



## 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](mailto: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](mailto:rswing@airweb.org)).*

## **Announcements & Information**

### **Renew Your AIR Membership Today**

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

The AIR membership year is from July 1st through June 30th, at which point memberships expire. Enroll now to receive a full twelve months of member benefits, including discounts on publications and journals, priority registration for AIR Webinars, access to the AIR member directory, and participation in the annual AIR Forum; the premier meeting for IR and assessment professionals.

To renew today, go to [www.airweb.org/membershiprenewal](http://www.airweb.org/membershiprenewal) and select the membership option that best fits your needs. You may renew online or download the Membership Application form and fax it to AIR at 850-385-5180.

## **AAUP Faculty Compensation Survey 2009-2010**

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

At the AIR Forum in Atlanta, we announced plans to carry out a pilot test to collect individual-level faculty compensation data. This will eliminate the need for sections III (continuing faculty) and IV (distribution by salary intervals) of our survey, and allow for calculation of medians, minima and maxima. It will also allow for the collection of salary data by discipline. We do not want individually identifiable data, and confidentiality rules will be maintained. The new format will be entirely optional for 2009-2010. We do not yet have a specific format for submitting data, however, if you are interested in participating, please send us an e-mail to the address below. We will be sending more information to our survey contacts later in the summer.

During the summer we will be updating contact information for next year's survey. If you know that the contact person or other information about your institution will be changing, please send an e-mail to [aaupfcs@aaup.org](mailto:aaupfcs@aaup.org). You may also call 202-737-5900 ext. 118 for assistance, 10:00 am to 4:00 pm Eastern Time during business days.

AAUP Research Office

John Curtis, Director of Research and Public Policy  
Michael Kinsella, Research Assistant  
[aaupfcs@aaup.org](mailto:aaupfcs@aaup.org)

## 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 "Changing Scene," send a note with the key facts to Marne Einarson ([mke3@cornell.edu](mailto:mke3@cornell.edu)).

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Bowie State University (MD) has appointed **Gayle Fink**, Assistant Vice President for Institutional Effectiveness and **Dr. Luther McKinney**, Director of Institutional Research, effective June 17, 2009. Feel free to contact Gayle at [gfink@bowiestate.edu](mailto:gfink@bowiestate.edu) and Luther at [lmckinney@bowiestate.edu](mailto:lmckinney@bowiestate.edu).

**Samuel Baldwin** passed away on January 8, 2009. Sam was a member of the North Carolina Association of Institutional Research and the fourth president of the Traditionally Black Colleges and Universities (TBCU) SIG.

## Publications

### Editors' Publication of the Month: Defending the Community College Equity Agenda

This month's publication review was contributed by Willard Hom, Director of Research & Planning, Chancellor's Office, California Community Colleges ([whom@cccco.edu](mailto:whom@cccco.edu)). Willard reviews *Defending the Community College Equity Agenda*, edited by Thomas Bailey and Vanessa Smith Morest, and published by the Johns Hopkins University Press in 2006 (ISBN: 9780801884474).

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*Defending the Community College Equity Agenda* is a valuable book for a variety of audiences. The editors of this volume, Thomas Bailey and Vanessa Smith Morest, have assembled an insightful piece with the help of a few noteworthy contributors. Much of the analysis results from a special qualitative study (the National Field Study) that involved fifteen community colleges in six states. The book totals 305 pages in ten chapters, along with a section for references and an index.

Although there is no preface to declare who is the intended audience, it would be safe to say that the authors have written content with a message that will inform and stimulate policy makers, college officials, and researchers. This book is very accessible to the three audiences. The authors have diligently avoided research vernacular that may put off many college officials and policy makers. There are amazingly few diagrams or graphs and no equations. But don't get me wrong here; the chapters convey in-depth analyses of selected focal areas in a way that will stimulate reflection and reconsideration among readers from all three backgrounds. Researchers will learn a good deal from each chapter (even without the conventional use of statistical analyses) because the authors have nicely integrated many pieces of both quantitative and qualitative research. In fact, the detailed discussion in each chapter would serve as an excellent primer about focal policy issues for newcomers to community college policy and research. For more experienced staff (like me), each author stimulated renewed consideration of the diverse issues that we ought to weigh when we work on policy development (and the research to support it).

Bailey and Morest give an effective overview of the entire book in Chapter One ("Introduction"). If someone only has 15-30 minutes to spend on this book, then this chapter would deserve that precious bit of time.

In Chapter Two ("Double Vision") Morest discusses the dynamics of how community colleges, especially the 15 community colleges involved in the National Field Study, have responded to the multiple missions that each institution has tried to manage. I liked her delineation of how long-term and broadly acting forces in the country affect community college missions and behaviors. Another "take-away" point in this chapter is the major need for research and data on the noncredit area of the community college curriculum.

In Chapter Three ("Performance Accountability as Imperfect Panacea"), Kevin J. Dougherty and Esther Hong lay out a much-needed review of the good, bad, and ugly aspects of accountability efforts. Importantly, they note how accountability efforts can impinge negatively on the equity mission. Overall, the following excerpt offers an important challenge for readers:

"It [performance accountability] has demonstrated some potential to realize important public goals. Nevertheless, we need to ponder carefully the evidence that its impact is uneven and at best moderately strong, in part because performance accountability programs are of fairly recent vintage, inadequately funded, and unsteadily implemented. Moreover, we need to think about how to guard against the distinct possibility that performance accountability produces some significant negative unintended outcomes. All this argues not for abandoning performance accountability, but certainly for carefully designing and redesigning it to maximize its benefits and minimize its costs..." [p. 83]

That message underscores a common misperception about institutional accountability—that it is simple to do and unequivocally beneficial. Performance accountability that produces net social benefits demands far more than basic accounting.

