



## 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, Suite 211, 1435 Piedmont Drive, Tallahassee, FL 32308; Telephone: 850/385-4155, Fax: 850/385-5180 or via e-mail: (rswing@airweb.org).*

## Editors' Corner

### New Format for E-AIR

Since the inception of the Electronic AIR back in October 1986, its production and distribution have been largely a hands-on "labor of love" of its volunteer editors. And so it is that every month, we solicit, accept, locate and create submissions; edit and format copy; publish the newsletter in html and PDF formats; and upload them to the AIR website. Over the past 20+ years, the number of e-AIR subscribers has grown substantially, the content of the newsletter has expanded, and, of course, the technologies available for creating and distributing the newsletter have changed dramatically.

With the support of Randy Swing, AIR's Executive Director, and the AIR staff, we have embarked on a process to update e-AIR – starting with the processes used to create and distribute the newsletter. We recently introduced a new format for the monthly e-mail that contains the links and table of contents for e-AIR. And this month, we are trying out a new process for publishing and uploading the newsletter. While Gayle and I remain responsible for the newsletter content, the AIR staff is taking over responsibility for these production and distribution tasks.

We welcome your comments on the look and functionality of the new formats for the newsletter.

Your e-AIR editors,

Marne ([mke3@cornell.edu](mailto:mke3@cornell.edu)) and Gayle ([gfink@usmd.edu](mailto:gfink@usmd.edu))

## Proposed IPEDS Changes

### AIR Alert 37: Proposed Changes for 2009-10 IPEDS

Valerie Martin Conley, Chair HEDPC ([air@airweb.org](mailto:air@airweb.org))

Check the online AIR Alert Web site (<http://www.airweb.org/airalerts>) for information about proposed changes for the 2009-10 Integrated Postsecondary Education Data System (IPEDS). The National Center for Education Statistics is seeking approval from the Office of Management and Budget (OMB) to collect additional data for the Institutional Characteristics (IC) and Student Financial Aid (SFA) IPEDS surveys, to modify the reporting of student-to-faculty-ratio data, and to simplify reporting for non-degree granting institutions.

If the proposed changes are approved, institutions will be required to provide data in 2009-10 relating to financial aid disaggregated by living arrangements (on-campus, off-campus with family, and off-campus not with family) for two aid years that have already ended (2006-07 and 2007-08) in addition to the current aid year (2008-09).

Individuals reporting IPEDS SFA data need to be aware that starting in spring 2010, they will be reporting financial aid data for three different groups of students: 1) all first-time full-time students; 2) the subset of this first group who receive federal, state, or institutional grant aid; and 3) the subset of the second group who receive any type of

Title IV, HEA student aid.

IR officers may wish to forward the AIR Alert link to their financial aid and IT offices and to other relevant individuals on their campuses. They should also watch for an AIR announcement that the proposed changes have been approved.

Coordinated by the Higher Education Data Policy Committee. All opinions expressed herein do not necessarily reflect the official position of the Association for Institutional Research.

Valerie Martin Conley  
HEDPC Committee Chair

## New IPEDS Data Center

### New IPEDS Data Center

AIR Office ([air@airweb.org](mailto:air@airweb.org))

NCES announces the release of the new IPEDS Data Center, a “one-stop-shop” for retrieving IPEDS data. It replaces the Peer Analysis System (PAS) and Dataset Cutting Tool (DCT), but maintains all of the functionality of those tools. It also has new features to improve users’ experiences and serves as an entry point to the Executive Peer Tool (ExPT) and IPEDS Data Analysis System (DAS). For a detailed announcement about the Data Center, go to [http://www.nces.ed.gov/ipeds/news\\_room/ana\\_4\\_6\\_2009.asp](http://www.nces.ed.gov/ipeds/news_room/ana_4_6_2009.asp).

To start using the new Data Center, go to <http://www.nces.ed.gov/ipeds/datacenter>. There are three levels of access, but only two are available through the IPEDS Data Center; the “Collection level” is accessible only through the Data Collection System—under the Tools menu, select “Go to Collection Level Data Center.”

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### New Look for IPEDS Website

IPEDS Website has a new look – check it out at <http://www.nces.ed.gov/ipeds>. The site was redesigned in conjunction with the launch of the Data Center. Keyholders and coordinators should visit the “Data Provider Center” at <http://www.nces.ed.gov/ipeds/keyholder>. Here you can access the Data Collection System, Prior Year Revision System, and materials focused specifically on reporting data to IPEDS.

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### Learning to Use the New IPEDS Data Center

If you’ve been to the new NCES Data Center and you are ready to begin using this IPEDS tool, AIR has developed an overview and instructions to help you learn. Go to <http://www.airweb.org/?page=819> and click on the Tools and Resources tab. Here you will also find videos on using the Executive Peer Tool, College Navigator, help for new keyholders, and a list of IPEDS training workshops.

In addition, several IPEDS presentations offered during the 49th Annual AIR Forum in Atlanta.

**Saturday, May 30 Pre-Forum Workshops:**

8:00-11:30 am: Introduction to IPEDS Data Submission and Data Use

12:30-4:00 pm: Advanced Use of the New IPEDS Data Center

**Tuesday, June 2 Concurrent Sessions:**

8:45-9:30 am: IPEDS – New Data Center

3:30-4:30 pm: Implementing the New Race/Ethnicity Standards in Postsecondary Institutions (Panel Discussion)

3:30-4:30 pm: IPEDS – Latest News

## AAUP News

### AAUP Faculty Compensation Survey 2008-09

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

Our published report, "On the Brink: The Annual Report on the Economic Status of the Profession, 2008-09" was released on April 13 (and also published in *The Chronicle of Higher Education*). It is available on the AAUP Web site, or a print version may be ordered through the AAUP online store at <http://www.aaup.org/Forms/Store/cataloguepubs.htm> (scroll down for the single copy of the March-April issue of *Academe*).

If you have not yet ordered custom peer reports of salary data, they are available. Log in to our survey Web site at (<https://research.aaup.org/fcs/default.aspx>) to place an order. If you have forgotten your user name, you can request it in the Registration Center; if you know your user name but have forgotten your password, click the "Login" link and you will be able to request your password.

We also have a complete institutional dataset available in Excel for those who would like to do their own analysis; this provides figures with greater precision and for all ranks. The dataset is \$375 for participating institutions and \$450 for non-participants.

If your institution did not submit data in time for the published edition, or you need to make corrections, we will include corrections through about mid-May in our July-August supplemental listing. Corrected data should be available almost immediately for peer reports, upon request.

If you have questions about survey data or contact information, please send an e-mail to [aaupfcs@aaup.org](mailto:aaupfcs@aaup.org). You can also call (202) 737-5900 ext. 118 for assistance, 10:00 am to 4:00 pm Eastern time on business days.

If you will be attending the AIR Forum in Atlanta, please stop by the AAUP session, currently scheduled for Tuesday, 2:15-3:00 pm.

Thanks again for participating in our annual survey.

AAUP Research Office

John Curtis, Director of Research and Public Policy

Michael Kinsella, Research Assistant

[aaupfcs@aaup.org](mailto:aaupfcs@aaup.org)

## CUPA-HR Salary Survey Results

### **CUPA-HR 2008-09 Mid-Level Administrative & Professional Salary Survey Results Available**

Missy Kline, Editor, CUPA-HR ([mkline@cupahr.org](mailto:mkline@cupahr.org))

The College and University Professional Association for Human Resources (CUPA-HR) recently released results of its 2008-09 Mid-Level Administrative & Professional Salary Survey. Results indicate that the overall median salary increase for mid-level administrative jobs in colleges and universities was 3.5%. This finding reflects the salaries as of October 15, 2008, of more than 186,606 job incumbents in public and private institutions nationwide. Salaries were reported by 1,145 institutions for 204 selected positions.

