



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 few days for new positions. Point your browser to the following URL: www.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).

Announcements & Information

AIR President Supports Relief Efforts in Haiti

We have all been shocked and saddened by the events unfolding in Haiti due to the devastating earthquake that hit the country last week. It is hard to fathom what it means to have 50,000 lives lost, hundreds of thousands of people displaced from their homes, and entire cities, towns, and villages destroyed. By all accounts, Port-au-Prince and many towns and villages throughout Haiti will require significant financial assistance to rebuild, and it may be years before a sense of normalcy is restored to this nation which has been disproportionately affected by natural disasters.

The Association for Institutional Research would like to pass along its condolences to those members who have been either directly or indirectly affected by the earthquake in Haiti. Our thoughts and prayers go out to all those who have loved ones in Haiti or know of friends and colleagues who have been impacted by the earthquake.

One of the things that has always impressed me about the AIR community is our members' tremendous compassion for each other. I have seen countless instances where we have pulled together to support one another in times of need.

I strongly encourage each member to do what you can to help support the relief efforts in Haiti. There are numerous opportunities to help through local efforts in your communities and on your campuses. Donations may also be made through organizations such as the Red Cross <http://www.redcross.org/> and UNICEF <http://www.unicefusa.org/>. Any assistance you can provide to the people of Haiti would be greatly appreciated.

Thank you for your consideration.

Rob Toutkoushian
President, AIR

Times Higher Education Announces Changes to World University Rankings 2010

Times Higher Education has ended its arrangement with QS to produce its annual World University Rankings. Moving forward, the annual Times Higher Education World University Rankings of the top 200 universities will be produced in partnership with Thomson Reuters. We are currently working with Thomson Reuters, our editorial board of higher education experts, and the wider university community to develop a new and improved ranking methodology.

We have launched a special section of our [Web site](#) to post regular updates on progress toward the improved rankings and to allow an open forum to critique the old rankings methodology (2004-2009), as well as to debate the best path forward. We also welcome direct submissions from institutions. Use this forum to provide us your thoughts. What do you think makes up a modern, 21st century world-class university? How would you measure it?

Please help us to inform *your* university community, and check our site regularly for updates.

Neha Popat
Editorial Assistant – News
Times Higher Education

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<http://www.timeshighereducation.co.uk>

Enrollment Open for National Study of Community College Instructional Costs and Productivity

Enrollment is now open for the national **Kansas Study of Community College Instructional Costs and Productivity** (www.KansasStudy.org).

The Kansas Study collects and reports data on instructional workload (percent credit hours taught by full- and part-time faculty) and the direct costs of instruction, by discipline. Enrollment in the Kansas Study is free of charge.

Kansas Study data have been shown to be very useful for supporting accreditation, staff and program management, and internal accountability, as well as program review processes.

Participants receive reports for their individual institutional and national aggregate data, as well as the opportunity to select peer colleges and create benchmark comparisons on the project Web site. The site also provides a complete list of [2009 Kansas Study participants](#), as well as additional information including [enrollment](#) forms and procedures.

Please contact me with any questions.

Jeff Seybert, PhD
Director, National Higher Education Benchmarking Institute
jseybert@jccc.edu

AAUP Faculty Compensation Survey 2009-10

Thank you to all institutional contacts who have provided data for our annual survey. As many of you know, we have experienced several software glitches since opening our new Web site for data collection in December. Things are now functioning more smoothly, and we are working diligently to review data that have been submitted. Thank you for your patience in working with us to implement our new software.

In order to meet publication deadlines, we would prefer to have initial data submissions by February 15; however, we will continue to accept data on a rolling basis. As always, we encourage respondents to submit data as soon as possible to provide time to work through any verification issues that develop. This also makes our aggregate data analysis more accurate, and allows us to begin producing peer comparison reports sooner.

Notifications to non-respondents will be sent soon. If the contact person for your institution has not received previous notifications about the survey, please send an e-mail to aaupfcs@aaup.org.

Our survey Web site URL is now simply <https://research.aaup.org>. Anyone may download complete instructions and definitions from the Web site without logging in.

AAUP Research Office

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Enter the 2010 e-AIR Limerick Contest

Marne Einarson (mke3@cornell.edu)

It is time once again for the annual e-AIR Limerick Contest!

Help your colleagues get through the lean days of winter by entertaining them with your original limerick composition. Limericks must have something to do with institutional research and should follow the limerick “a-a-b-b-a” rhyming scheme. Beyond that, you are limited only by your creativity and sense of humor. Past submissions have helped us laugh (or groan) at topics ranging from data requests to assessment demands to technology changes.

Email your limerick(s) to Marne Einarson (mke3@cornell.edu) by **February 26th**. All entries received by that date will be stripped of identifying information and forwarded to our esteemed panel judges – Michelle Appel, Alan Sturtz, and the “gold medal” winner from our 2009 limerick contest, Jennifer Brown. We will publish the winning limericks in the March e-AIR newsletter.

To help get you started, here is Jennifer’s winning limerick from last year:

IR Conversation

*I think that we might need to speak
Of the data I gave you last week.
The conclusions you’ve drawn
Show the use of some brawn.
You have twisted the facts till they squeak!*

Readers who have submitted limericks in our previous contests have told us they had a lot of fun composing them. Our judges *love* judging them. And we know you appreciate reading them. So start rhyming!

Changing Scene

This portion of the newsletter is devoted to keeping you informed about changes among our colleagues such as moves to new positions and/or institutions, newly hired colleagues, professional recognition honors, retirements, deaths, etc. To include an announcement in "The Changing Scene," send a note with the key facts to Marne Einarson (mke3@cornell.edu).

Gerry Mager, longtime Amherst College Registrar and Institutional Researcher, passed away suddenly on January 16. Gerry worked at Amherst for more than 35 years until his retirement in 2008. More information about Gerry's life and ways to honor his memory is available here:

<https://www.amherst.edu/aboutamherst/news/memoriam/node/165441>.