In Chapter Four (“Increasing Competition and Growth of the For-Profits”), Bailey discusses the subtle relationship between community colleges and for-profit institutions. He notes how the community colleges faced different situations in competition with for-profit institutions over credit instruction and noncredit instruction. He concludes the following:

“At this point, there is little evidence that the for-profits in particular are either threatening the enrollments of community colleges or pushing the colleges to actions that would weaken the equity agenda, but this may be because they have such a small share of the two-year market and because of the particular conjuncture of demographics and fiscal policy...” [p. 108]

Rebecca Cox analyzes the issue of online learning in Chapter Five (“Virtual Access”). Her analysis finds that community colleges have pursued online instruction but that the implementation of online instruction has had some problems, such as faculty support, quality of learning, benefits to disadvantaged students, and scarce research into effective implementation.

In Chapter Six (“The Limits of ‘Training for Now’”), Jim Jacobs and W. Norton Grubb explore the issues related to IT certification in the community college environment. Among the salient developments in the colleges related to the IT certification movement were a clash between the need to provide general programs rather than specific programs (especially firm-specific certificates), the contracting out of instruction (in lieu of existing on-campus faculty), an emphasis on serving working adults (rather than the unemployed), the dilemma of noncredit certificates that do not qualify students for financial aid or scholarships, and minimal linkage, if any, between IT certificates and developmental coursework or other support services. A very noteworthy conclusion is the following:

“Unfortunately, colleges had very little idea about what happened to students enrolled in IT certification courses. No college collected data on whether credit or noncredit students performed better on the assessments or even maintained any form of records on passage rates in certification tests...Without this information, it is impossible to verify the claims of IT firms that such certificates provide ready access to employment or to ascertain employment experiences over the booms and busts of the IT sector itself or—of crucial importance to community colleges—whether broader approaches to education are more effective over the long run than narrowly firm-specific training...” [p.150]

In Chapter Seven (“Lights Just Click on Every Day”), Dolores Perin and Kerry Charron deal with the issues related to the many academically underprepared students who enroll in community colleges. After the authors review the widespread problem of under-preparedness, they describe remedial education course formats (conventional, stand-alone skills courses, and special programs). The chapter includes a nice review of published research on the effectiveness of remedial education in the community college setting. Based on their review, Perin and Charron note “A rigorous, well-reported, replicable, peer-reviewed national study of the effectiveness of community college remedial programs remains to be conducted...” [p. 186]. In their closing discussion, they add the following:

“Despite the centrality of the remedial mission, systematic evaluation studies are rare. The indications of low effectiveness found in this study make rigorous evaluation particularly urgent...Controlled research is needed to determine outcomes among three groups: remedial completers, remedial dropouts, and adequately prepared college entrants. Differential use of support services...should be folded into the research to determine their effects on academic outcomes...” [p. 193]

W. Norton Grubb next tackles guidance counseling in Chapter Eight (“Like, What Do I Do Now?”). He finds a deficit in “systematic effort to find out why students do not show up” for counseling although many students would benefit from counseling. In addition, he observes that the lack of personal counseling, career counseling, and comprehensive financial counseling means that the counseling that

prevails is “academic in nature.” But academic counseling or advising may help little if students’ goals lack concreteness that the other three kinds of counseling would help students to solidify.

Grubb hits two other sensitive shortcomings. “Overall, the most distressing aspect of guidance and counseling is that most colleges did not have any coherent plan for what they provide.” The second shortcoming is as profound. “Finally, there appears to be no national consensus about what guidance and counseling should be.” [p. 208] Grubb argues “Remedying this situation requires that colleges recognize guidance and counseling as central rather than peripheral to several missions, especially to the equity agenda and to helping students complete coherent programs...” [p. 219]

Chapter Nine (“Twice the Credit, Half the Time?”) by Morest and Melinda Mechur Karp hits the last stand-alone topic of the book. Morest and Karp document how a popular initiative – “dual enrollment” – may fail to serve disadvantaged students in obtaining college degrees. Although insufficient data hinder evaluation of dual enrollment, they find that administrative motivations to adopt and operate dual enrollment tend to favor populations other than the disadvantaged ones that the equity agenda targets.

The final chapter—Chapter Ten—is a summary and comment by Bailey and Morest. If the time-constrained reader has only enough time to read two chapters of this book, then he/she should make Chapter Ten and Chapter One the must-read pieces. Chapter Ten certainly goes beyond a recap of prior subject chapters by adding context and information for interpretation. Significantly, Bailey and Morest tell policy makers and college administrators in unequivocal language that research capacity on campuses is a critical piece of the process in the following way:

“..the fundamental strategy for improving the use of data to advance the community college equity agenda involves improving the capacity of colleges to analyze and evaluate their own practice—that is, increasing and strengthening their institutional research capacity..Increasing institutional research capacity is not merely a matter of expanding the number of researchers at the colleges. In a sense, this type of change may not be realistic for community colleges, in light of their declining share of state resources and relatively small budgets. Instead, this means revising the role of institutional research and elevating its priority in contributing to institutional decision making...” [pp. 266-7]

In retrospect, some readers may experience a little disappointment with this book. The chapters don’t really “drill down” to the dilemmas of specific ethnic/racial groups or to regional contexts. The book does not offer one or two “magic bullets” that legislators and state officials could grasp and employ immediately through legislation or policy. The hard-core quantitative methodologist will yearn for the longitudinal, national random sample and the statistical models to support the many findings and recommendations in the book. The book was published in 2006, and it does miss the most recent studies that relate to the chapters. But despite these “disappointments,” I would still urge every administrator, policy maker, and researcher who has an interest in the community colleges to pick up a copy for what the book does deliver very well—an easily accessible, thoughtful, objective and strategic examination of community colleges in terms of the equity agenda and more.