Approximately 47% (545) of this year's survey participants are from public institutions and 53% (600) are from private institutions. The overall median increase was greater at private than at public institutions (3.8% versus 3.5%). Last year the reverse was true. Increases were lower this year than in the previous year across all classifications, with the exception of Special Focus and Baccalaureate institutions, which also had the overall highest increases at 3.9% and 3.8% respectively. Doctorate-granting institutions had the smallest increase this year at 3.3%

The 2008-09 Mid-Level Administrative and Professional Salary Survey Report provides national-level summary of salaries by position. Positions in the Mid-Level Administrative & Professional Salary Survey are organized into eight categories: Academic Affairs; Business & Administrative Affairs; Human Resources; Information Technology; Athletics; Student Affairs; External Affairs; and Engineering/Research and Agricultural. Salary data are shown for all institutions as a whole, and for groupings based on affiliation, budget size, student enrollment and Carnegie classification. Additionally, average salary rates and rate structure data are reported by FSLA status, budget quartile, enrollment quartile and geographic region.

To order survey results or download a free Executive Summary for this survey, go to the "Surveys" tab on CUPA-HR's home page (<http://www.cupahr.org>) and click on "Salary Surveys 2009."

Missy Kline  
Editor, CUPA-HR

## April AIR Survey Fact

### **AIR Survey Fact: IR Office Maturity and Task Hierarchy**

Fred Volkwein ([volkwein@psu.edu](mailto:volkwein@psu.edu)), Jim Woodell ([jkw168@psu.edu](mailto:jkw168@psu.edu)) and Ying Liu ([yxl226@psu.edu](mailto:yxl226@psu.edu)), Pennsylvania State University

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In this feature, Fred Volkwein, Jim Woodell and Ying Liu of Pennsylvania State University share selected findings from the AIR survey of IR, Assessment and Planning offices they conducted in 2008. The editors thank Fred and his colleagues for this contribution. Comments and questions about this feature are welcome and may be addressed to Fred at [volkwein@psu.edu](mailto:volkwein@psu.edu).

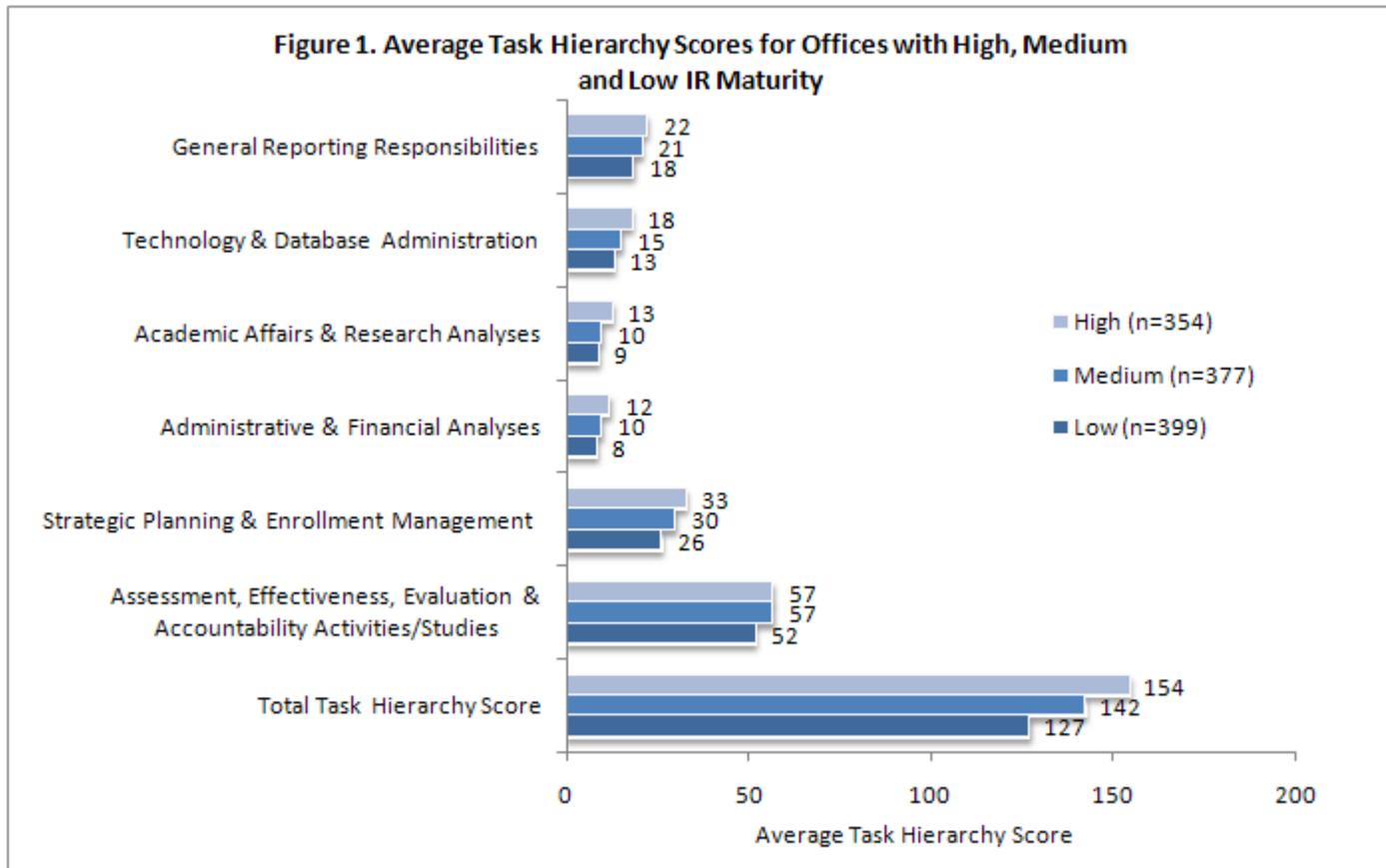
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This month, we continue our analysis of the tasks and work activities of IR offices by exploring the relationship between the maturity of the campus IR operation and the analytical complexity of the activities conducted by that office.

As described in the March "Survey Fact" we developed an inventory of 77 analytical responsibilities and built them into a survey response scale. We asked offices to indicate whether each separate responsibility is conducted or not in IR, and whether it is shared with some other office or offices. Moreover, we evaluated each activity as high, medium, or low in terms of its analytical complexity and skill. We gave a high rating to those IR activities requiring high levels of educational preparation and analytical skill (e.g., enrollment projection models, multivariate outcomes studies, peer benchmarking). On the other hand, we gave a low rating to each activity requiring less training and skill (e.g., maintaining/producing the campus factbook, responding to guidebooks and federal/state data requests, reporting student characteristics, enrollments, and degrees awarded). Based upon the sum of these high, medium, and low ratings, we created a "Task Hierarchy" score for each IR office.

To what extent are these Task Hierarchy scores related to the maturity of the campus IR operation? In earlier Volkwein studies (1999, 2008), we developed an ecology of IR offices based upon their staff size, years of experience, and degree preparation. We expect that the larger and more experienced the IR staff, and the higher the level of degree preparation, the more developed and elaborate will be the institutional research and planning function on the campus. Thus, in the current analysis, we sought to examine these and other IR office and institutional characteristics for evidence of such maturity.