The National Student Clearinghouse announces two appointments.

Dr. Donald Hossler has been appointed Executive Director of the National Student Clearinghouse Research Center, the research arm of the NSC. He will oversee the research center's operations, strategies, and delivery of its public service mission. Dr. Hossler is professor of Educational Leadership & Policy Studies, and coordinator of the Higher Education and Student Affairs graduate programs at Indiana University Bloomington. He will remain on the faculty at IU, where he will continue to teach graduate classes and conduct research.

Dr. Cameron Howell has been appointed as NSC's Assistant Vice President of Higher Education Development. Dr. Howell is responsible for maximizing the penetration of Clearinghouse services among postsecondary institutions and for building and managing key relationships. He will also oversee the Clearinghouse's regional directors and will coordinate outreach efforts to their respective territories. Dr. Howell has more than 15 years experience working in higher education, including serving as Assistant to the President at the University of Virginia, and working for various educational organizations.

IR In The Know

IR in the Know: January 2010

(irintheknow@airweb.org)

A new service of the Higher Education Data Policy Committee (HEDPC), *IR in the Know* keeps you up-to-date on current and emerging issues related to higher education data collection, analyses, and reporting.

Each month *IR in the Know* focuses on data and policy issues relevant to institutional researchers such as accountability, assessment, accreditation, NCES, federal legislation, and national databases. Each issue will include a brief issue summary and links to more detailed information.

We welcome your feedback and suggestions. If you discover a resource or article you think might be useful to other IR professionals, please send an e-mail to irintheknow@airweb.org.

APLU Survey of Coping Strategies During Recession of 2009

The Association of Public and Land-Grant Universities (APLU) released the results of a survey of its members regarding the impact of the financial crisis on their campuses. Almost half of their 188 public 4-year institution members, representing 41 states, responded to the survey. The summary describes the severity of the budget reductions and categorizes the coping strategies employed, such as tuition and fee increases, other revenue enhancements, cuts to enrollment, and other budget cutting efforts. The paper, written by Christine M. Keller, can be found here: <http://www.aplu.org/NetCommunity/Document.Doc?id=1998>.

Project on Student Debt

The Institute for College Access and Success released their latest information on the average debt of graduating seniors at public and private non-profit, four-year colleges and the percentage of those graduates with debt in 2007. The site provides state-by-state comparisons, as well as institution-specific data as reported by the institutions in response to a survey based on the "Common Data Set" (CDS). The report is available at: http://www.projectonstudentdebt.org/state_by_state-data.php.

Pell Institute: Bridging the Gaps to Success

The Pell Institute for the Study of Opportunity in Higher Education has released a new report, *Bridging the Gaps to Success*, which describes promising practices for promoting transfer among low-income and first-generation college students. Conducted by the Pell Institute and funded by Texas Guaranteed (TG), the report looks at what has worked in increasing transfer rates for low-income and first-generation students at each of six Texas Community Colleges, gleans from them a set of best practices common to each of the schools, and then makes specific recommendations for replicating these practices at other community colleges, both in Texas and throughout the nation. http://www.pellinstitute.org/pdf/COE_Pell_Report_layout_3.pdf.

ACE Web site: Projects on Accountability and Higher Education Outcomes

The American Council on Education (ACE) maintains a Web site to help members of the higher education community keep track of new developments on projects relating to major accountability and learning outcome initiatives occurring in the United States and abroad:

<http://www.acenet.edu/Content/NavigationMenu/OnlineResources/Accountability/index.htm>.

The NSSE Web site, www.nsse.iub.edu, provides information about the history of NSSE, administering the survey, and how to use the results.

Using NSSE in Institutional Research: *New Directions for Institutional Research*

Using NSSE in Institutional Research, edited by Robert M. Gonyea and George D. Kuh, discusses how student engagement data can help institutions satisfy the demand for more evidence, accountability, and transparency of student and institutional performance. It addresses how colleges and universities can use NSSE data in their accreditation, planning, and assessment activities. It also provides information on analyzing and interpreting NSSE data and using the results.

Gonyea, R. M. & Kuh, G. D. (Eds.). (2009). [Using NSSE in institutional research \[Special issue\]](#). *New Directions for Institutional Research*, 14.

Publications

AIR Publications

Editors' Publication of the Month: Imagining the Future of Institutional Research

This month's publication review was contributed by David Jamieson-Drake, Director of Institutional Research at Duke University (david.jamieson.drake@duke.edu). David reviews *Imagining the Future of Institutional Research*, New Directions for Institutional Research, Number 143, edited by Christina Leimer and published in fall 2009 by Jossey-Bass under the sponsorship and policies of AIR. Subscription information for the NDIR series is available here: <http://www.airweb.org/?page=91>.

Imagining the Future of Institutional Research, the newest NDIR volume, is a speculative-sounding title for a very practical, down-to-earth assessment of trends impacting institutional research today, along with recommendations for addressing these trends that institutional researchers will find useful and thought-provoking. Historically IR has sought to optimize its role in executive support: how can IR information best be brought to bear on institutional threats and opportunities for improvement? Evolving and increasingly politically-charged external demands on higher education institutions as well as opportunities in the form of new technologies both impel and invite institutional researchers to broaden their traditional roles very significantly. From publics to privates, from community colleges to doctoral research institutions, the authors map evolving institutional demand for IR-related products to a range of configurations of IR solutions best suited to meet those demands.

IR professional ethics demand that we not only convert data to information, but do all we can to engage such information appropriately for institutional change. In the first chapter, "Institutional Researchers as Change Agents," Randy Swing takes this traditional formulation a step further, and envisions IR as engaged throughout institutional processes of change as "change agents." Swing outlines the five key stages of change agency: building awareness; developing focus; increasing knowledge; resolving to change; and various options for institutionalizing change, from incorporation to replacement. At each stage, Swing develops the theme of change agency per se, argues for an expanded role for IR, and examines both analytical and interpersonal/organizational dimensions of change. Swing's emphasis on the human side of the institutional change equation introduces a leitmotif that will recur in most subsequent essays. The analysis is a thoughtful contribution to discussions of how to engage IR more centrally in the fabric of institutional life and growth. Essentially Swing argues that IR should assume greater direct responsibility for greater engagement.

