



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")

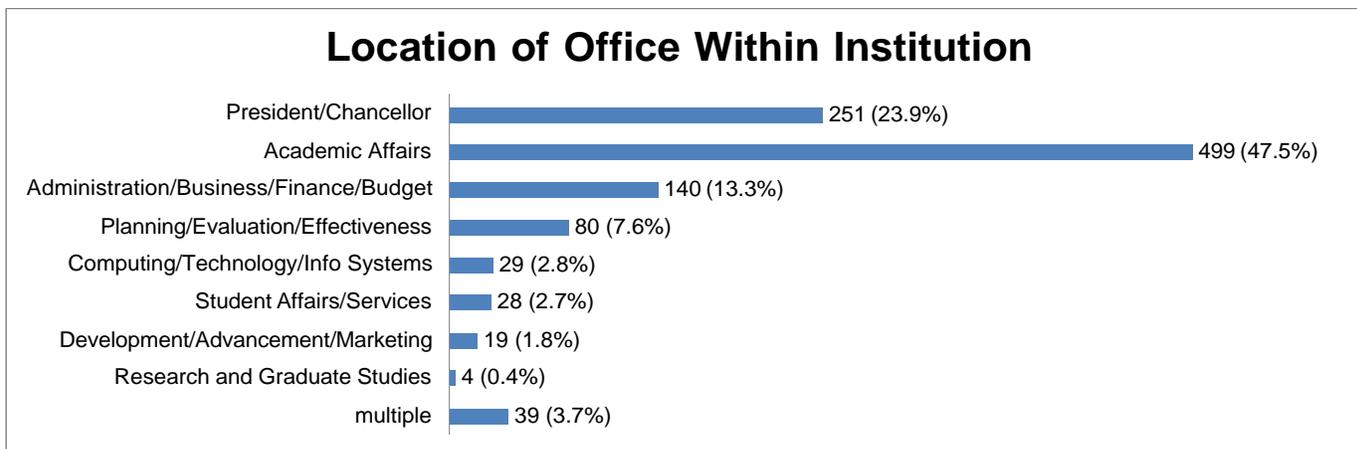
For further information regarding the Association for Institutional Research, contact Randy Swing, Executive Director, AIR, 1435 E. Piedmont Drive, Suite 211 · Tallahassee, FL 32308; Telephone: (850) 385-4155 or via e-mail: (rswing@airweb2.org).

AIR Survey Fact

AIR Survey Fact: Most IR Offices are Located in Academic Affairs or the President's Office

This month, another fact from the AIR Survey being conducted and analyzed by Fred Volkwein (volkwein@psu.edu) and Jim Woodell (jkw168@psu.edu) at Penn State.

In their analysis of responses from offices conducting institutional research, analysis, planning, and assessment activities, Fred and Jim find that more than seven out of ten such offices are located within either the President's or Provost's office. Responses to the question "In what organizational division is your office located?" (n=1,050) show that 499 (47.5%) of respondents report that they are in the Academic Affairs/Provost division, and 251 (23.9%) in the President's/Chancellor's division.



Fred and Jim compared responses by institutional size, but found no significant difference in the pattern shown in this bar chart when comparing five different categories of institutional size from smallest to largest.

Interestingly, 39 (3.7%) of the institutions note that they are located within multiple divisions. Combinations reported most frequently were President/Chancellor and Academic Affairs (5 respondents), Academic Affairs and Student Affairs (5 respondents).

Forum Proposal Deadline

Don't Miss Your Chance to Submit a Proposal for the 2009 AIR Forum!

The proposal deadline for the 49th Annual AIR Forum is just around the corner. 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. Proposals are being accepted for a variety of formats including papers, posters, panels, and table topics.

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

Kimberly Halfhill
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2008 AIR Fellowship Recipients

2008 AIR Fellowships to Attend the National Conference on First-Year Assessment

The National Resource Center for The First-Year Experience & Students in Transition at the University of South Carolina, in association with the Association of Institutional Research, is pleased to announce this year's recipients of the AIR Fellowships; these fellowships cover the participant registration fee for the National Conference on First-Year Assessment. The fellowship recipients are knowledgeable about and interested in the first year of college and have presented plans to use information gained at the Conference to improve current first-year assessment on their campuses. This year's recipients will be formally recognized on October 12, 2008 at the National Conference on First-Year Assessment.