## AIR Publications

### Practitioner Publications – IR Applications and the AIR Professional File

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

Have you ever felt there was too much distance between what you do and what you read in professional publications? AIR publishes two practitioner publications: *IR Applications* and the *AIR Professional File* to help bridge that gap. In these publications, professionals are asked to share what they did and how they did it. In this issue of e-AIR we review the purpose of *IR Applications* and *Professional File*, frequency of publication, and how to submit papers to the editor for publication consideration. Additionally, the latest issues of *IR Applications* and the *Professional File* are showcased here. If you have written an article you feel is consistent with this type of professional contribution, we hope you will share it with us.

#### IR Applications and Professional File Details

**Professional File** - The *Professional File* publishes articles that synthesize issues, introduce new processes and models, and share applied, practical knowledge with institutional research professionals. Manuscripts are evaluated primarily on the extent to which they broadly enhance practice in the field of institutional research, in contrast to focusing singly on the results of a research project or on theory development.

**IR Applications** - *IR Applications* publishes articles focused on the application of advanced and specialized methodologies and techniques. The articles address applying qualitative and quantitative techniques to specific processes used to support higher education management.

#### Frequency of Publication

*IR Applications* is published approximately every two months, while the *Professional File* is published on a quarterly basis. Both publications are available in electronic format only on the AIR Web site at: [www.airweb.org/irapplications](http://www.airweb.org/irapplications) and [www.airweb.org/professionalfile](http://www.airweb.org/professionalfile) respectively. Both *IR Applications* and *Professional File* publish only a single article per issue.

#### How to Submit Work for Possible Publishing

Authors can submit contributions from various sources such as a Forum presentation or an individual article. Articles should be 12-20 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. Review Editors will rate the feasibility of publishing an article as well as indicate the appropriateness for the alternative publication. Most accepted articles require some revisions prior to publication. For articles accepted for *IR Applications*, the editor adds comments and considerations on the application of the methodologies discussed in a particular article.

To have your paper considered for publication in either the *IR Applications* or the *AIR Professional File*, please send an e-copy to Dr. Gerald McLaughlin, Editor, *IR Applications* and *AIR Professional File*, at [gmclaugh@depaul.edu](mailto:gmclaugh@depaul.edu).

Guidelines and examples of these publications can be found here on the AIR Web site:

- [www.airweb.org/irapplications](http://www.airweb.org/irapplications) IR Applications
- [www.airweb.org/professionalfile](http://www.airweb.org/professionalfile) AIR Professional File

Submissions are blind-reviewed by IR colleagues and authors will receive a summary of these reviews.

#### New Issues Available

The most recent issues of *IR Applications* and the *Professional File* can be found on the AIR Web site:

- AIR Professional File #112: [Perceptions of Graduate Student Learning via a Program Exit Survey](#)
- IR Applications #21: [Identifying Students at Risk: Utilizing Survival Analysis to Study Student-Athlete Attrition](#)

## NCES Publications

### Findings from “The Condition of Education, 2009”

Enrollment in America's elementary and secondary schools continues to rise to all-time highs, and younger learners continue to show gains in educational achievement over time. The overall achievement levels of secondary school students have not risen over time, but there are some increases in the percentages of students entering college after high school and earning a postsecondary credential, according to "The Condition of Education 2009" report released today by the National Center for Education Statistics (NCES).

"The Condition of Education" is a congressionally mandated report that provides an annual portrait of education in the United States. The 46 indicators included in this year's report cover all aspects of education, from early childhood through postsecondary education and from student achievement to school environment and resources.

Among the report's other findings:

- Public elementary and secondary enrollment is projected to increase to 54 million in 2018. Over the period of 2006 to 2018, the South is projected to experience the largest increase (18 percent) in the number of students enrolled.
- Between 1972 and 2007, the percentage of public school students who were White decreased from 78 to 56 percent. This decrease largely reflects the growth in the number of students who were Hispanic, particularly in the West.
- The average reading and mathematics scores on the long-term trend National Assessment of Educational Progress (NAEP) were higher in 2008 than in the early 1970s for 9- and 13-year-olds; scores for 17-year-olds were not measurably different over the same period.
- In 2005-06, about three-quarters of the 2002-03 freshman class graduated from high school with a regular diploma.
- The rate of college enrollment immediately after high school completion increased from 49 percent in 1972 to 67 percent by 1997, but has since fluctuated between 62 and 69 percent.
- About 58 percent of first-time students seeking a bachelor's degree or its equivalent and attending a 4-year institution full time in 2000-01 completed a bachelor's degree or its equivalent at that institution within 6 years.
- The percentage of 25- to 29-year-olds completing a bachelor's degree or higher increased from 17 to 29 percent between 1971 and 2000 and was 31 percent in 2008.
- Women accounted for 57 percent of the bachelor's degrees and 62 percent of all associate's degrees awarded in the 2006-07 academic year.

NCES is the statistical center of the Institute of Education Sciences in the U.S. Department of Education. The full text of "The Condition of Education 2009" (in HTML format), along with related data tables and indicators from previous years, can be viewed at: <http://nces.ed.gov/programs/coe/>.

## Late High School Dropouts: Characteristics, Experiences, and Changes Across Cohorts

This report presents information about selected characteristics and experiences of high school sophomores in 2002 who subsequently dropped out of school. It also presents comparative data about late high school dropouts in the years 1982, 1992, and 2004. The findings address only dropping out in late high school and do not cover students who dropped out before the spring of 10th grade. For this reason, the reported rates are lower than those based on the students' entire high school or earlier school career. Key findings include the following:

- Forty-eight percent of all late high school dropouts come from families in the lowest quarter (bottom 25 percent) of the socioeconomic status distribution, and 77 percent of late high school dropouts come from the lowest half of the socioeconomic status distribution.
- Most late high school dropouts (83 percent) listed a school-related (versus a family- or employment-related) reason for leaving. These reasons included missing too many school days, thinking it would be easier to get a GED, getting poor grades, and not liking school.
- The overall late high school dropout rate was lower in 2004 than in 1982 (7 percent versus 11 percent, respectively) and lower in 1992 than in 1982 (6 percent versus 11 percent), but it showed no statistically significant difference in 2004 compared with 1992.