The results confirm our expectations (see Figure 1). The task hierarchy scores are the most strongly associated with a variable that we call "IR maturity" – a combination of IR staff size, years of experience, and highest level of degree preparation. Separately, each of these three variables is more strongly associated with the various Task Hierarchy measures than other variables in the study like institution type, institution size, Carnegie Classification, and office titles. Together these three variables account for important office-to-office differences in the Task Hierarchy scores, as shown in Figure 1. In every area of IR activity, the offices rated low on IR maturity have lower task scores than the offices rated medium or high.



#### References:

Volkwein, J. Fredericks (1999). What is Institutional Research All About: A Critical and Comprehensive Assessment of the Profession. *New Directions for Institutional Research* (Number 104). San Francisco: Jossey-Bass.

Volkwein, J. Fredericks (2008). The Foundations and Evolution of Institutional Research. Chapter 1 in *Institutional Research: More than Just Data* (Dawn Terkla, Editor). *New Directions for Higher Education* (Number 141). San Francisco: Jossey-Bass, pp. 5-20.

## 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](mailto:mke3@cornell.edu). Keep it brief, but include the information you think others would like to know.

The National Student Clearinghouse has appointed **Roberta Hyland** as its assistant vice president of Government Relations and **Robert M. Haushalter** as managing director of Education Finance Industry Relations. Ms. Hyland, who has served at the Clearinghouse for 12 years, began her new appointment March 23, 2009. Mr. Haushalter joined the Clearinghouse on April 14th.

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## Editors' Publication of the Month

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

This month's book review was contributed by Cherry Danielson, Director of Assessment, Fordham University ([danielson@fordham.edu](mailto:danielson@fordham.edu)). Cherry reviews *Turnaround: Leading stressed colleges and universities to excellence*, written by James Marin, James E. Samels, and Associates, and published by the Johns Hopkins University Press in 2009 (ISBN 13: 978-0-8018-9068-0 and ISBN-10: 0-8018-9069-3).

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James Martin and James E. Samels certainly timed this book well. In the midst of a very difficult world-wide financial situation, *Turnaround* gives hope and direction for colleges and universities that are stressed or floundering. This book is packed with information to help us, as institutional researchers, be more aware of our surroundings and fitted with tools that can assist in turning around our institutions to become stable and healthy. The authors describe what it means to be at-risk based on results of an in-depth study that analyzed risk factors at several hundred campuses across 20 years. Secondly, they provide sound strategies for steering our institutions away from that risk based on conversations with 400 presidents, provosts, and board chairs. Considering the complexities and unique situations of institutions, the authors advocate for well-fitted approaches and provide the ingredients to customize turnaround strategies.

Martin and Samels suggest that many higher education institutions have been fragile at some time during their existence. Although stress may be complicated, they cut through the extraneous issues to help us recognize which are the critical problem areas that indicate that an institution is at risk. *Turnabout* offers a definition of a stressful institution in terms of 20 indicators that an institution is no longer healthy. Some of the markers point to leadership instability and specific finance and resource difficulties. Others reflect stagnancy and deterioration of the institutional plant, the quality of faculty, vitality of degree programs, and ability to retain quality students. From their wealth of communication with thriving leadership, the authors recommend changing behaviors and learning new skills as a clear response to the presence of risk factors. Martin and Samels identify 10 behaviors or skills that need to be changed in the leadership of stressed institutions and explain their rationale for new skills to replace the old.

The theme of making constructive change is pervasive in this book. Presidents and other upper-level administrators who have facilitated the turnaround process contributed strategic options for dealing with key operations of fragile institutions. Central to all is the importance of refocusing on the core values, mission, and vision of the institution, creating a culture that recommits to the mission and uses available funds to secure the

mission. Solutions offered by the contributors target managing finance challenges; meeting legal challenges; creating marketing and development strategies during stressful times; providing appropriate accreditation transparency; taking into account how stress affects students and student affairs staff; and maintaining confidence and an optimistic mood across campus.

In their chapter, Kevin Sayers and John Ryan champion the conviction of institutional researchers that it is critical to “develop the capacity and expertise to design and carry out strategic research beyond the familiar data-repository and reporting functions that continue to monopolize the time and expertise of institutional researchers.” They describe an effective decision support network (DSN) to transform the internal agility of an institution as it shores up its areas of vulnerability. Sayers and Ryan suggest that some of the typical campus IR situations actually contribute to at-risk environments. They go on to suggest how colleges and universities can strengthen their position by changing the hobbling perception of the utility of IR and begin to tap the full potential of IR as a resource for change and stability.

Considering the range of topics that need to be covered, the overall reading of this book is comprehensive, yet fluid. I particularly appreciated that each chapter contains text boxes that bear gems of information for the reader by cutting to the chase with *Three Best Practices*; *One Thing that can be Done Differently*; *A Single Most Important Piece of Advice*; or *What Presidents should do Differently*. In addition, the wealth of notes and references remind us of the diligence that led to this text.

Ultimately, Martin and Samels make an important observation: it is critical for stressed institutions to quit doing the things that cause them stress. Remaining status quo cannot be an option for fragile institutions. Their book helps to identify solid, productive changes that can move an institution off of the risk list and on to vitality. After a first read, this book could likely become a frequent reference for institutional researchers. At a minimum, it grounds our thoughtful reflection on our own institutional health.

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Many thanks, Cherry, for contributing this review!

## NCES Publications

### **Comparative Indicators of Education in the United States and Other G-8 Countries: 2009**

This report describes how the education system in the United States compares with education systems in the other G-8 countries--Canada, France, Germany, Italy, Japan, the Russian Federation, and the United Kingdom. Twenty-seven indicators are organized in five sections: (1) population and school enrollment; (2) academic performance (including subsections for reading, mathematics, and science); (3) context for learning; (4) expenditure for education; and (5) education returns: educational attainment and income. This report draws on the most current information about education from four primary sources: the Indicators of National Education Systems (INES) at the Organization for Economic Cooperation and Development (OECD), the Progress in International Reading Literacy Study (PIRLS), the Program for International Student Assessment (PISA), and the Trends in International Mathematics and Science Study (TIMSS).

To view, download and print the report as a PDF file, please visit:  
<http://www.nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009039>

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### **NPSAS:08 First Look Report and Data**

The National Center for Education Statistics within the Institute of Education Sciences has released the first round of results from the 2008 National Student Postsecondary Aid Study (NPSAS:08). This nationally representative study provides the most up-to-date and comprehensive look at postsecondary student characteristics and student financial aid for the 2007-08 academic year.

NPSAS:08 data are a rich source of information on student demographics, family background, education and work experiences, and student financial aid, including federal, state, institutional, and other sources. The NPSAS:08 study contains a sample of 128,000 students which represent 21 million undergraduates and 3 million graduate students enrolled in postsecondary education anytime between July 1, 2007 and June 30, 2008. The First Look report focuses on the types and sources of student financial aid, including loans and grants from federal, state, and institutional resources. Among the NPSAS:08 findings:

\* Nearly two-thirds (66 percent) of all undergraduates received some type of financial aid. For those receiving any aid, the total average amount was \$9,100.

\* About one-half (52 percent) of all undergraduates received grant aid, and more than one-third (38 percent) obtained student loans. The average grant amount was \$4,900, and the average loan amount was \$7,100.

\* Nearly one-half (47 percent) of all undergraduates received some type of federal student aid. About one-fourth (28 percent) received an average of \$2,800 in federal Pell grants, and about one-third (35 percent) obtained an average of \$5,100 in federal student loans.

\* Among undergraduates financially dependent on their parents, 28 percent came from families with incomes under \$40,000 and another 28 percent from families with incomes of \$100,000 or more.