AIR is proud of this partnership which was designed to encourage better use of data and institutional research in decision support for programs for freshmen and other students in transition. The partnership has sparked published research, conference presentations and closer connections between IR and first-year units on campuses. AIR salutes the National Resource Center on the First-Year Experience for reaching out to our membership to improve the success and learning of new students.

The recipients of the 2008 AIR Fellowships are:

Selena Castro, Program Director, Pathways to Academic Success
Washington State University

Carrie Cokely, Associate Professor & Director of First-Year Seminar
Curry College

Amy Dykens, Assistant Dean for Institutional Research and Assessment
Central Methodist University

Wanda Fernandopulle, Deputy Director of Career Advising
John Jay College of Criminal Justice, CUNY

Anne Fulkerson, Enrollment and Retention Research Associate
Owens Community College

Kristen McManus, Associate Director, Multicultural Academic Services
University of North Carolina at Charlotte

Margaret Mosqueda, Dean of Students
Delta College

For more information about the National Conference on First-Year Assessment, visit <http://www.sc.edu/fye/events/fall08/index.html>

For more information about the AIR/First-Year Assessment Conference Fellowship Program, visit <http://www.sc.edu/fye/events/AIRfellowships.htm>

The National Resource Center for The First-Year Experience and Students in Transition has as its mission to support and advance efforts to improve student learning and transitions into and through higher education. www.sc.edu/fye

New AIR Web Resources

AIR Connections

Please stop by the AIR web site to visit the new feature, AIR CONNECTIONS. In the spirit of our mission to "enhance knowledge and expand networks," AIR has added this section to our Web site to make it easier for members to keep track of new tools and techniques that support institutional research.

Visit the AIR Connections site at <http://www.airweb.org/AIRConnections.html>.

While AIR does not endorse any product or service, we do hope that AIR Connections serves members by making it convenient to sample products and services that address essential needs of institutional research offices.

Special thanks go to the following AIR members who volunteered to review proposals from external organizations and select those that provide the best professional development opportunities. As always, AIR depends on members to shape the services we deliver.

Michelle Appel, University of Maryland

Catherine Finnegan, Board of Regents of the University System of Georgia

Braden Hosch, Central Connecticut State University

Fred Lillibridge, Dona Ana Community College

Rob Stirton, Schoolcraft College

Soon to Come: Submission Site for AGs and SIGs

AIR will open a submission Web site for Affiliated Groups (AGs), Special Interest Groups (SIGs), and committees in December. Notices will be sent to AG liaisons, SIG conveners, and committee chairs when the site is open. Please send your requests for meetings and Affiliated Group Best Paper presentations for the 2009 Annual AIR Forum through this site. For more information, contact Gail Fishman at gfishman@airweb2.org.

News from AAUP

AAUP Faculty Compensation Survey 2008-09

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

The data collection season for the annual Faculty Compensation Survey from the American Association of University Professors (AAUP) will begin soon. We are making a few minor changes to our survey Web site, and expect to send out notices to our survey contacts in late October about data collection procedures.

In the meantime, if you have served previously as a survey data contact, you may log in and check your contact information at <https://research.aaup.org/fcs/default.aspx>. Use the link for "Upload and Complete the survey." If you have forgotten your user name, you can request it there; if you know your user name but have forgotten your password, click the "Login" link and you will be able to request your password.

If you are a new survey data contact, would like to add a contact for your institution, or have other questions about the survey, please send an e-mail to aaupfcs@aaup.org. You can also call (202) 737-5900 ext. 118, although that phone is currently covered only about 20 hours per week.

Thanks again for participating in our annual survey.

AAUP Research Office

John W. Curtis, Director of Research and Public Policy
Michael Kinsella, Research Associate

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NCES Publications

Postsecondary Career/Technical Education: Changes in the Number of Offering Institutions and Awarded Credentials from 1997 to 2006

The National Center for Education Statistics within the Institute of Education Sciences has released the report "Postsecondary Career/Technical Education: Changes in the Number of Offering Institutions and Awarded Credentials from 1997 to 2006."