To download, view and print the report in PDF format, please visit:  
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009307>.

## **Characteristics of the 100 Largest Public Elementary and Secondary School Districts in the United States: 2006-07**

This annual report provides basic information from the Common Core of Data about the nation's largest public school districts in the 2006-07 school year. The data include such characteristics as the number of students and teachers, number of high school completers and the averaged freshman graduation rate, and revenues and expenditures. Findings include: In 2006-07, these 100 largest districts enrolled 23 percent of all public school students, and employed 22 percent of all public school teachers. The districts produced 17 percent of all high school completers (both diploma and other completion credential recipients) in 2005-06. Across the districts, the average freshman graduation rate was 75.6 percent. Three states – California, Florida, and Texas – accounted for almost half of the 100 largest public school districts. Current per-pupil expenditures in fiscal year 2003 ranged from a low of \$5,719 in the Puerto Rico School District to a high of \$19,749 in Boston, Massachusetts.

To download, view and print the report in PDF format, please visit:  
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009342>.

## **Web Tables: Undergraduate Financial Aid Estimates by Type of Institution in 2007-08**

Data presented in these tables are from the 2007–08 National Postsecondary Student Aid Study (NPSAS: 08). NPSAS is the most comprehensive, nationally representative source of data on student financial aid. Estimates include average tuition and fees, average total price of attendance, and the percentages of undergraduates receiving various types and combinations of financial aid and average amounts received, with a particular focus on grants and loans. These tables focus only on undergraduates, and separate tables are included for those who attended public 4-year, private-not-for-profit 4-year, public 2-year, or private for-profit postsecondary institutions during the 2007–08 academic year.

To download, view and print the report in PDF format, please visit:

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009201>.

## Other Publications

### **New NSF Data Show Jump in Science and Engineering Graduate Enrollment**

Susan T. Hill, NSF Project Manager ([sthill@nsf.gov](mailto:sthill@nsf.gov))

A new publication from the National Science Foundation shows that enrollment in U.S. science and engineering (S&E) graduate programs in 2007 grew 3.3% over comparable data for 2006—the highest year-over-year increase since 2002, and nearly double the 1.7% increase seen in 2006. Science programs added the most students in absolute numbers, but engineering's percentage growth over 2006, 5.9%, was substantially higher than that of science, which grew by 2.4%. Enrollment in computer sciences programs was up 2.7%, the first increase since 2002. The proportion of foreign students enrolled in S&E graduate programs in 2007 remained below its 2002 high, despite a total year-over-year increase of 4.6%. New full-time enrollments of foreign students were up 8.3% over 2006. You can find the report at: <http://www.nsf.gov/statistics/gradpostdoc/>.

Data from the 2007 Graduate Student Survey (GSS) are also available in public use files at [http://www.nsf.gov/statistics/srvygradpostdoc/pub\\_data.cfm](http://www.nsf.gov/statistics/srvygradpostdoc/pub_data.cfm). The organization is easy to use and makes each year's institution, school, and organizational unit data available in a single record. The files also allow researchers to link to other institutional data sources. Public-use data are available in a single cumulative data file by year, and are available in multiple formats.

For more information, please contact the new project manager at the National Science Foundation, Susan T. Hill ([sthill@nsf.gov](mailto:sthill@nsf.gov)).

## **Data Resources**

### **NCES Data Systems Standards and Guidelines Web site**

The National Center for Education Statistics (NCES) within the Institute of Education Sciences has developed a new Data Systems Standards and Guidelines Web site to help data system designers and managers build and/or improve education data systems. This site includes resources and Web links from work done by NCES, technology standards organizations, the States and school districts that make up the National Forum on Education Statistics, and State data system managers who share some of the lessons learned and tools developed in building their own data systems.

For more information, please visit <http://nces.ed.gov/dataguidelines/>.

## Help Requests

### Help Us Compile AIR's History: Participate in the AIR Member Recollection Survey

We need your help!

The AIR Board has endorsed a project to compile our association's 50-year history before it is irretrievably lost. During the coming year, we will collect data from multiple sources about AIR activities, governance and policy decisions, and member recollections to produce a Gestalt of AIR history. Our goal is to digitize this history and produce an analysis of findings for presentation to AIR at the 2010 Forum in Chicago next spring.

Obviously, an undertaking of this magnitude can only succeed with the support of all of AIR's members. Each contribution you provide to the construction of this history will be part of a legacy that members offer to our Association.

Some of you may feel that history projects are written by old-timers for old-timers. That is simply not the case. History is any time earlier than today. Each and every member (whether you joined this year or at the inception of AIR) is already part of the association's history and is contributing to its evolution. Therefore, we are asking you to take a few minutes to share your knowledge.

We have designed an AIR Member Recollection Survey, hoping to hear about your memories—both the highlights of your tenure as an IR professional and as a member of the Association for Institutional Research. We would appreciate your completing this survey as candidly and completely as your time allows. Since the survey may take a little while to complete, it is designed so that you can stop and start the process without losing your data. So, please take a few minutes of your time to complete the survey located at: <http://www.survey.nasfaa.org/se.ashx?s=0D4B47FE58FC520D>.

We would also appreciate your sharing the survey URL with as many colleagues as you know, including those who might have retired or those who do not receive e-AIR.

Thank you for helping us compile our Association's history.