\* Three-fourths (74 percent) of all graduate students received some type of financial aid, with an average amount of \$17,600. Forty-three percent took out an average of \$18,500 in student loans, and about one-fifth (22 percent) received tuition aid from their employers.

To view, download and print the report as a PDF file, please visit:  
<http://www.nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009166>

To Use the Data Analysis System (DAS) online, please visit:  
<http://www.nces.ed.gov/dasol/>

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## Other Publications of Interest

### New Issue of Data Notes Newsletter Available

Data Notes is a bimonthly newsletter that presents data from the National Achieving the Dream database. The March/April 2009 issue of *Data Notes* has just been released; you can view it here:

<http://www.achievingthedream.org/Portal/Modules/e7f22100-545d-48ae-a7e4-9b7767fd7887.asset?>

This issue of Data Notes is the first of a two-part series investigating which academic terms have the highest frequency of stop-outs at Achieving the Dream colleges. In this issue, students who stop out during high-frequency terms are examined by enrollment status, gender, and race/ethnicity. Colleges have been divided into two groups: those operating on semesters and those on quarters/trimesters. Similar to national studies on student persistence, slightly more than half of part-time students at Achieving the Dream colleges stopped out by the fall of their second academic year. Female students were significantly less likely to stop out than male students, and Hispanic students were less likely to stop out over three years than were black, non-Hispanic white, non-Hispanic; or Native American students.

You can see past issues of Data Notes on the Achieving the Dream website here:

<http://www.achievingthedream.org/DATARESEARCH/DATANOTESNEWSLETTER/default.tp>

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### New How-To Guide on Creating Climate Action Plans for Campuses

The Association for the Advancement of Sustainability in Higher Education (ASSHE) and the American College & University Presidents Climate Commitment has released, "Climate Planning for Campuses: A How to Guide." This 12-part, 100-plus page guide includes details on a variety of different greenhouse gas mitigation strategies and tactics, plus sections on creating an institutional structure to support a climate action plan, determining a baseline carbon footprint, setting emissions targets and measuring progress, financing climate action, and implementing the plan.

This guide is available online in a Wiki format, to allow users to suggest additions, revisions and updates. The guide can be accessed here:

<http://www.aashe.org/wiki/climate-planning-guide>

## Data Resources

### WebCASPAR Database and Videos

Interested in learning more about national data on science and engineering education in the United States? The National Science Foundation offers two databases on science and engineering in higher education at U.S. postsecondary institutions: SESTAT, which stands for Scientists and Engineers Statistical Data System, captures information about employment, educational, and demographic characteristics of scientists and engineers in the United States. The data are collected from three surveys: the National Survey of

College Graduates (NSCG), the National Survey of Recent College Graduates (NSRCG), and the Survey of Doctorate Recipients (SDR).

The WebCASPAR database provides easy access to a large body of statistical data resources for science and engineering at U.S. academic institutions. WebCASPAR emphasizes science and engineering, but its data resources also provide information on non-S&E fields and higher education in general.

Visit <http://www.airweb.org/?page=1823> to learn more.

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### **QuickStats - NEW Online Tool Makes Data Available to Public**

The National Center for Education Statistics announces the availability of QuickStats, a new data tool that makes several postsecondary education datasets easily accessible to the public.

QuickStats allows public access for data consumers -- such as policy makers, legislative staff, journalists, students, and others -- to answer questions using data collected by NCES. Users can easily create tables by selecting from a list of datasets, then selecting variables contained within as column and row categories, employing a simple drag-and-drop process. Once the tables are produced, they can choose to view their results in bar graph form, downloads into MS Excel, create a printer layout, or save them by generating a unique table ID for quick retrieval.

QuickStats allows users to obtain data from the following studies:

\* NEW! National Postsecondary Student Aid Study (NPSAS:08). Just released, NPSAS:08 is the most current nationally representative study of U.S. undergraduate and graduate students, with a special focus on how students and their families pay for college. QuickStats also includes data from NPSAS:04.

\* Baccalaureate and Beyond (B & B), a study of bachelor's degree recipients and their plans for and experiences after college graduation, including graduate study. The 1992-1993 longitudinal cohort was followed periodically for 10 years after graduation.

\* Beginning Postsecondary Students Longitudinal Study (BPS), which follows first-time students beginning their postsecondary education, typically over a period of 6 years. The 1995-96 cohort was followed through 2001. The 2003-04 cohort was interviewed in 2006 and is currently being interviewed again.

\* National Survey of Postsecondary Faculty (NSOPF), a study of full-time and part-time postsecondary faculty and instructional staff at 2-year and 4-year institutions. NSOPF was last conducted in 2004.

QuickStats users can answer such questions as:

\* What percentage of all undergraduates are obtaining student loans and how much have

they borrowed?

\* What is the average cost of attending one year at a private 4-year college?

\* What percentage of low-income freshmen who started college in fall 2003 were still enrolled three years later?

\* What was the average debt of graduating seniors in 2008?

\* What percentage of Hispanic 2008 bachelor's degree recipients enrolled in graduate study?

For more information, visit QuickStats at <http://www.nces.ed.gov/datalab>

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### **Career/Technical Education Statistics Website Updates**

The National Center for Education Statistics (NCES) within the Institute of Education Sciences has just updated the Career/Technical Education Statistics (CTES) website.

The CTES website includes tables describing career/technical education (CTE) at three levels: 1) secondary/high school CTE, 2) postsecondary/college career education, and 3) adult education for work. These tables are updated periodically to incorporate new CTE-related topics and data from new surveys. In this update, two sets of tables were added to the postsecondary/college career education tables: 1) a set of 21 tables with state-level information on institutional offerings and credentials awarded in CTE, and 2) a set of 7 tables describing CTE students' enrollment characteristics, for the 12 states that were oversampled in the 2003-04 National Postsecondary Student Aid Study.

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

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### **New Version of NAEP Data Explorer Available**

The National Assessment of Educational Progress (NAEP) has released a new version of the NAEP Data Explorer (NDE).

View it here: <http://www.nces.ed.gov/nationsreportcard/naepdata/>

The new tool takes advantage of the latest internet technology to present users with a friendlier interface, enhanced analysis selections, and improved reporting options to aid researchers, policy-makers, the media, and others interested in investigating the results from NAEP assessments. NDE users will find powerful graphing capabilities, achievement levels as variables or statistics, new Large Central City and National Private jurisdictions, and the option to perform gap analysis on any combination of variables, years, or jurisdictions.

The new NDE will also improve the way in which the user is able to interact with the reports he has created, customizing them and exporting them beyond the NDE application into a variety of formats, including Microsoft Word, Excel, PDF, and HTML.

NAEP has provided informative alerts and detailed Help to assist users in taking advantage of the new NDE capabilities. Find it all at:

<http://www.nces.ed.gov/nationsreportcard/naepdata/>

## 2009 AIR Forum

Dear AIR Colleagues,

It is almost time for our 49th Annual Forum!

This year has been a particularly challenging one for higher education IR professionals in the U.S. and elsewhere. Our institutions and states face the consequences of global economic challenges, and stronger than ever, national focus on accountability and assessment pushes us into new areas of activity. When selecting the theme "World Class Institutional Research" for the Forum, we did not know just how timely it would be.

As Forum Chair and Co-Chair, we look forward to sharing with you a very strong program consisting of workshops, panels, discussions, exhibitors, and general sessions. These are formats aimed at assisting you in honing your professional skills and knowledge; helping you to develop, maintain and strengthen your professional networks; participate in data policy discussions and share your expertise with others.

We urge those of you who have not yet done so to visit <http://www.airweb.org/forum09> to check out the program and register. There is nothing like the AIR Forum for solving puzzles, getting new ideas for handling new challenges and being able to use those higher education acronyms without fear!