This issue brief examines trends from 1997 to 2006 in the number of sub-baccalaureate postsecondary institutions that offer programs in career/technical education (CTE), and the number of sub-baccalaureate CTE credentials awarded by postsecondary institutions. Trends were examined by institutional sector, focusing on the three sectors most commonly offering CTE: Public two -year institutions, for-profit less-than-two -year institutions, and for-profit two-year institutions. In 2006, these sectors collectively accounted for 87 percent of the less-than-four-year institutions that offered CTE and awarded 94 percent of all sub-baccalaureate CTE credentials. Overall, the number of less-than-four-year institutions offering CTE increased 3 percent from 1997 to 2006, and the number of sub-baccalaureate CTE credentials awarded increased 24 percent. Over this time period, there was a shift in both CTE-offering institutions and CTE credentials, from public two-year institutions to for-profit two-year and less-than-two-year institutions. Although the number of credentials awarded grew at a faster rate among for-profit institutions than among public two-year institutions, the latter still awarded most sub-baccalaureate CTE credentials in 2006 (58 percent) while for-profit two-year and less-than-two-year institutions combined awarded 35 percent.

To view, download and print the report as a PDF file, please visit:
<http://www.nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008001>

Managing an Identity Crisis: Forum Guide to Implementing New Federal Race and Ethnicity Categories (Asst. Editor's note: K-12 focus but may be helpful for higher education)

This Guide provides information about the 1997 standards and suggestions about how to implement them at the state and school district level. It covers developing policies and procedures, communicating with staff and the public, re-identification, and coding, storing, reporting, and bridging data.

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

<http://www.nces.ed.gov/pubs2008/2008802.pdf>

Projections of Education Statistics to 2017

This publication provides projections for key education statistics. It includes statistics on enrollment, graduates, teachers, and expenditures in elementary and secondary schools, and enrollment and earned degrees conferred expenditures of degree-granting institutions. For the Nation, the tables, figures, and text contain data on enrollment, teachers, graduates, and expenditures for the past 14 years and projections to the year 2017. For the 50 States and the District of Columbia, the tables, figures, and text contain data on projections of public elementary and secondary enrollment and public high school graduates to the year 2017. In addition, the report includes a methodology section describing models and assumptions used to develop national and state-level projections.

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

<http://www.nces.ed.gov/pubs2008/2008078.pdf>

2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test Methodology Report

This report describes the methodology and findings of the NPSAS:08 field test, which took place in the 2006-07 school year. The NPSAS:08 field test was used to plan, implement, and evaluate methodological procedures, instruments, and systems proposed for use in the full-scale study scheduled for the 2007-08 school year.

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

<http://www.nces.ed.gov/pubs2008/200801.pdf>

Dropout and Completion Rates in the United States: 2006

This report builds upon a series of National Center for Education Statistics (NCES) reports on high school dropout and completion rates that began in 1988. It presents estimates of rates for 2006 and provides data about trends in dropout and completion rates over the last three decades (1972-2006), including characteristics of dropouts and completers in these years. Report highlights include: The averaged freshman graduation rate (AFGR), which provides an estimate of the percentage of public high school students who graduate with a regular diploma 4 years after starting 9th grade, was 74.7 percent for the class of 2005. Students living in low-income families were approximately four times

more likely to drop out of high school between 2005 and 2006 than were students living in high-income families. In October 2006, approximately 3.5 million civilian noninstitutionalized 16- through 24-year-olds were not enrolled in high school and had not earned a high school diploma or alternative credential.

To view, download and print the report as a PDF file, please visit:
<http://www.nces.ed.gov/pubs2008/2008053.pdf>

Race/Ethnicity Webinar Posted

On Friday, September 12, the Higher Education Data Policy Committee (HEDPC) and Professional Development Services (PDS) committee sponsored a webinar, "Implementing the New Race/Ethnicity Standards in Postsecondary Institutions." The webinar has been posted on the AIR Race/Ethnicity website: <http://www.airweb.org/raceethnicity.html> in the section "Presentations, Papers, and Articles." It's available as both a PDF file and as a PowerPoint presentation.

Time ran out before we were able to respond to all of the questions, so we will be posting the questions and answers on the Race/Ethnicity website shortly in the Frequently Asked Questions (FAQ) section.

Additional questions may be posted in the BLOG section of the website.