Sincerely yours,

Gary Rice  
Associate Vice Provost, IR  
University of Alaska Anchorage  
[angar@uaa.alaska.edu](mailto:angar@uaa.alaska.edu)

Dawn Geronimo Terkla  
Associate Provost, Institutional Research, Assessment & Evaluation  
Tufts University

Margaret (Peggy) Cohen  
Assistant Vice President for Institutional Research Emerita  
George Washington University

Meihua Zhai  
Director of Research & Analysis  
National Association of Student Financial Aid Administrators

## **Help Us Compile AIR's History: Seeking Forum Program Books from 1990 to Present**

There is another way you can help with the project to electronically save the AIR history and track its evolution over the past 50 years. Part of this project seeks to identify member presentations at AIR Forums, service on AIR committees, Pre-Forum workshop presentations, Table Topic presentations, Affiliated Groups, Vendor support, etc. The one source for most of these data is the Annual Forum Program Books. I am trying to locate all such books starting from the 1990 Forum to the present.

If you have one or more program books that you would be willing to share for this project, please e-mail ([angar@uaa.alaska.edu](mailto:angar@uaa.alaska.edu)) or phone me (907-786-1544). I will take good care of your book(s) and send it/them back to you as soon as I can extract the needed information.

Your assistance is greatly appreciated and will help to save this history for the Association.

Thank you very much.

Gary Rice, PhD  
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University of Alaska Anchorage  
Ph: 907-786-1544  
[angar@uaa.alaska.edu](mailto:angar@uaa.alaska.edu)  
FAX: 907-786-1499

## Seeking Managers of IE Offices for Qualitative Study

I am conducting qualitative research on a topic I presented at the 2009 AIR Forum: Institutional Effectiveness offices/units. I would like to interview managers of IE offices/units or managers of an office/unit by any name that includes some combination of IR, outcomes assessment, program review, accreditation, and/or strategic planning responsibilities, and whose tasks involve more than providing data or research for these processes (e.g., monitoring, facilitating, coordinating, overseeing, documenting, developing processes, leading, etc.). If your college or university is considering moving this direction, or is moving in this direction but isn't quite there yet, I am interested in learning more about that as well. All individual and college/university identities will remain confidential. I can be reached at [cleimer@csufresno.edu](mailto:cleimer@csufresno.edu) or by phone at 559-278-8582.

Thank you for your consideration,

Tina

Christina (Tina) Leimer  
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## Meetings and Events

### AIR 2009 Forum Recap

The 49<sup>th</sup> AIR Forum in Atlanta was a great success. The theme “World Class Institutional Research” and the emphasis on collaborative research and panel discussions generated high quality presentations on a wide array of topics. Presentations ranged from developing assessment models for distance education, to research on retention within the profession of institutional research. The opening international panel of higher education experts set the stage for debate and discussion throughout the Forum. International participants added to the depth and breadth of knowledge shared.



Participants were pleased with the Exhibit Hall, where vendors showcased products and services for more effective assessment and better data access and analysis, as well as various useful publications. The introduction of AIRbucks proved to be very popular, as did the new AIR logo products. Exhibitors provided AIRbucks to attendees who stopped by their booth, and in turn, participants used AIRbucks toward purchases at the AIR Store.

I was delighted with the comments overheard in elevators about the quality of the program and the quality of the facilities. I credit AIR members with submitting great proposals and the 2009 Track Chairs and their teams with creating an excellent Forum curriculum. Local Arrangements did a fantastic job welcoming everyone to Atlanta and making our time in the city particularly enjoyable. Everyone involved with the 2009 Forum Committee did an extraordinary job of making the 49<sup>th</sup> Forum a memorable experience.

I also enjoyed all the sessions I attended, including the Forum Chair picks. The Forum gave me renewed enthusiasm for IR work and lots of ideas for possible implementation. When economic times are tough, that is precisely when we need new ideas for more efficient and effective ways to use our own resources and to help our institutions to do the same.

Along with the 2010 Forum Committee, I urge you to complete the online evaluation survey if you have not already done so. The results are carefully considered in the planning for the next Forum, so please take the time to provide us with your feedback. I am looking forward to a great Forum in Chicago next year.

Jennifer Brown  
2009 Forum Chair

P.S. The Forum Program Book is available online at [www.airweb.org/forum09](http://www.airweb.org/forum09) and session presentations are being added each day. Be sure to check it out.

## First Annual AIR President's Duckwall Scholarship Celebration a Big Success

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

*Julia M.  
Duckwall*

MEMORIAL SCHOLARSHIP FUND

Thank you to those who attended the first annual AIR President's Duckwall Scholarship Celebration dinner during the 49<sup>th</sup> Annual AIR Forum in Atlanta. Your involvement at the premiere of this gala event is significant and will not be forgotten by any of us who worked to make the event a success. Your support of The Julia M. Duckwall Scholarship Fund directly benefits individuals who are new to institutional research by engaging them in the variety of professional development experiences that AIR has to offer.

Again, thank you for taking part in this special and enjoyable evening, and for your contribution to the Julia M. Duckwall Scholarship Fund. We hope very much to see you again at next year's celebration and invite your participation in asking colleagues to join us when we host the second annual dinner next year in Chicago.