We thank those of you who have already registered for the 49th Annual AIR Forum in Atlanta, Georgia. Along with Sandi Bramblett, Local Arrangements Chair, Julie and I look forward to welcoming all of you.

Jennifer Brown  
Forum Chair  
[jennifer.brown@umb.edu](mailto:jennifer.brown@umb.edu)

Julie Carpenter-Hubin  
Associate Forum Chair  
[carpenter-hubin.16@osu.edu](mailto:carpenter-hubin.16@osu.edu)

## Facilitator and Volunteer Opportunities at the Forum

### Session Facilitators

We are busily planning for the Atlanta Forum in the AIR office and we know a lot of you are revising and editing your presentations. There are so many excellent presentations to

choose from this year and one way to assure that you get a good seat is to be a Session Facilitator. When building your schedule if you find a session you would like to Facilitate, simply click on the "Facilitate this Session" button and your name will magically appear as the Facilitator. If your plans change and you need to switch to another session just use the "Remove" button to delete yourself as the Facilitator.

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## Other Volunteer Opportunities

Volunteering during the AIR Forum is a great way to meet new colleagues and become more involved with your Association. Volunteer opportunities are available in these areas: Forum Registration, AIR Forum Office, Employment Clearinghouse, AIR Store and AIR Publications Bookstore. Brief descriptions of each area are provided below.

All Facilitators and volunteers receive a Forum Volunteer pin and a ribbon for your badge. Volunteer orientation sessions will be offered: Sunday, 4:00 – 6:00 p.m.; Monday, 7:30 a.m. – 9:00 a.m.; and Monday, 4:00 – 6:00 p.m. in the AIR Lounge.

Go to <http://www.airweb.org/forum09/index2.html> to sign up to volunteer.

### Forum Registration:

Assisting AIR staff at the registration desk can be pretty hectic at times. Lots of energy flows as familiar faces appear in the crowd but equally exciting is the opportunity to welcome new folks to the Forum. You'll need to arrive at the Registration area about 15 minutes before your shift. Other volunteers and AIR staff will be on hand so you won't be alone.

### Employment Clearinghouse:

The Jobs Page (<http://www.airweb.org/?page=2>) on the AIR Web site is one of our most popular stops so it's no surprise that the Employment Clearinghouse will be full of activity on Sunday, Monday, and Tuesday. This is a great place to meet grad students. Employers must pay a \$25 fee, payable online or at the AIR registration desk.

### AIR Office:

The AIR Office is the onsite working area for AIR staff and AIR Board members but every now and then someone stops in to ask for help or directions. The office is also the place to drop off (or look for) lost items, drop off session evaluations or pick up extra forms. Facilitators should come to pick up extra evaluation forms or let the staff know if a presenter is late or of any other emergency.

### AIR Store:

Be the first to purchase mementos of the Atlanta Forum by helping at the AIR store. Assist the AIR staff to sell AIR gear and publications.

We hope you'll consider volunteering as a Session Facilitator or in one of the other opportunities. We look forward to seeing you in Atlanta!

Gail Fishman  
Associate Director  
Association for Institutional Research  
[gfishman@airweb.org](mailto:gfishman@airweb.org)

## From Your 2009 Forum Local Hosts



### Track 5: SportsZone

So you like the thrill of competition, huh? Atlanta is a sports lover's dream! Whether you're a spectator or a participant, there's something here for you to do. While you're thinking about it, SAVE THE DATE on June 2nd because that's the evening that AIR has reserved a block of seats to see the Atlanta Braves take on the Chicago Cubs. More on that later! In the meantime, check out the following thrills!

#### **May 30:**

**10:00 AM-9:00 PM**

**Atlanta Motor Speedway-Jeff Gordon Racing School**

**1283 Highway 19-41**

**Hampton, GA 30228**

**Phone: 770-707-7904**

**Drive time: 45 minutes south of the Marriott Marquis**

**Cost: \$129.00 and up for driving school / \$5.00 to tour track facility**

Have the need for speed? Looking for the perfect gift? Feeling adventurous? The Jeff Gordon Racing School and Mario Andretti Racing School offer an unforgettable and thrilling racing experience. For the NASCAR enthusiast, the Jeff Gordon Racing School places you in the driver's seat of a real NASCAR race car to take the checkered flag. The Mario Andretti Racing School "World's Fastest Driving Experience" puts you behind the wheel in Indy-Style race cars, or experience the excitement of a road course in Formula 2000 race cars, race prepped BMW Z3 's or BMW 318i. If driving these cars wasn't thrilling enough, add the fact that you'll be taking laps on one of the world's premiere superspeedways at Atlanta Motor Speedway! Lucky for you, they'll be in Atlanta on May 29th - 30th.

Ages: 18 and up for driving school / All ages for track tour

<http://www.andrettigordon.com/>

<http://www.atlantamotorspeedway.com/visitors/tours/>

#### **May 31:**

**Various Tee Times available through Last Minute Tee Times**

**Bobby Jones Golf Course**

**384 Woodward Way**

**Atlanta, GA 30305**

**Phone: (404) 355-1009**

**Drive time: 10 minutes north of the Marriott Marquis**

**Cost: \$25.50 to \$40.50**

Atlanta hosts its share of world-class golf tournaments including the AT&T Classic and

the PGA Tournament in Duluth. The metro area has 71 public courses, 14 semi-private and 48 private courses that encompass everything from in-town spots such as Bobby Jones Golf Course to championship links at Château Élan Winery & Resort, Stone Mountain Park and Lake Lanier Islands Resort. Bobby Jones Golf Course, recently renovated with new Champion Bermuda greens, is an 18 hole public golf course that rests in the heart of Buckhead and just ten minutes from downtown Atlanta. Built in 1932, this John Van Kleeck design has a rich history dating back to the Civil War. The Battle of Peachtree Creek, one of the most pivotal battles of the Civil War, took place in the valley of the golf course surrounding the clubhouse. Today, Peachtree Battle Creek meanders through this tree-lined par 71 championship golf course and comes into play on five of the eighteen holes. Elevated tees on many of our holes offer scenic views of the midtown Atlanta skyline. The tightly placed greens offer a challenging round for the skilled golfer, while the open fairways create a pleasant round for golfers of all skill levels.

Ages: all

<http://www.bobbyjones.americangolf.com/>  
<http://www.lmtt.com/Default.asp>

**June 1:**

**Time: 3:00 PM – 10:00 PM**

**Atlanta Rocks! (Indoor Rock Climbing)**

**1019 Collier Rd NW, Suite A**

**Atlanta, GA 30318**

**Phone: 404-351-3009**

**Drive Time: 5 minutes north of the Marriott Marquis**

**Cost: \$15.00 plus \$10 for equipment rental (if needed)**

Put rock climbing on your "bucket list"! Atlanta Rocks! Intown is the largest indoor gym in the Southeast, with more than 12,000 square feet of professionally-designed, seamless climbing surface. Atlanta Rocks! Intown has approximately 50 top-rope stations, averaging three climbing routes per rope with difficulty levels ranging from beginner (5.4) through advanced (5.13). Aerobic exercise equipment is also available. This would be something totally different that you will remember for a lifetime ... how cool is that?!!

Ages: 8 and up

<http://www.atlantarocks.com/>

**June 2:**

**7:00 PM**

**Chicago Cubs vs. Atlanta Braves**

**Turner Field**

**755 Hank Aaron Drive**

**Atlanta, GA 30315**

**Phone: 404-522-7630**

**Drive Time: 10 minutes south of the Marriott Marquis via MARTA**

**Cost: \$23.00 for tickets through AIR**

Take me out to the ball game,

Take me out with the crowd.