Beginning with the observation that higher education has been caught up in an "accountability movement" whose scope transcends our industry, Vanessa Morest proposes that postsecondary institutions' most effective response is to develop a "culture of evidence" that is primarily oriented toward internal institutional constituencies – faculty, staff, et al. (see Chapter Two, "Accountability, Accreditation, and Continuous Improvement: Building a Culture of Evidence"). Within this culture of evidence, institutional research would continue to play its traditional role in data gathering, but would also be more directly involved in operationalizing the information in new ways, and expanding its use of qualitative research; consequently, IR may need to be repositioned in the organizational matrix and enlarged to play its expanded role. Morest effectively details both the structural and conceptual shifts institutional leaders – both from the top down and the bottom up – must address as they seek to infuse a culture of evidence into their institutions' corporate self-awareness.

In the chapter titled "Institutional Researchers' Expanding Roles: Policy, Planning, Program Evaluation, Assessment and New Research Methodologies," Anne Marie Delaney further pursues the notion of institutional transformation, suggesting new roles that take advantage of IR's distinctive skill set and organizational position to add new value to the institution. She outlines the institutional and departmental conditions necessary for these improvements to occur, and defines particular skill sets necessary to address the range of reconfigured demands on IR. This is a very well organized and concise review of proactive recommendations for IR improvement and their genesis in the higher education political environment.

Particularly recognizing the highly constrained resource environment higher education institutions are now experiencing, how does one define, create and maintain the ideal IR office for a given institutional context? Some of the professional and institutional characteristics necessary for success are universal, while others are contextual. In the chapter titled "Laying the Foundation: Institutional Research Office Organization, Staffing, and Career Development," Christine Leimer and Dawn Geronimo Terkla outline the professional and institutional

attributes most necessary for IR productivity and utility, then discuss how to create and maintain such an office. They pay particularly useful attention to the integration of the two sets of concerns: the intellectual attributes required of IR professionals from entry level to leader, and the institutional structures which must be emplaced both to leverage IR products fully and to help IR professionals continue to develop professionally.

In the chapter “Increasing Demands and Changing Institutional Research Roles: How Technology Can Help,” Bao Huynh, Mary Frances Gibbons, and Fonda Vera offer a remarkably concise yet thorough review of technological advances relevant to institutional research, from data acquisition, through analysis and visualization, to presentation. In addition to the more traditional focus on database management for reporting purposes and statistical analysis, they very imaginatively and even enjoyably extend their view to include technologies that have had wide social impact such as Facebook, podcasting and GIS, showing how these popular technologies can both support traditional IR activities and spawn altogether new ones to address the ever-broadening demands on institutions in which IR is embedded.

The mildly arcane title of Kelli Parmley’s chapter, “Raising the Institutional Research Profile: Assessing the Context and Expanding the Use of Organizational Frames,” belies an entirely practical, accessible, and thought-provoking exploration of the oldest problem in institutional research: getting listened to by institutional decision makers. First, Parmley sheds light on the nature of IR’s challenge in getting a seat at the decision making table by considering three universal dimensions of higher education institutions – shared governance, the influence of higher education’s particular brand of organizational complexity on corporate decision making, and verticality or “layering” of decision making within higher education institutions. Second, she applies Bolman and Deal’s four organizational “frames” or assumptive contexts to the challenges institutional researchers face in getting a chair at the decision making table. Finally, and perhaps most helpfully of all, she offers a series of practical recommendations for IR professionals seeking better engagement with decision makers (that’s all of us) based primarily on her own wide-ranging and mostly successful professional experiences.

As institutional decision making in higher education evolves toward greater transparency, decision making paradigms shift in the direction of collaboration. However, legacy higher education organizational structures tend toward vertical “silos” of decision making responsibility which structurally resist movement toward collaboration. In the concluding chapter, “Taking a Broader View: Using Institutional Research’s Natural Qualities for Transformation,” Christina Leimer observes that the cross-functional span of institutional research’s interests and contacts positions it distinctively well to inform institutional transformation, foster horizontal human connections, and promote interdisciplinary collaboration and institutional learning. However, in order to contribute in this way, IR needs to be appropriately positioned organizationally and also must take steps to activate its organizational leavening potential, which Leimer compellingly outlines.

Individually, the chapters in this NDIR volume offer a range of actionable proposals for significantly enhancing the value of IR in higher education institutions. Taken together, they present an optimistic and expansive vision of institutional research’s potential contributions to higher education in its current historical context.

Of course, these potential reconfigurations of IR roles and responsibilities raise important issues and new challenges, among them:

How can higher education institutions (and IR) meet external demands for institutional accountability with respect to student assessment *and* productively engage faculty members in this process?

How can IR manage the potential conflict of interest between change agency’s requirement for engagement and ownership on the one hand and dispassionate research in support of executive decision making on the other?

Increasing external demands and IR skill sets both permit and, perhaps more accurately, require this consideration of expanding the traditional mission focus of IR. What are the potential costs or tradeoffs of this mission expansion?

In sum, this volume offers a practical and thought-provoking vision of the future of IR that could serve as a worthy springboard for planning discussions about an IR office’s mission and scope.

Many thanks to David for writing this book review.

Call for Editor-in-Chief, *New Directions for Institutional Research*

Steve DesJardins, Chair, AIR Publications Committee (sdesj@umich.edu)

The Publications Committee of the Association for Institutional Research (AIR) is seeking applications for the position of Editor-in-Chief of *New Directions for Institutional Research* (NDIR). NDIR is a quarterly sourcebook published by Jossey-Bass under the sponsorship and policies of the Association for Institutional Research.