Data and Decisions Workshop for CC

2008 Data and Decisions Workshop for Community Colleges

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 seeking applications for 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.

Please visit <http://www.airweb.org/workshops.html> for more information or to apply. Apply today! The application deadline is Wednesday, October 1, 2008.

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MUSE Conference

SCAD to Host MUSE Conference

The Savannah College of Art and Design will host the first Measuring Unique Studies Effectively conference Feb. 8-11, 2009. Designed to build a community of art and design professionals who share an intellectual curiosity about student learning, the MUSE conference is committed to facilitating continuous improvement at the program, classroom and institution levels.

Conference attendees will discuss how to define, measure and develop creativity; best practices for program assessment in the field of art and design; and how to use creative assessment as a practice in the scholarship of teaching to enhance student learning.

The MUSE conference will feature five keynote speakers, all experts in the assessment of creativity and innovation: Leslie Cunliffe, Joseph Hoey, Ed.D., Stanley Madeja, Ph.D., Robert Sabol, Ph.D., and Keith Sawyer, Ph.D.

Pre-conference workshops on Sunday, Feb. 8 will focus on the basics of assessment, problems with measuring unique studies and solutions; classroom-level vs. program-level assessment; creating rubrics using faculty expertise and software solutions.

This groundbreaking conference is the first of its kind in art and design education assessment. For more information and to register, visit <http://www.scad.edu/muse>.

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2008 Assessment Institute

2008 Assessment Institute in Indianapolis

This is a reminder that the 2008 Assessment Institute is fast approaching. It will be held October 26 to 28th in Indianapolis. For information about the Institute, including how to register, please visit our website at: <http://www.planning.iupui.edu/574.html>

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Indiana University-Purdue University Indianapolis

Help Request: Revising Senior Survey

For years, the Maryland Institute College of Art has handed out a satisfaction survey (we are small enough where we can administer a paper survey, which dramatically helps the response rate) to graduating seniors during a February meeting that is probably the only time they are gathered prior to Commencement. We are interested in making changes to the survey with an eye towards such things as appending Career Development questions to it as well as employing questions that more directly address student outcomes, in particular professional development. We are curious to know if other institutions would be willing to exchange their graduation survey with ours in order to help us gain ideas about enhancing the survey. If you contact me at hgarbart@mica.edu, I will gladly send a copy of our survey to you.

Thanks for any help you can lend!

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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.

Larry Metzger, a former NEAIR leader (President 1990-93, Secretary 1987-89) and longtime Ithaca College Enrollment Dean, passed away September 4, 2008 after a valiant four year battle with pancreatic cancer. Larry began his career at Ithaca College as a Research Assistant in 1975. He was named Director of Institutional Research in 1983 and Dean of Enrollment Planning in 1996. Larry always championed the work of Institutional Research and had a genuine passion

for using data to inform decisions. He will be truly missed.

Vincent Vendel of the University of Amsterdam passed away on September 13, 2008. Vincent had been a member of AIR since 1998 and frequently attended the Annual Forums. He was chosen to be the Chair of the Dutch Association for Institutional Research last year. A memorial service was held at the University of Amsterdam.

Editors' Book of the Month

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

This month's book review was contributed by Linda Mallory, Research Analyst in the Office of Institutional Research at the U.S. Naval Academy (mallory@usna.edu). Linda reviews *Assessment in Engineering Programs: Evolving Best Practices*, edited by William E. Kelly. This 2008 publication, the third volume of AIR's Assessment in the Disciplines series, was co-sponsored by the American Society for Engineering Education. It can be purchased on-line through the [AIR Bookstore](#).

Schools which offer engineering degrees often seek ABET accreditation as a visible and credible means to certify the quality of their programs. As the introduction to this book explains, ABET programs are considered the gold standard for validating engineering education excellence. The ABET standards have been a work in progress for many years. A new focus was developed in the late 1990's that shifted the focus from measuring minutiae to measuring for change. This new initiative, EC2000, encourages both assessment related to concepts specific to engineering professionals and a focus on the value of general education and life-long learning. EC200's nine assessment criteria, known as "a-k," form the cornerstone of the assessment effort.