Buy me some peanuts and Cracker Jack,

I don't care if I never get back,

Let me root, root, root for the home team,  
If they don't win it's a shame.  
For it's one, two, three strikes, you're out,  
At the old ball game."

Jack Norworth's 1908 classic song will be sung loud and proud as the Atlanta Braves take on the Chicago Cubs! AIR has reserved a block of tickets for Forum registrants and their guests. Watch this year's Forum host city take on next year's host city! The Braves Museum and Hall of Fame, also at Turner Field, features more than 600 Braves artifacts and photographs that trace the team's history from its beginnings in Boston (1871-1952) to Milwaukee (1953-65) to Atlanta (1966-present). Both the Braves Museum and Turner Field are open year-round and would make an awesome pre-game event for you, our honored guest!

Ages: All

For information on purchasing Forum baseball tickets check the "Baseball" tab here:

<http://www.airweb.org/forum09/>

For more information on the Atlanta Braves:

[http://atlanta.braves.mlb.com/index.jsp?c\\_id=atl](http://atlanta.braves.mlb.com/index.jsp?c_id=atl)

### **June 3:**

**10:00 AM – 9:00 PM**

**Piedmont Tennis Center at Piedmont Park**

**400 Park Drive, Atlanta, GA 30306**

**Phone 404-853-3461**

**Drive Time: 5 minutes north of the Marriott Marquis/accessible by MARTA**

**Cost: \$3.00-\$5.00 per hour**

Atlanta loves tennis! So, finding courts and a partner or instructor isn't too hard. Tennis in Atlanta is more than a sport; it's a way of life because Atlanta is home to the world's largest recreational community tennis league in the world: the Atlanta Lawn Tennis Association (ALTA). With over 80,000 members, ALTA is ready to welcome AIR!

Ages: All

<http://www.piedmonttennis.com/>

<http://www.altatennis.org/>

Next month, we'll tell you all about the Atlanta night life as we present "Bright Lights and City Nights!" There's much to do after dark in the city so whether you're looking to dance the night away (and really, who doesn't love to dance?) or relax with dinner and a show, we'll have something for you. In the meantime, we are ready to serve you as you plan your trip to Atlanta. If you have any questions, please contact any of the members of the Atlanta Local Arrangements Team:

### **Your Atlanta Local Arrangements Committee:**

Andy Clark, Armstrong Atlantic State University <[Andy.Clark@armstrong.edu](mailto:Andy.Clark@armstrong.edu)>

Denise Gardner, University of Georgia <[gardnerd@uga.edu](mailto:gardnerd@uga.edu)>

Jonathan Gordon, Georgia Tech <[jonathan.gordon@oars.gatech.edu](mailto:jonathan.gordon@oars.gatech.edu)>

Lily Hwang, Georgia Gwinnett College <[lhwang@ggc.usg.edu](mailto:lhwang@ggc.usg.edu)>

Sean Mullins, North Georgia College and State University <[SMMullins@ngcsu.edu](mailto:SMMullins@ngcsu.edu)>

Alice Simpkins, Paine College < [simpkinsa@mail.paine.edu](mailto:simpkinsa@mail.paine.edu) >

Barbara Stephens, Bainbridge College < [bstephen@bainbridge.edu](mailto:bstephen@bainbridge.edu) >

Sandi Bramblett, Local Arrangements Chair, Georgia Tech <[sandi@gatech.edu](mailto:sandi@gatech.edu)>

Bill Hayward, Local Arrangements Associate Chair and Honorary Georgian, Northwestern University < [bh@northwestern.edu](mailto:bh@northwestern.edu) >

## NEAIR 2009 Conference

### Call for Proposals

Proposals are now being accepted for the 36th Annual North East Association for Institutional Research (NEAIR) Conference to be held November 7 to 10 at the Inner Harbor Sheraton, Baltimore, Maryland. The conference theme "Harbor in a Storm: Institutional Research in the Age of Accountability" should stimulate research, scholarship, and best practices on many topics relating to institutional research, planning, institutional effectiveness and student learning outcomes assessment.

Please consider sharing your knowledge and experience by submitting a proposal for a Contributed Paper, Poster, Workshare or Techshare session. We are also accepting proposals for a half- or full-day Pre-Conference Workshop.

The deadline for submitting a proposal is **June 17, 2009**. For more information about presentation formats or to submit your proposal visit:  
<http://www.neair.org/proposals/?page=1606> .

Steve Thorpe  
2009 NEAIR Conference Program Chair  
[swthorpe@widener.edu](mailto:swthorpe@widener.edu)

Gayle Fink  
2009 NEAIR Associate Program Chair  
[gfink@usmd.edu](mailto:gfink@usmd.edu)

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### Call for Peer Reviewers

The 2009 NEAIR Conference Program Committee will use a peer-review system to evaluate the proposals submitted for the 2009 Fall Conference.

With the help of a rubric, each contributed paper, workshare or techshare proposal will go through a blind review process and be evaluated by a minimum of two independent reviewers. None of the reviewers will know the identity of the proposal's author(s). Each volunteer will be expected to read and evaluate 4 to 6 proposals sometime between June 18 and July 18.

Of course, to make this work we need some volunteers to act as reviewers! If you are willing to serve as a reviewer for this year's conference, please contact Jim Trainer, 2009 Peer Review Coordinator, at [james.trainer@villanova.edu](mailto:james.trainer@villanova.edu) **by April 30th**.

Thanks!

Steve Thorpe  
Program Chair, 2009 NEAIR Conference  
[swthorpe@widener.edu](mailto:swthorpe@widener.edu)

Jim Trainer  
2009 Peer Review Coordinator  
[james.trainer@villanova.edu](mailto:james.trainer@villanova.edu)

## SACCR 2009 Conference

### Register Now for the SACCR Conference!

The 39th Annual Conference of the Southeastern Association for Community College Research is being held from August 2 to 5, 2009 at the Hyatt Regency Lexington in Lexington, Kentucky. The conference theme is "Racing with Accountability: Building and Sustaining a Culture of Evidence."

Click here to register on-line: <https://secure.airweb3.org/saccr/>

For more information about the conference, including accommodations and local attractions, visit the SACCR conference website:

[http://www.tcc.edu/welcome/collegeadmin/OIE/SACCR/Conference\\_Information/2009/2009\\_Conference\\_Info.htm](http://www.tcc.edu/welcome/collegeadmin/OIE/SACCR/Conference_Information/2009/2009_Conference_Info.htm)

Anita Kirkpatrick  
Savannah Technical College  
[akirkpatrick@savannahtech.edu](mailto:akirkpatrick@savannahtech.edu)

## SEAIR 2009 Conference

### Call for Proposals for SEAIR 2009 Conference

Greetings from the South East Asian Association for Institutional Research (SEAIR) 2009 Conference Secretariat!

We at Universiti Sains Malaysia in Penang, Malaysia invite you and your colleagues to present papers and participate at the forthcoming SEAIR 2009 Conference in Penang, Malaysia. The conference will be held from 13-15 October, 2009.

The theme for this year's conference is "The Future of Higher Education." For further information, please visit our conference website at: <http://www.ptpm.usm.my/seaair2009/> .

For your kind attention, the due date for the submission of abstracts is **May 15, 2009**.

SEAIR 2009 Conference Secretariat  
[seaair2009@usm.my](mailto:seaair2009@usm.my)

## AIR Recruiting IPEDS Instructors

### AIR Seeking Instructors for New IPEDS Curriculum

Are you experienced in providing and/or using Integrated Postsecondary Education Data System (IPEDS) data? Do you want to lead your colleagues through a brand new curriculum designed to take a holistic view of IPEDS tasks? If so, this unique professional development opportunity is for you!