Deadline for Application

To apply, please submit a letter of interest and current CV to:

Stephen L. DesJardins
Chair, AIR Publications Committee
e-mail: sdesj@umich.edu

Deadline for application is Friday, February 19, 2010.

Position Description

The Editor-in-Chief selects topics and issue editors for each volume in consultation with the AIR Publications Committee. Issue editors are recognized authorities who assume responsibility for developing the volume and selecting appropriate individuals to write each chapter. The Editor-in-Chief is responsible for coordination and quality control through assisting each issue editor in planning the volume, selecting chapter authors, and reviewing chapters to ensure that they meet NDIR publication standards. Manuscripts must pass a two-level review (volume editor and *New Directions for Institutional Research* Editor-in-Chief) and meet standards for both content and style before they are published.

Specific editorial responsibilities of the Editor-in-Chief include:

1. Define the strategic direction for the series in partnership with the AIR Publications Committee.
2. Actively solicit volume editors.
3. Manage the peer review process.
4. Evaluate manuscripts and provide feedback to authors.
5. Select reviewers and synthesize reviewers' written evaluations.
6. Work with volume editors and chapter authors to revise manuscripts based on reviewers' comments and recommendations (e.g., clarity, development of ideas, scholarly accuracy, overall quality, and compliance with publication guidelines).
7. Make publication decisions and set publication schedules for the series.
8. Work with the AIR Executive Office and the publisher to coordinate activities in preparation for publication.
9. Provide quarterly updates to the Publications Committee chair on the status of all volumes in the pipeline.
10. Prepare and present a report on the status of NDIR at the annual AIR Forum.

The Editor-in-Chief is an ex-officio, voting member of the AIR Publications Committee and participates in the coordination of the Association's publication activities.

Qualifications

Candidates must have a well-developed understanding of the literature in the field of institutional research and higher education, as demonstrated by an established record of publishing articles on higher education and institutional research topics. The ideal candidate will have prior editorial experience.

Candidates must:

- Have experience reviewing articles submitted for publication in higher education journals
- Possess excellent writing skills
- Work well with a variety of people
- Be cognizant of the evolving needs of institutional research professionals

- Understand both the scholarly aspects and the practical nature of institutional research and its role in higher education.

Term of Service

The term of service is for five years, and will begin at the conclusion of the 2010 AIR Forum (June 2, 2010) when the current Editor-in-Chief's term expires.

About *NDIR*

Each *NDIR* issue focuses in detail on a specific topic relating to institutional research, planning, or higher education management in general. *NDIR* volumes typically contain five to ten chapters that examine the various dimensions of each topic, summarize the latest information, and point to future directions. Volumes run 90 to 120 pages in length and have an annotated table of contents, explanatory head notes, an index, and a list of sources for additional information. *NDIR* has been one of the most successful in the Jossey-Bass series. For additional information about *NDIR*, [click here](#).

Latest Editions of AIR Professional File and IR Applications – Now Available

Recently added – [Professional File # 115](#), *In Their Own Words: Effectiveness in Institutional Research*

By William Knight, Bowling Green State University

This study sought to understand and improve effectiveness in institutional research (IR) by interviewing, observing, and analyzing resumes of IR practitioners who have been identified by their colleagues as particularly effective in having an impact on decision-making, planning, and policy formation. Ten themes for effectiveness in IR were identified, and a model of the components of effectiveness in IR is also provided.



Newly available – [IR Applications # 25](#), *The Big Payoff: Use of Incentives to Enhance Participation in Web Surveys*

Stephanie Wren, Oakland Community College and Nancy Showers, Oakland Community College

Students are demanding more convenient and less time-consuming forums in which to be engaged in all areas of their education, including sharing their ideas about their educational experiences. Web surveys are more prevalent as a technologically advanced research medium being used throughout higher education. As such, this methodology is proving to be an effective means of allowing students to provide their input. One arena that has yet to

be fully explored is whether or not the use of incentives will encourage a higher response rate among students participating in web-based student survey panels.

You can view or download [Professional File # 115](#) and [IR Applications #25](#) from the AIR Web site.

Interested in having your manuscripts considered for the *Professional File* or *IR Applications*? Authors can submit contributions from various sources such as a Forum presentation or an individual article. Articles should be 10-15 double-spaced pages, and include an abstract and references. Authors who submit for either *IR Applications* or the *Professional File* will be considered for both publications unless otherwise requested. Reviewers will rate the quality of an article as well as indicate the appropriateness for the alternatives. Please send copies of each manuscript to the editor, Dr. Gerald McLaughlin (gmclaugh@depaul.edu). Please follow the style guidelines of the *Publications Manual of the American Psychological Association, 4th Edition*.

NCES Publications

Beginning Teacher Longitudinal Survey (BTLS)

The Beginning Teacher Longitudinal Survey (BTLS) will continue to follow a sample of public school teachers who were in their first year of teaching in 2007-08. These teachers were first interviewed as part of the 2007-08 Schools and Staffing Survey (SASS 2007-08). They were also part of the 2008-09 Teacher Follow-up Survey (TFS 2008-09), and will be contacted again in 2009-10 as part of a second follow-up. NCES will continue to follow this small subset of the SASS sample (approximately 2,000) for at least a decade. One of the greatest advantages to this study is that we will be able to collect attrition data beyond one-year rates to create an unfolding story. We will not only be able to track teacher mobility and those who leave teaching but also those who return to teaching after a break. This will allow us to make comparisons among current teachers and former teachers and track career and life choices of people who have left teaching. The study will enable us to gain a better understanding of how long beginning teachers stay in teaching, and what factors contribute towards a decision to go, stay, or return.

