... which, in turn, makes me think of the following quotation:

And the day came when the risk to remain tight in a bud was more painful than the risk it took to blossom.

~ Anais Nin (1903-1977), Cuban-French writer and diarist