AIR is currently looking for instructors who have excellent presentation skills, can travel with an overnight stay one or two times a year, and agree to participate for one year (may reapply in future years).

The 2009 curriculum takes a broad view of IPEDS data in order to assure the quality of IPEDS data and to improve the skills of institutional researchers for using these data. The 2009 curriculum is based on three themes: Leading (Managing) an IPEDS Cycle; Using IPEDS Data for Institutional Effectiveness; and IPEDS Data as the Public Face of an Institution. One to three modules for each theme take a holistic view of IPEDS tasks such as understanding the collection process, leading an IPEDS cycle on campus, involving other stakeholders, assuring that data requirements and definitions are understood, creating various data reports, and recognizing the varied needs of data consumers for institutional improvement.

Please visit <http://www.airweb.org/?page=1904> to learn more and follow the link at the bottom of the page for an application. Submit your application as an attachment in Word or PDF to [gfishman@airweb.org](mailto:gfishman@airweb.org) by **April 27, 2009**. All applications will be reviewed and notifications will be sent by May 5.

The IPEDS instructor program is part of a comprehensive training package coordinated by AIR and funded by the National Center for Education Statistics (NCES). AIR annually provides 20 or more one-day face-to-face workshops, produces more than 25 online videos, and creates downloadable materials for each survey collection component and tools applicable to IPEDS.

Contact Gail Fishman at [gfishman@airweb.org](mailto:gfishman@airweb.org) or 850-385-4155 x108 with questions.

Gail Fishman  
Associate Director  
Association for Institutional Research  
[gfishman@airweb.org](mailto:gfishman@airweb.org)

## AIR Foundations Institutes

### Are you an IR Professional looking to enhance your skills?

It is time for you to use those year-end budget dollars on high level education and training. Join us at one of this summer's upcoming Institutes.

AIR members; don't forget to check out the Julia M. Duckwall Scholarship to cover your Institute registration fee. Please visit [www.airweb.org/duckwall](http://www.airweb.org/duckwall) for more information and

to apply.

The 2009 Institutes are better than ever and we can't wait for your arrival. The Foundations I Institute: The Practice of Institutional Research will be held in Nashville, Tennessee, the Music City of the South, on July 28 - August 1. The Foundations II Institute: The Advanced Practice of Institutional Research will be held in Detroit, Michigan, the Motor City and home of the Motown Sound, on July 14 - 18.

### **Foundations I Institute: The Practice of Institutional Research**

If you have been practicing IR for two years or less you won't want to miss the Foundations I Institute. The Foundations I Institute will help you develop skills in the core areas of IR through, challenging and supportive hands-on modules, informal discussions and social interactions.

### **Foundations II Institute: The Advanced Practice of Institutional Research**

Are you an IR veteran looking for the newest IR concepts, theories and best practices? The Foundations II Institute, designed for those moving towards senior leadership and administrative positions in IR, is the place for you.

To learn more about these premier Institutes, including module descriptions; event highlights; faculty bios; hotel and area details; and to register, visit us at [www.airweb.org/institutes](http://www.airweb.org/institutes).

Registration is open and filling up quickly so be sure not to miss either of these exciting Institutes and register now.

We look forward to your participation in one of AIR's upcoming Institutes.

## **ACPA Assessment Institute**

### **Assessment in Student Affairs: Tough Times Call for Good Measures**

The ACPA Student Affairs Assessment Institute will be held June 18-20 in Austin, Texas.

In the last two decades, legislative bodies, students, and parents have demanded greater accountability from higher education. Student affairs divisions are not exempt from this challenge. As educators, we are called upon to assess the impact our programs and services have on students in areas such as leadership development, critical thinking, ethical development, and interpersonal relations. The 2009 ACPA Student Affairs Assessment Institute is designed primarily for student affairs professionals new to assessment to develop the assessment skills and knowledge to meet these emergent needs, but will also be of interest to other higher education professionals seeking to build assessment skills.

Keynote speakers include John H. Schuh, Trudy W. Banta, Susan R. Komives and Marilee Bresciani.

Early-bird registration ends June 4, 2009. To register online visit:

[http://members.myacpa.org/Scripts/4Disapi.dll/4DCGI/events/Register.html?Action=Register&ConfID\\_W=171](http://members.myacpa.org/Scripts/4Disapi.dll/4DCGI/events/Register.html?Action=Register&ConfID_W=171)

For additional information about the institute, visit  
<http://www.myacpa.org/pd/assessment>

Sherry Ann Woosley  
Associate Director of Institutional Effectiveness  
Office of Academic Assessment and Institutional Research  
Ball State University  
[sawoosley@bsu.edu](mailto:sawoosley@bsu.edu)

## FSU IR Certificate Courses

### Florida State University's Certificate in Institutional Research Offers ONLINE Summer Courses!

The Certificate in Institutional Research at Florida State University is an online graduate-level certificate program, consisting of 18 credits of graduate-level course work, designed to provide academic and professional development opportunities for institutional researchers, administrators, graduate students, and faculty from all areas of higher education. Participants will enhance their knowledge and understanding of Institutional Research, have the opportunity to explore national databases, and apply their knowledge to practical applications.

**All courses can be taken individually or as part of the Certificate.** Courses are completely online. For more information, please visit <http://www.fsu.edu/~elaps/he/certresearch.htm> or email [ircertificate@mail.coe.fsu.edu](mailto:ircertificate@mail.coe.fsu.edu).

#### Course Offerings:

##### **Introduction to Institutional Research (EDH 5055): June 29—August 7**

This course provides an introduction to the theoretical and practical application of institutional research as a discipline in higher education. Institutional research has direct applications to many, if not all, administrative and strategic activities within the institution. Course content addresses local, state, and national issues in institutional research, examines organizational, administrative, political, and ethical issues in institutional research, and exposes students to national databases.

##### **Student Success in College (EDH 5042): May 11—June 19**

American higher education is changing dramatically as an increasingly diverse population gets ready to go to college. This change provides an exciting opportunity to strengthen our human resources. Meanwhile, the college graduation rate has been just around 50% for decades, so one common question in the minds of policy makers and administrators is: How can the educational system effectively promote student success in college? This course examines the theories and research on student success and explores the effective policies, programs, and practices that can be adopted to promote student success in higher education.

##### **Data-Driven Decision Making for IR (EDH 5931): June 29—August 7**

This course will provide an introduction to the theoretical and practical application of data-driven decision making for institutional researchers. This class focuses on how to collect, analyze, review, and present data and information to decision makers. Higher education leaders are tasked with making hard decisions for which they have incomplete,

inaccurate, misleading, subjective information. This class provides structured tools and approaches to help institutional researchers develop materials that will assist higher education leaders make data-driven decisions.

Jill Peerenboom  
Program Coordinator  
Certificate in Institutional Research  
Florida State University  
[jpeerenboom@fsu.edu](mailto:jpeerenboom@fsu.edu)

## **Penn State IR Courses**

### **Upcoming Institutional Research Courses at Pennsylvania State University**

Penn State University offers a rich slate of on-line Institutional Research courses that nicely complement most Higher Ed Doctoral and Master's programs, as well as earn credit toward the IR Certificate.