*Thank You to our 2009 AIR President's Duckwall Scholarship Celebration Dinner Attendees:*

Dr. Trudy H. Bers	Ms. Sandra K. Johnson
Dr. Jennifer A. Brown	Dr. Gurvinder K. Khaneja
Ms. Julie W. Carpenter-Hubin	Dr. William E. Knight
Dr. Cristi Carson	Ms. Denise A. Krallman
Dr. Lin Chang	Ms. Christina L. Leimer
Mr. Christopher S. Coogan	Dr. Fred Lillibridge
Dr. Mary Ann Coughlin	Dr. Valerie Martin Conley
Ms. Deborah B. Dailey	Dr. Gerald W. McLaughlin
Dr. Stephen L. DesJardins	Dr. Joesetta McLaughlin
Dr. Emily Dibble	Dr. John H. Milam Jr.
Mr. Paul B. Duby	Dr. John A. Muffo
Ms. Gail R. Fishman	Mr. Armistead Sapp
Mr. Louis Garcia	Ms. Lydia S. Snover
Dr. Dawn Geronimo Terkla	Ms. Denise P. Sokol
Mr. Norman E. Gravelle	Dr. Alan J. Sturtz
Dr. Daina P. Henry	Dr. Randy L. Swing
Dr. Richard D. Howard	Dr. Robert K. Toutkoushian
	Dr. Timothy A. Walsh

## Save the Date for the AIR 2010 Forum

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

Mark your calendar now for the AIR 50<sup>th</sup> Forum. The 2010 Forum will be a time to celebrate 50 years of meeting to share ideas and practices, and to plan for the future. Join us in Chicago, May 29 to June 2, as we chart our future in higher education.

Be sure to watch for the 2010 Call for Proposals in August; we're looking forward to receiving your submission.



## **Call for Proposals Opens Soon for the MidAIR 2009 Conference**

The call for proposals for the 29th Annual Conference of the Mid-America Association for Institutional Research opens July 15, 2009. The conference will be held November 11-13, 2009, at the Holiday Inn at the Plaza in Kansas City, Missouri. The conference theme is "Dynamic Institutional Research in a Time of Uncertainty."

For more information about the conference, including accommodations and local attractions, visit the MidAIR conference [Web site](#).

Natalie Alleman Beyers  
President, MidAIR  
[nalleman@jccc.edu](mailto:nalleman@jccc.edu)

## Call for Proposals for NEEAN Fall Forum 2009

The New England Educational Assessment Network (NEEAN) will hold its annual fall forum on November 6, 2009 at the College of the Holy Cross, Worcester, MA. The deadline for conference proposal submission is **July 24, 2009**.

For more information about NEEAN, our forum, and proposal submissions, please visit:  
<http://www.neean.org>.

Jeanne Mullaney  
NEEAN Program Chair  
[jmullaney@ccri.edu](mailto:jmullaney@ccri.edu)

## Professional Development

### AIR's 2009 Summer Institutes

**Register Now:** [AIR's 2009 Summer Institutes](#) - Enhance your knowledge and increase your proficiency

**Foundations I Institute: The Practice of Institutional Research**  
*Nashville, Tennessee* - July 28 - August 1, 2009

**Register Online** - register by **June 26th** to receive the early bird rate (rate increases \$50 on June 27th)



The Foundations I Institute is a focused, intensive, and structured face-to-face learning environment for new IR professionals with 2 years or less experience. Participants will customize their own curriculum by selecting three of the following 6-hour modules plus the Overview Module (required):

- [Overview: Strategies for IR](#) - (Required)
- [Reporting: Turning Data into Visual Design](#)
- [Surveys: Design and Analysis](#)
- [Data Management: The IR Perspective](#)
- [Statistics for IR](#)
- [Using National Data Sets](#)

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**Foundations II Institute: The Advanced Practice of Institutional Research** *Detroit, Michigan* - July 14th - 18, 2009

**Register Online**

The Foundations II Institute is a focused, intensive, and structured face-to-face learning environment for veteran IR professionals (2 or more years). Participants will customize their own curriculum by selecting four of the following 6-hour modules:



- [Strategic Planning](#)
- [Information Technologies](#)
- [Demonstrating Institutional Effectiveness to External and Internal Audiences](#)
- [Office Management](#)
- [Research Design and Statistics](#)

## Register Now for A VSA Learning Outcomes Workshop

Do you want to learn how to more effectively administer the VSA learning outcomes measures at your university? Do you have questions about how to recruit and motivate students? Then join other Voluntary System of Accountability (VSA) participants at one of three workshops this summer to learn successful strategies for implementing the learning outcomes tests that are part of the College Portrait.

Representatives from the testing organization, ETS, ACT, and CAE, will be on hand to answer technical questions on the CAAP, CLA or MAPP. Participants will also have opportunities to share experiences and exchange ideas with others from peer institutions.

The day-and-a-half workshops are free to VSA participating institutions and are offered in three different locations. To register, or for more information, visit [www.voluntarysystem.org](http://www.voluntarysystem.org) under the *Student Learning Outcomes* menu link.

### Workshop Dates and Locations:

Baltimore, Maryland: Monday, July 27 & Tuesday, July 28

Milwaukee, Wisconsin: Thursday, August 6 & Friday, August 7

Phoenix, Arizona: Tuesday, August 18 & Wednesday, August 19

Questions? Email us at [vsaworkshops@aplu.org](mailto:vsaworkshops@aplu.org), or call VSA Project Coordinator Elspeth Payne at 202-470-6047.

Christine M. Keller  
VSA Executive Director  
[ckeller@aplu.org](mailto:ckeller@aplu.org)

## Summer 2009 Drive In and Online Workshops

NEAIR along with NJAIR is pleased to invite you to the Summer 2009 Drive In and Online Workshops, which will be held on Tuesday, July 14, 2009 at William Paterson University or via Online Webinars.

This summer we are offering the following workshops: Factor Analysis for IR Applications, Linking the IPEDS Finance Survey to Financial Statements, Introduction to SPSS Text Analysis, and Key Performance Indicators & Electronic Dashboards.

For more information and to register, please go to [www.neair.org](http://www.neair.org) and follow the links. Please contact Heather Kelly at [hkelly@udel.edu](mailto:hkelly@udel.edu) or 302-831-2021 with questions.