To view the site, visit:

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009343>

Academic Preparation for College in the High School Senior Class of 2003–04

This set of issue tables uses data from the Education Longitudinal Study of 2002 (ELS: 2002) to look at the academic preparation for college among the 2003–04 high school senior class. Indicators of academic preparation include academic coursetaking, Advanced Placement (AP) or International Baccalaureate (IB) coursetaking, grades, mathematics performance, high school completion status, and college remediation. The tables show various indicators for all students and by a wide range of student, family, and high school characteristics.

To view the full report, visit <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2010169>.

Postsecondary Expectations and Plans for the High School Senior Class of 2003–04

This set of Issue Tables draws on data from the Education Longitudinal Study of 2002 (ELS:2002) to highlight the postsecondary expectations and plans of the senior class of 2003–04. These tables examine the highest level of education that students expected to attain and that parents expected their children to attain; look at students' postsecondary plans after high school; explore various reasons that some students do not plan to enroll in college; reveal how frequently students discussed going to college with their parents; and show the number of their friends who plan to attend a 2- or 4-year college after high school. Estimates in all tables are presented for all students and by a wide range of student, family, and high school characteristics.

To view the full report, visit <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2010170>.

Other Publications

January/February 2010 Issue of Data Notes Available

Data Notes is a bimonthly newsletter that presents data from the national Achieving the Dream database. Achieving the Dream: Community Colleges Count is a multiyear national initiative to help more community college students succeed. The initiative focuses specifically on student groups that traditionally have faced significant barriers to success, including students of color and low-income students.

The January/February 2010 issue of *Data Notes* has just been released. This report, titled *Grade Point Average and Student Outcomes*, investigates the academic achievement patterns of students attending Achieving the Dream colleges. The data show that 21 percent of students at Achieving the Dream colleges had grade point averages (GPAs) of 3.50 or higher at the end of their first year. At least 40 percent of students with year one GPAs of 2.00 or higher completed, transferred, or were still enrolled by year five, compared with 21 percent of those with GPAs less than 2.00. High achieving students who received a Pell grant were more likely to persist than were those who did not receive Pell grants.

View this issue of *Data Notes* on the Achieving the Dream Web site at:

<http://www.achievingthedream.org/Portal/Modules/e8b34d70-f972-4096-b66c-9d2e4e55a877.asset>.

NILOA Occasional Paper: Connecting the Dots Between Learning and Resources

Wellman, J. V. (2010, January). *Connecting the dots between learning and resources*. (NILOA Occasional Paper No. 3). Urbana, IL: University of Illinois and Indiana University, National Institute of Learning Outcomes Assessment.

With all the talk about the need for more accountability, surprisingly little is known about what kind of resources an institution needs in order to produce a given level of student attainment. Jane Wellman charts this territory and discovers some surprises, such as how conclusions about cost-effectiveness change when the metric is *cost-per-degree* rather than the traditional *cost-per-enrollment*. One result is that, contrary to popular belief, community colleges are *not* cheap when it comes to cost-per-degree. Another important insight—again against the grain of conventional wisdom—is that simply investing more money does not appear to produce more or better outcomes. As Wellman points out, the key to productivity is intentionally targeted investments.

To read the paper, visit <http://www.learningoutcomesassessment.org/occasionalpaperthree.htm>.

Meetings and Events



Forum Registration Now Open

Registration is now open for the 50th Annual Forum. **Register** by **February 5** to take advantage of our **Early Bird Discount** and save **\$45 off the regular registration**.

The Forum offers a full range of educational and networking opportunities, including:

- **Pre-Forum Workshops** with over 30 half- and full-day intensive sessions addressing IR issues and techniques.
- **New for 2010! White Paper Discussion Groups** featuring dialog and debate about critical IR topics with the field's most prominent experts.
- **New for 2010! Targeted Affinity Groups** (TAGs) where focused topic groups address current IR issues.
- Thought-provoking **plenary addresses** from Dr. William Bowen and Mr. Jamie Merisotis.
- **Special Forum events** like the AIR President's Duckwall Scholarship Celebration, Chicago White Sox baseball, Chicago Shakespeare Theatre, and The Second City comedy team.
- A beautiful **hotel** in an enchanting **city**. See a show, enjoy fabulous local cuisine, or listen to some of the best jazz anywhere.

Visit the Forum **Web site** for **registration**, **schedules**, and **travel** and **hotel** discounts – everything you need for the Forum.

From Your Local Arrangements Committee - Chicago Sports

Paul Schatz, Northwestern University (p-schatz@northwestern.edu)

This year's AIR Forum baseball outing takes us to [U.S. Cellular Field](#), home of the 2005 World Series Champion Chicago White Sox. The stadium opened in 1991 as Comiskey Park (referred to as *New Comiskey Park*), just across the street from their home of 81 years, the legendary Comiskey Park. A plaque in the parking lot just north of Gate 5 marks the location of home plate. Several design elements from the old stadium were brought over, most notably the "exploding scoreboard" which lights up and shoots fireworks after every Sox home run. Another attraction at U.S. Cellular Field is the Fundamentals Deck, featuring a youth-sized whiffle-ball diamond, batting and pitching cages, and areas for base running.



The last AIR Forum in Chicago included a trip to the north side for a game at the friendly confines of Wrigley Field, home to the Cubs since 1916. Although the Cubs will be out of town during this year's Forum, you can still check out the historic ballpark by taking a [tour](#) of the stadium. Stops include the Cubs clubhouse, press box, visitor's clubhouse, bleachers, dugouts, on deck circles, and mezzanine suites.

One of the indelible images of Chicago sports is of the Bears playing in Soldier Field. The stadium underwent a significant renovation in 2002, but retains links to its past such as the celebrated colonnades. Take a [tour](#) of the famous lakefront stadium, with behind-the-scenes stops such as the Field, South Courtyard, Doughboy Statue, Grand Concourse, Colonnades, Skyline Suite, and Visitors Locker Room.