Here's the upcoming lineup for Summer and Fall (tell your friends and enemies alike):

#### **Summer 2009, May 18 through August 14, 2009:**

- HI ED 598B, Strategic Planning and Resource Management - Instructor: Dr. Linda Strauss
- HI ED 598E, Conducting Enrollment Management Studies - Instructor: Dr. Fred Volkwein

#### **Fall 2009, September 14 through December 19, 2008:**

- HI ED 598I, IR Foundations & Fundamentals - Instructor: Dr. Fred Volkwein
- HI ED 598D, Designing IR Studies - Instructor: Dr. Linda Strauss

Syllabi are available via links from our web page: <http://www.ed.psu.edu/educ/eps/ir-certificate> .

Contact Angela Packer ([amp13@psu.edu](mailto:amp13@psu.edu)) if you need help getting registered.

Fred Volkwein  
Director of the Institutional Research Program  
The Pennsylvania State University  
[volkwein@psu.edu](mailto:volkwein@psu.edu)

## **Webinar: Geographic Information Analysis in IR**

### **AIR Connections Webinar: Employing Geographic Information for Analysis and Presentation in Institutional Research**

**Tuesday May 12, 2009**

**11 am PST/ 2 pm EST**

Increasingly, IR data contains spatial information that enables researchers to ask where in addition to what, when, and why. Physical location can be one of the most important dimensions in visualizing certain patterns, correlations, and trends – especially in the areas of student recruiting/admissions, alumni donations, and institutional performance.

This program will focus on the application of Geographic Information Systems (GIS), incorporating maps and public domain data sources (e.g. census data), in the IR function. This will be an orientation and requires no previous GIS experience. A case study, using an IR data set that has been geo-coded, will be used in order to create a “real world” understanding for the practitioner.

To register visit: <http://www.tableausoftware.com/live-web-seminar-air-may>

This webinar is being offered by Tableau Software as part of the AIR Connections Program: <http://www.airweb.org/?page=1463>

AIR Office  
[air@airweb.org](mailto:air@airweb.org)

## AIR Job Postings

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

## Forum Employment Clearinghouse

### Employment Clearinghouse at the 2009 AIR Forum

While you are at the 2009 AIR Forum, stop by the Employment Clearinghouse located in the Exhibit Hall and browse through the open positions and resumes. Whether you are a recent graduate – or about to graduate – or a “seasoned” IR professional, your new job could be waiting there. Conversely, if you are an employer, the Employment Clearinghouse offers a great venue for advertising positions.

For more information about the Clearinghouse and how to submit a resume or job description, go to the Annual Forum page at <http://www.airweb.org/forum09/>, click on the FEATURES Tab and then click on the Employment Clearinghouse link.

If you have questions about the Employment Clearinghouse, contact Gail Fishman ([gfishman@airweb.org](mailto:gfishman@airweb.org)).

## Technical Tips from the Field

### Creating a Custom PowerPoint Template

Gayle Fink, University System of Maryland [gfink@usmd.edu](mailto: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>).

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The idea for this month's Tech Tip came from Michelle Appel, University of Maryland, College Park ([mappel@umd.edu](mailto:mappel@umd.edu)). She suggested that I remind readers that we are not bound by the standard Microsoft PowerPoint templates! For example, I have built one for presentations for the USM Board of Regents that is in the System colors and contains the System seal. I also have another template that I use when doing professional development presentations that usually includes the logo from the sponsoring organization. Take a few moments and let the creative juices flow!

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#### **NOTE: This is from Microsoft Office Online Help.**

PowerPoint comes with a gallery of design templates to choose from, but you can also create a template of your own and add it to the **Slide Design** task pane. Starting from a blank design, you can apply such elements as a background and color scheme, font style, layout (layout: The arrangement of elements, such as title and subtitle text, lists, pictures, tables, charts, AutoShapes, and movies, on a slide.), and art.

1. On the **Standard** toolbar, click **New** .

If this or any other toolbar mentioned later in this procedure isn't visible, on the **View** menu, point to **Toolbars**, and then click the toolbar that you want to display.

2. Switch to master view by pointing to **Master** on the **View** menu, and then clicking **Slide Master**.
3. Make the changes that you want to the slide master (slide master: The slide that stores information about the design template applied, including font styles, placeholder sizes and positions, background design, and color schemes.):
  - o To change the background, on the **Format** menu, click **Background**, make selections in the dialog box, and then click **Apply**. If you have inserted a title master and want the changes to apply to it, too, click **Apply to All**.
  - o To work with color schemes, on the **Format** menu, click **Slide Design**, and then, in the **Slide Design** task pane, click **Color Schemes**. The color scheme that is currently applied will be selected. Click any other scheme to apply it.

To change the color scheme, click **Edit Color Schemes** at the bottom of the task pane, and then make the changes that you want.

- o To change fonts or other font options, click the text or the placeholder containing the text (such as footers). On the **Format** menu, click **Font**, and then make your selections in the **Font** dialog box.
    - Note:** You can change font color for title and body text as part of the color scheme.
  - o To insert a picture or to add a shape or text box, use the buttons on the **Drawing** toolbar.
  - o To move a placeholder, click it to select it, and then point to the placeholder border. When the pointer becomes a four-headed arrow, drag the placeholder to a new location.
  - o To resize a placeholder, click it to select it, and then point to a sizing handle. When the pointer becomes a double-headed arrow, drag the sizing handle.
4. If you want additional slides to be part of this template, click the **Normal View**  button in the lower-left of the window, and then add the slides and any text that you want on them.
  5. On the **File** menu, click **Save As**.
  6. In the **File name** box, type a name for your template, and then, in the **Save as type** box, click **Design Template**.
  7. Click **Save**.

The template is saved to the Templates folder. (This is the folder that PowerPoint uses by default when you select **Design Template** as the file type in the **Save As** dialog box.)

After you exit and restart PowerPoint, the template is available in the **Slide Design** task pane, in alphabetical order by file name, under **Available For Use**. Also, after you apply the template once, save your presentation, and restart PowerPoint, the template appears in the **New Presentation** task pane (**File** menu, **New**) under **Recently used templates**.

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## Parting Thoughts

The Parting Thoughts feature typically features reflective quotations on, well, just about anything. But in earlier days of e-AIR, the Parting Thoughts section often included jokes or humorous quotations. Indeed, a little laughter might be a welcome respite from the serious planning and budgeting discussions in which many of us are currently engaged. Linda Lorenz, an analyst in the Office of Institutional Research at University of Minnesota, Twin Cities ([llorenz@umn.edu](mailto:llorenz@umn.edu)) sent the following e-mail:

I'm not sure if you would include jokes about statisticians in "The Electronic AIR", but a friend of mine (a college freshmen) shared a few with me. (She's a budding mathematician or physicist - still undecided which way to go.) I shared the jokes with the IR folks here at the University of Minnesota, and the jokes were "enjoyed", so I

thought I'd pass them along.

The jokes were originally found here:

<http://forums.xkcd.com/viewtopic.php?f=17&t=5683&sid=f1213ceb62baf888042bbaf66cba8e8f>

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Joke#1:

An engineer, a physicist and a statistician are in a hotel when a fire starts.

"Pour water on it!" Cries the engineer

"No, remove the oxygen!" Says the physicist.

The statistician, seeing their disagreement, frantically runs round the hotel starting fires.

"What the heck are you doing?" the other two ask.

"Creating a decent sample size."

Joke#2: Changed for Minnesotans:

Two statisticians are out deer hunting. They come across a large buck. The first statistician aims and fires. Unfortunately, he missed, and the bullet went about twelve inches to the left of the deer. The second statistician fires, but the bullet goes about a foot to the right of the deer.

The second statistician puts down his gun and says, "All right! We got him!"

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Linda, thank you for sending these jokes along. Reader contributions of Parting Thoughts are most welcome! Send them to Marne Einarson ([mke3@cornell.edu](mailto:mke3@cornell.edu)).