Heather A. Kelly  
Associate Director, Office of Institutional Research & Planning  
University of Delaware  
[hkelly@udel.edu](mailto:hkelly@udel.edu)

## 2009 Institute on First-Year Assessment

The Institute on First-Year Assessment will be held October 10-12, 2009 in Charlotte, NC. Sponsored by the National Resource Center for The First-Year Experience and Students in Transition at the University of South Carolina, the Institute's purpose is to provide a comprehensive introduction to first-year assessment. Participants will have access to faculty throughout the Institute during informal work sessions, maximizing opportunities for learning and networking. As a working Institute, participants will leave with a draft of an assessment plan geared toward their particular campus context.

For more information on the Conference, visit: <http://www.sc.edu/fye/events/assessment/index.html> or contact Nina Glisson at [ninal@mailbox.sc.edu](mailto:ninal@mailbox.sc.edu).

AIR is again co-sponsoring up to five fellowships that will cover the registration fee for this Institute. To learn more or to apply for this fellowship, visit: [www.sc.edu/fye/events/AIRfellowships.htm](http://www.sc.edu/fye/events/AIRfellowships.htm) or call 803-777-8158. **The deadline for submitting a fellowship application is August 17, 2009.** Fellowship awards for the conference will be announced in mid-September.

Nina Glisson  
National Resource Center for the First Year Experience and Students in Transition  
[ninal@mailbox.sc.edu](mailto:ninal@mailbox.sc.edu)

## July 1<sup>st</sup> Submission Deadline for Paul P. Fidler Research Grant

The National Resource Center for The First-Year Experience and Students in Transition is accepting proposals for the 2009-2010 Paul P. Fidler Research Grant. The submission deadline is **July 1, 2009**. Additional details about the grant are available at: <http://www.sc.edu/fye/research/grant/index.html>.

With a comprehensive award package that includes a \$5,000 stipend, travel to two national conferences, and a potential publication, the Paul P. Fidler Research Grant will promote the development and dissemination of original research with the potential to have a national impact on college student success. Proposals for the grant may address any issue related to student transitions into or through higher education.

Angela Griffin  
Coordinator of research, grants, and assessment  
National Resource Center for The First-Year Experience and Students in Transition  
[angelag@mailbox.sc.edu](mailto:angelag@mailbox.sc.edu)

## Career Opportunities

### AIR Job Listing Summary

Missy Wiggins, AIR Office ([mwiggins@airweb.org](mailto:mwiggins@airweb.org))

Persons seeking jobs in institutional research, planning, or policy analysis should plan to check the AIR Job Listings web page (<http://www.airweb.org/?page=574>) 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 (<http://www.airweb.org/?page=2>). For any questions about job ads, please contact Missy Wiggins by email ([mwiggins@airweb.org](mailto:mwiggins@airweb.org)) or phone (850-385-4155 ext. 100).

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[BUSINESS INTELLIGENCE ANALYST - Virginia Commonwealth University Richmond, VA](#)

Deadline Date: Open Until Filled

[ASSOCIATE OR ASSISTANT DIRECTOR OF INSTITUTIONAL RESEARCH & ASSESSMENT - Carleton College Northfield, MN](#)

Deadline Date: Open Until Filled

[UNDERGRADUATE EDUCATION & INSTRUCTIONAL RESEARCHER - Pennsylvania State University University Park, PA](#)

Deadline Date: July 15, 2009

[SENIOR RESEARCH ASSOCIATE/ASSESSMENT COORDINATOR FOR EDUCATION - Old Dominion University Norfolk, VA](#)

Deadline Date: Open until filled -- begin to review applicants July1

[DIRECTOR OF INSTITUTIONAL RESEARCH & ASSESSMENT - Cascadia Community College Bothell, WA](#)

Deadline Date: Priority consideration is June 18, 2009 at 5pm

[ASSISTANT DIRECTOR INSTITUTIONAL RESEARCH - Northeastern University Boston, MA](#)

Deadline Date: Open Until Filled

[EXECUTIVE DIRECTOR PLANNING & BUDGET - University of Idaho Moscow, ID](#)

Deadline Date: Open Until Filled

[COORDINATOR INSTITUTIONAL RESEARCH - Central Texas College Killeen, TX](#)

Deadline Date: Open Until Filled

[DIRECTOR OF INSTITUTIONAL RESEARCH - Columbus State University Columbus, GA](#)

Deadline Date: July 15, 2009

[SENIOR INSTITUTIONAL RESEARCH ANALYST - Elgin Community College Elgin, IL](#)

Deadline Date: Open Until Filled

[OPERATIONS RESEARCH ANALYST \(ADMISSIONS/ENROLLMENT MANAGEMENT\) United States Air Force Academy,](#)

Deadline Date: June 26, 2009

[MEETING PLANNER - Association for Institutional Research Tallahassee, FL](#)

Deadline Date: Open Until Filled

[DIRECTOR INSTITUTIONAL RESEARCH & PLANNING - Rhode Island College Providence, RI](#)

Deadline Date: Applications must be received in the Office of Human Resources by July 3, 2009. If no successful candidate is identified for the position, applications will continue to be accepted.