A popular Chicagoland summertime activity is [Arlington Park](#) for an exciting afternoon of horse racing. The park opened in 1927 and hosted the first horse race with a million-dollar purse. There is plenty of lawn space for picnicking, and you can watch the horses up close as they parade from the stables to the starting gates.

If you would rather play than watch, the [Chicago Park District](#) oversees 552 parks with over 7,300 acres of parkland and 33 beaches. Most notable is [Lincoln Park](#), Chicago's largest park with over 20 million visitors each year - second only to Central Park in New York City.

Reminder: Proposals Due for Higher Education Data Warehousing Forum Conference

Proposals for this year's Higher Education Data Warehousing Forum Conference must be **submitted by January 31, 2010**.

The conference will be held in Albany, New York on April 18-20, 2010, and hosted by Rensselaer Polytechnic Institute. *Registration will open in early February.*

For more information, or to submit a proposal, visit www.hedw.org.

Emily Thomas
Past President, HEDW Forum
emily.thomas@stonybrook.edu

FAIR Annual Conference

The Florida Association for Institutional Research ([FAIR](#)) annual conference will take place February 24-26, 2010, at the Cocoa Beach Courtyard by Marriott. Pre-conference workshops will be conducted Wednesday, February 24, followed by a reception Wednesday evening where you can connect with your FAIR friends. The conference concludes at noon on Friday, February 26, with a business meeting.

A complete schedule of events and presentations will be posted on the [FAIR Web site](#) as soon as they are available.

Contact Ken Reaves, President-Elect and Conference Chair (kreaves@flosouthern.edu) with any questions.

Professional Development

Fellowships for National Summer Data Policy Institute

With support from the National Science Foundation (NSF) and the National Center for Education Statistics (NCES) of the Institute of Education Sciences, the Association for Institutional Research (AIR) operates the National Summer Data Policy Institute. The Institute is an intensive introduction to NSF and NCES datasets and research methodologies using large national data sources. Funding is provided by NCES and NSF.

The Institute is open to:

- Institutional research professionals who wish to increase their knowledge of national datasets and skills for using such data in their IR role on campus
- Faculty and graduate students with research interests in postsecondary education
- Staff from state and national associations with interest in postsecondary data sources
- Postsecondary education researchers from non-U.S. institutions (limited spaces)

The online application process is open February 1 to March 22, 2010. A full program description and online application can be found at www.airweb.org/nsdpi beginning February 1, 2010.

Southern Education Leadership Summer Internships Available

The mission of the Southern Education Foundation (SEF) is to advance educational excellence, fairness, and high levels of achievement for all students. To address the need to develop new leaders in education, philanthropy, and the non-profit sector, SEF has created the "Southern Education Leadership Initiative" which provides upper-division undergraduate students and graduate students with seven-week internships in leading non-profit organizations concerned with education equity and excellence in the Southeast.

SEF is seeking nominations of qualified students interested in education policy and practice. Students must have completed a minimum of 90 credit hours (equivalent to junior status and above in undergraduate program) or be enrolled in a graduate or law program at a college or university in the South. Nomination materials must be received by SEF **no later than March 19, 2010** to be considered.

More information about the Southern Education Leadership Initiative and summer internship application materials are available on the [SEF Web site](#).

Questions? Contact Katherine Dunn, SEF Program and Research Fellow at 404-523-0001 x107 or kdunn@southerneducation.org.

Career Opportunities

AIR Job Listing Summary

Missy Wiggins, AIR Office (mwiggins@airweb.org)

Persons seeking jobs in institutional research, planning, or policy analysis should plan to check the [AIR Job Listings web page](#) every few days for new positions. Employers can submit job ads free of charge by using the online submission form found on the [AIR Job Openings page](#). For any questions about job ads, please contact Missy Wiggins by [e-mail](#) or phone (850-385-4155 ext. 103).

[DIRECTOR OF INSTITUTIONAL RESEARCH \(Part-time\) - Gratz College](#) Melrose Park, **PA**

Deadline Date: Open Until Filled

[ASSOCIATE VICE PRESIDENT-INSTITUTIONAL EFFECTIVENESS - Georgia Southern University](#). Statesboro, **GA**

Deadline Date: Screening begins March 8, 2010

[DIRECTOR OF INSTITUTIONAL RESEARCH & ASSESSMENT - College of St. Scholastica](#) Duluth, **MN**

Deadline Date: Open Until Filled

[INTERMEDIATE RESEARCH ANALYST - Utah Valley University](#) Orem, **UT**

Deadline Date: February 4, 2010

[RESEARCH ANALYST - Parkland College](#) Champaign, **IL**

Deadline Date: February 1, 2010

[ACADEMIC AFFAIRS' ASSESSMENT COORDINATOR - Prince George's Community College](#) Largo, **MD**

Deadline Date: February 17, 2010

[ASSISTANT DIRECTOR ASSESSMENT PROGRAMS - StudentVoice](#) Buffalo, **NY**

Deadline Date: April 21, 2010

[DIRECTOR OF INSTITUTIONAL RESEARCH - Illinois Valley Community College](#) Oglesby, **IL**

Deadline Date: February 19, 2010

[RESEARCH & ASSESSMENT ASSOCIATE - McHenry County College](#) Crystal Lake, **IL**

Deadline Date: Open Until Filled

[RESEARCH ANALYST - Loyola Marymount University](#) Los Angeles, **CA**

Deadline Date: Open Until Filled

[INSTITUTIONAL RESEARCH ASSOCIATE - Loyola Marymount University](#) Los Angeles, **CA**

Deadline Date: Open Until Filled

[DIRECTOR OF INSTITUTIONAL RESEARCH AND ASSESSMENT \(continuing search\)](#) Augustana College, Rock Island, **IL**

Deadline Date: March 1, 2010

[RESEARCH ANALYST - Slover Linett Strategies Inc.](#) Chicago, **IL**

Deadline Date: February 28, 2010

[DIRECTOR OF INSTITUTIONAL RESEARCH & PLANNING - Trinity College](#) Hartford, **CT**