Anyone who has prepared an ABET self-study knows the complexities and pitfalls of setting appropriate goals, evaluating the achievement of the goals, assessing the outcomes, and translating the efforts into quality improvement. This book is a "must-have" foundation for engineering education professionals who are looking for solid guidance on best practices and lessons learned in meeting ABET standards and providing top-shelf engineering programs.

Of particular interest to me were those chapters which developed cohesive strategic assessment techniques for process improvement. In Chapter 2, Volkwein, Lattuca, and Terenzini discuss the impact of the a-k standards in actually translating data results into meaningful change. They evaluate the

results of a survey given to a sample of faculty and program chairs from 40 ABET institutions as a framework for change across the spectrum of engineering education. Chapter 3 (Glickson & Glickson) offers an insightful discussion on the difference between assessment of learning and assessment for learning and how to use student feedback to do each.

Assessment and continuous improvement can happen in many forms. Chapter 4 (Waldman, Nolt-Holms, Zimmerman, Dunford, Yackee, & Vanasupa) discusses the EPA's P3 Award and how industry has taken an active role in reaching back into academia to prepare engineering graduates to meet the demands of a complex and vibrant career field. Chapter 5 (Mozrall, Reeve, & Contomanolis) looks at how cooperative education assessment can inform the curriculum by using student and employer feedback.

As much as data are the backbone of assessment, having quality data is the cornerstone of any research or analysis. Chapter 6 (Malmborg) offers an innovative approach to using a custom decision support system to develop real time assessment.

Probably the most difficult challenge in implementing assessment is designing a cohesive assessment program. Chapter 7 (Estes, Welch, Ressler) follows a systematic assessment effort for a single engineering program at the US Military Academy. The process is carefully explained from the design phase, through its implementation, to the impact the assessment had on changing the curriculum and program. Chapter 8 (Briedis) continues with developing assessment strategies that consider faculty and faculty workload via assessment cycles. Finally, Chapters 8 (Olds) and 9 (Robson, Lohani, & Muffo) summarize the assessment efforts driven by ABET and reflect on the future of engineering education.

In sum, I loved this book and have recommended that our engineering faculty all get a copy.

Technical Tips from the Field

Customizing PowerPoint 2007 Slide Layout

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.

Many of us have to use a standard PowerPoint template when doing internal presentations. Here is how to create a customized PowerPoint 07 Slide layout. This tip is courtesy of Microsoft Office Help -

<http://office.microsoft.com/en-us/help/HA100796501033.aspx>

To create a new layout, you must first add a layout to a slide master in Slide Master view. After you add a layout, you can begin to structure it by adding text-specific and object-specific placeholders (placeholders: Boxes with dotted or hatch-marked borders that are part of the most slide layouts. These boxes hold title and body text or objects such as charts, tables, and pictures.).

On the View tab, in the Presentation Views group, click Slide Master.

1. In the pane that contains the slide masters and layouts, click a location below the slide master where you want the new layout to appear.

2. On the Slide Master tab, in the Edit Master group, click Insert Layout.

3. To modify the layout that you just added, do one or more of the following:

- * To remove an unwanted, default placeholder, click the border of the placeholder, and then press DELETE.

- * To add a placeholder, do the following:

1. On the Slide Master tab, in the Master Layout group, click Insert Placeholder, and then select a placeholder type from the list.

2. Click a location on the layout, and then drag to draw the placeholder.

Tip - To resize a placeholder, drag one of its corner borders.

4. Click the Microsoft Office Button , and then click Save As.

5. In the File name box, type a file name, or do nothing to accept the suggested file name.

6. In the Save as type list, click PowerPoint Template, and then click Save.

Note: The layout that you added and customized now appears in the list of standard, built-in layouts in Normal view, located on the Home tab, in the Slides group.

Open Position in AIR Office

AIR has an open position for a Project Manager in Tallahassee. Please go to <http://www.airweb.org/?page=1642> to learn more and apply.

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](#)

There is nothing like looking, if you want to find something. You certainly usually find something, if you look, but it is not always quite the something you were after.

~ J.R.R. Tolkien (1892-1973), English writer, poet and university professor

Research is formalized curiosity. It is poking and prying with a purpose.

~ Zora Neale Hurston (1903-1960), American folklorist and writer

If we knew what it was we were doing, it would not be called research, would it?

~ Albert Einstein (1879-1955), German born theoretical physicist, 1921 Nobel Prize for Physics