[INSTITUTIONAL ASSESSMENT COORDINATOR - Savannah State University Savannah, GA](#)

Deadline Date: Open Until Filled

[RESEARCH DATA ANALYST & COORDINATOR - Savannah State University Savannah, GA](#)

Deadline Date: Open Until Filled

[RESEARCH ANALYST - Coppin State University Baltimore, MD](#)

Deadline Date: Open Until Filled

[DIRECTOR INSTITUTIONAL RESEARCH - The College of Staten Island](#)

Deadline Date: Open Until Filled

[SENIOR RESEARCH POLICY ANALYST - The Maryland Independent College & University Association Annapolis, MD](#)

Deadline Date: Review of applications begins June 23, 2009

[INSTITUTIONAL RESEARCH ASSISTANT - Inver Hills Community College Inver Grove Heights, MN](#)

Deadline Date: June 22, 2009

[DIRECTOR OF ACADEMIC ASSESSMENT - Kaplan Higher Education Chicago, IL](#)

Deadline Date: Open Until Filled

[PROGRAM SPECIALIST I - University of Oklahoma Norman, OK](#)

Deadline Date: Open until filled

[INSTITUTIONAL RESEARCH ASSOCIATE - Missouri University of Science & Technology Rolla, MO](#)

Deadline Date: June 23, 2009

[DIRECTOR OF INSTITUTIONAL RESEARCH & EFFECTIVENESS - Norwich University Northfield, VT](#)

Deadline Date: Open Until Filled

[POLICY ANALYST - Coppin State University Baltimore, MD](#)

Deadline Date: Open Until Filled

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

Deadline Date: June 30, 2009

[REGULATORY COMPLIANCE COORDINATOR - DeVry Inc., Oakbrook Terrace, IL](#)

Deadline Date: June 15, 2009

[DIRECTOR CARL FROST CENTER FOR SOCIAL SCIENCE RESEARCH - Hope College Holland, MI](#)

Deadline Date: June 19, 2009

[DIRECTOR OF INSTITUTIONAL RESEARCH ASSESSMENT & PLANNING Spelman College, Atlanta, GA](#)

Deadline Date: Open Until Filled

[INSTITUTIONAL RESEARCHER AND REPORT SPECIALIST - Northwestern College St. Paul, MN](#)

Deadline Date: Open Until Filled

[ASSESSMENT COORDINATOR - College of Education Governors State University, University Park, IL](#)

Deadline Date: Open Until Filled

[DIRECTOR OF INSTITUTIONAL EFFECTIVENESS - John Wood Community College Quincy, IL](#)

Deadline Date: June 12, 2009

[SENIOR RESEARCH ANALYST - Massachusetts Institute of Technology Cambridge, MA](#)

Deadline Date: July 1, 2009

[SENIOR IMPACT PLANNING & IMPROVEMENT OFFICER - The Bill & Melinda Gates Foundation Seattle, WA](#)

Deadline Date: July 27, 2009

[SENIOR IMPACT PLANNING & IMPROVEMENT OFFICER POST-SECONDARY SUCCESS - The Bill & Melinda Gates Foundation](#) Seattle, **WA**

Deadline Date: July 27, 2009

[DIRECTOR OF ASSESSMENT - Florida International University](#) Miami, **FL**

Deadline Date: Open Until Filled

[SENIOR IMPACT PANNING & IMPROVEMENT OFFICER - The Bill & Melinda Gates Foundation](#) Seattle, **WA**

Deadline Date: July 27, 2009

[REGISTRAR - Shenandoah University](#) Winchester, **VA**

Deadline Date: June 22, 2009

[DIRECTOR \(OR ASSOCIATE PROVOST\) OF INSTITUTIONAL EFFECTIVENESS - Southwest Baptist University](#) Bolivar, **MO**

Deadline Date: July 1, 2009

[RESEARCH ASSISTANT - Slover Linett Strategies](#) Chicago, **IL**

Deadline Date: August 1, 2009

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

Deadline Date: Open Until Filled

[RESOURCE & POLICY ANALYST - University of Illinois](#) Urbana, **IL**

Deadline Date: June 12, 2009

[COORDINATOR MANAGEMENT ANALYSIS - University of Central Florida College of Medicine](#) Orlando, **FL**

Deadline Date: Open Until Filled

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

Deadline Date: June 8, 2009

[DATA WAREHOUSE MANAGER - Zayed University](#) Abu Dhabi, **United Arab Emirates**

Deadline Date: Open Until Filled

[DIRECTOR INSTITUTIONAL RESEARCH - Columbia State Community College](#) Columbia, **TN**

Deadline Date: Friday, May 29, 2009

[ASSESSMENT & ACCREDITATION COORDINATOR - Indiana State University](#) Terre Haute, **IN**

Deadline Date: Open Until Filled

[JUNIOR RESEARCH ASSOCIATE - Maguire Associates](#) Concord, **MA**

Deadline Date: Open Until Filled

[DIRECTOR OF INSTITUTIONAL EFFECTIVENESS - Halifax Community College](#) Weldon, **NC**

Deadline Date: June 1, 2009

## Technical Tips

### Exchanging MS Office 2007 Documents: Compatibility Download

Gayle Fink, Associate Editor ([gfink@bowiestate.edu](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](mailto:gfink@bowiestate.edu)).*

I am someone who is always working on multiple computers which are running different versions of MS Office. At work, I'm on Office 2007, but at home I'm working on an ancient version. To help me view Office 2007 documents in my old version of Office, I've downloaded the Office Compatibility Pack from Microsoft. It's available here: <http://office.microsoft.com/en-us/products/HA101686761033.aspx>.

Once you have installed the Office Compatibility Pack, you will be able to view Office 2007 files without many issues. Some of the features of 2007 files are not supported, but at least you will be able to view the document.

## Parting Thoughts

Linda Pursley, Director of Assessment and Institutional Research at Lesley University ([lpursley@lesley.edu](mailto:lpursley@lesley.edu)) kindly shared the following quotes from her bulletin board:

Far better an approximate answer to the right question, which is often vague, than an exact answer to the wrong question, which can always be made precise.

~ John Tukey (1915–2000), American statistician

Statistics are no substitute for judgment.

~ Henry Clay (1777-1852), American statesman and orator

To be surprised, to wonder, is to begin to understand.

~ Jose Ortega y Gasset (1883-1955), Spanish philosopher and humanist

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