Deadline Date: Open Until Filled

[SURVEY ANALYST - Northeastern Illinois University](#) Chicago, **IL**

Deadline Date: Open Until Filled

[ASSISTANT DIRECTOR OF INSTITUTIONAL RESEARCH - Bryn Mawr College](#) Bryn Mawr, **PA**

Deadline Date: March 1, 2010

[INFORMATION SESSION FOR CALGARY - College of the North Atlantic](#) Qatar

Deadline Date: February 10, 2010

[ACCOUNTABILITY RESEARCH ANALYST - The Technical College System of Georgia](#) Atlanta, **GA**

Deadline Date: February 5, 2010

[DIRECTOR OF INSTITUTIONAL RESEARCH – Univ. of Arkansas Community College at Batesville](#) Batesville, **AR**

Deadline Date: February 8 - Open Until Filled

[INSTITUTIONAL RESEARCH ASSOCIATE - New York Law School](#) New York, **NY**

Deadline Date: February 19, 2010

[BUSINESS INTELLIGENCE TECHNICAL ANALYST - Xavier University](#) Cincinnati, **OH**

Deadline Date: January 29, 2010

[ASSOCIATE DIRECTOR OF INSTITUTIONAL INFORMATION PLANNING & RESEARCH - Illinois Institute of Technology](#) Chicago **IL**

Deadline Date: Open Until Filled

[DIRECTOR OF INSTITUTIONAL RESEARCH & PLANNING - Chemeketa Community College](#) Salem, **OR**

Deadline Date: February 22, 2010

[RESEARCH ASSOCIATE IN ASSESSMENT - Loyola Marymount University](#) Los Angeles, **CA**

Deadline Date: Open Until Filled

[INSTITUTIONAL RESEARCH SPECIALIST - Carroll College](#) Helena, **MT**

Deadline Date: Open Until Filled

[INSTITUTIONAL RESEARCH ANALYST - St. Joseph's College](#) Brooklyn, **NY**

Deadline Date: February 10, 2010

[DIRECTOR OF INSTITUTIONAL RESEARCH - Hilbert College](#) Hamburg, **NY**

Deadline Date: Open Until Filled

[COMMON DATA STANDARDS RESEARCH ASSOCIATE - State Higher Ed Executive Officers](#) Boulder, **CO**

Deadline Date: Open Until Filled

[COMMON DATA STANDARDS PROJECT MANAGER - State Higher Education Executive Officers](#) Boulder, **CO**

Deadline Date: Open Until Filled

[RESEARCH & PLANNING ANALYST - Prince George's Community College](#) Largo, **MD**

Deadline Date: February 5, 2010

[PLANNING ANALYST - Michigan Technological University](#) Houghton, **MI**

Deadline Date: Open Until Filled

[ASSISTANT DIRECTOR OF ASSESSMENT - Lincoln Memorial University](#) Harrogate, **TN**

Deadline Date: Open Until Filled

[RESEARCH ANALYST - National-Louis University](#) Wheeling, **IL**

Deadline Date: Open Until Filled

[ENROLLMENT ANALYST - The School of the Art Institute of Chicago](#) Chicago, **IL**

Deadline Date: Open Until Filled

[RESEARCH DIRECTOR - National Student Clearinghouse](#) Herndon, **VA**

Deadline Date: Open Until Filled

[BIostatistician/Data Manager - Henry M. Jackson Foundation](#) Rockville, **MD**

Deadline Date: Open Until Filled

[PROJECT ADMINISTRATOR - Henry M. Jackson Foundation](#) Rockville, **MD**

Deadline Date: Open Until Filled

[INSTITUTIONAL RESEARCH ANALYST - Roger Williams University](#) Bristol, **RI**

Deadline Date: Open Until Filled

[ASSISTANT VICE PRESIDENT APPLIED RESEARCH - ACT, Inc.](#) Iowa City, **IA**

Deadline Date: Open Until Filled

[MANAGEMENT RESEARCH ANALYST SENIOR - Arizona State University](#) Phoenix, **AZ**

Deadline Date: January 15, 2010

[OFFICER INSTITUTIONAL PLANNING & ASSESSMENT - Dar Al-Hekma College](#) Jeddah, **Saudi Arabia**

Deadline Date: Open Until Filled

[RESEARCH ANALYST - Edison State College](#) Fort Myers, **FL**

Deadline Date: Open Until Filled

[DIRECTOR OF INSTITUTIONAL RESEARCH ASSESSMENT & PLANNING - State Center Community College District - Fresno City Collge](#) Fresno, **CA**

Deadline Date: February 8, 2010

[ASSISTANT VICE PRESIDENT ENROLLMENT ANALYTICS - Drexel University](#) Philadelphia, **PH**

Deadline Date: Open Until Filled

[PROGRAM DIRECTOR IR, ASSESSMENT & ACCREDITATION DIVISION - National Defense University](#) Norfolk, **VA**

Deadline Date: January 20, 2010

[DIRECTOR FOR INSTITUTIONAL EFFECTIVENESS & ASSESSMENT - Xavier University](#) New Orleans, **LA**

Deadline Date: Review of applicants will begin on Friday, January 15 and continue until the position is filled

[SENIOR INSTITUTIONAL RESEARCH ANALYST & CONSULTANT - University of Notre Dame](#) Notre Dame, **IN**

Deadline Date: Open Until Filled

[RESEARCH ANALYST FOR INSTITUTIONAL EFFECTIVENESS & RETENTION - LeTourneau University](#) Longview, **TX**

Deadline Date: Open Until Filled

[DIRECTOR OF INSTITUTIONAL RESEARCH & ASSESSMENT - Brooks Institute](#) Ventura, **CA**

Deadline Date: Open Until Filled

[INSTRUCTIONAL SYSTEMS SPECIALIST - Joint Forces Staff College](#) Norfolk, **VA**

Deadline Date: December 31, 2009

[MANAGER QUALITY ASSURANCE & PLANNING - Institute of Applied Technology](#) Abu Dhabi, **United Arab Emirates**

Deadline Date: January 31, 2010

[MANAGER INSTITUTIONAL RESEARCH - Institute of Applied Technology](#) Abu Dhabi, **United Arab Emirates**

Deadline Date: January 31, 2010

[DIRECTOR INSTITUTIONAL RESEARCH - West Virginia University at Parkersburg](#) Parkersburg, **WV**

Deadline Date: January 11, 2010

[ADMINISTRATIVE OPERATIONS ANALYST - University of New Haven](#) West Haven, **CT**

Deadline Date: January 15, 2010

Technical Tips

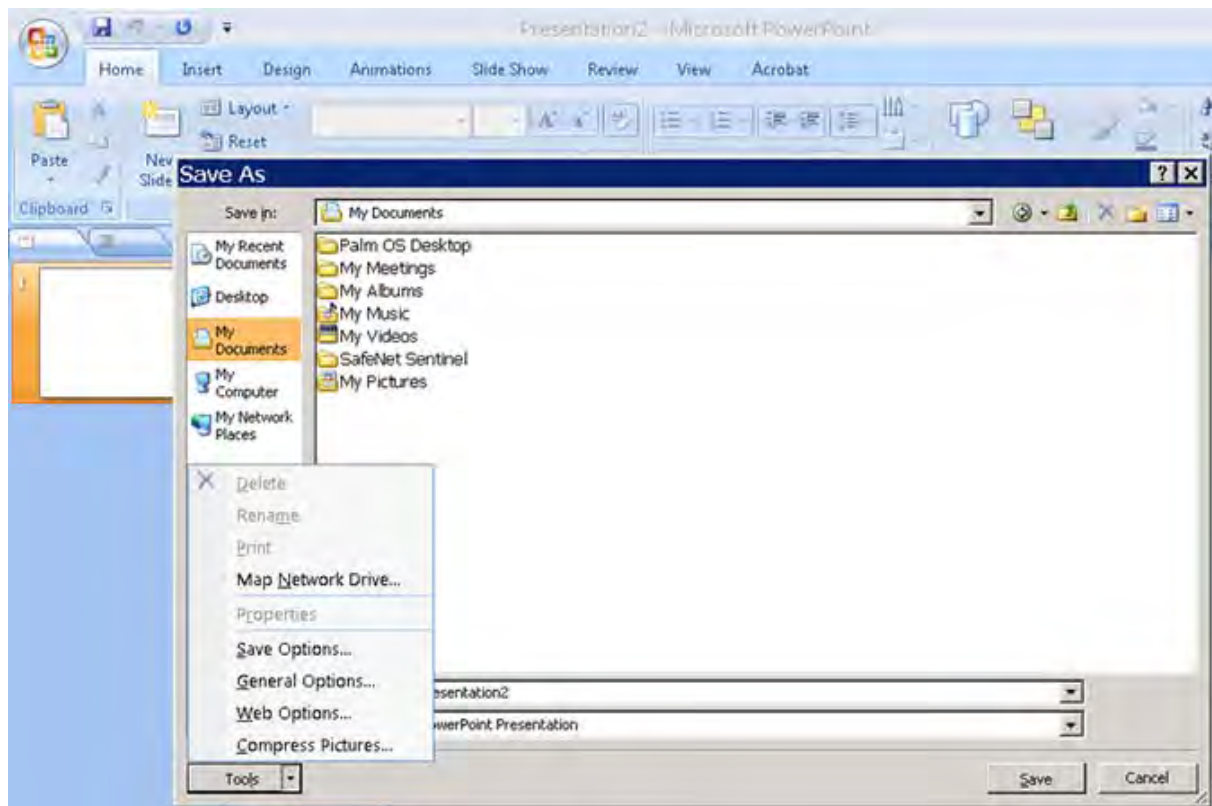
Decreasing PowerPoint Presentation File Size

Gayle Fink ([Gayle Fink](mailto:gfink@bowiestate.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. Send your tips to Gayle Fink (gfink@bowiestate.edu).

Just this week I ran into the problem of one of my PowerPoint presentations crashing my inbox. This usually happens to me when I include a large number of pictures in the presentation. Below are steps to compress and optimize your PowerPoint file.

1. Open your PowerPoint presentation.
2. Click **File**/Menu and then **Save as**.
3. From the save dialog box, click the **Tools** drop down menu and select **Compress Pictures**.



4. From the **Compress Pictures** dialog box, select **All pictures in document**.
5. In the **Change resolution** section, select **Web/Screen** unless you need to be able to print the presentation in high quality.
6. In the **Options** section, select **Compress pictures** and **Delete cropped areas of pictures**.
7. Click **OK**.
8. Confirm that you want to Compress Pictures (if the dialog appears).
9. Save the presentation with a new file name.
10. Click **Save**.

Parting Thoughts

Thanks to Gail Wisan at Florida Atlantic University (gwisan@fau.edu) for contributing this quotation:

I gather, young man, that you wish to be a Member of Parliament. The first lesson that you must learn is, when I call for statistics about the rate of infant mortality, what I want is proof that fewer babies died when I was Prime Minister than when anyone else was Prime Minister. That is a political statistic.

~ Sir Winston Churchill (1874-1965), British Prime Minister, statesman and orator

In like fashion, here are a few more wryly humorous quotations from Churchill:

I am easily satisfied with the very best.

Men stumble over the truth from time to time but most pick themselves up and hurry off as if nothing happened.

A lie gets halfway around the world before the truth has a chance to get its pants on.

Success is the ability to go from failure to failure without losing your enthusiasm.

Eating words has never given me indigestion.

Reader contributions of Parting Thoughts are most welcome. Send them to Marne Einarson (mke3@cornell.edu)