



## The Electronic Newsletter of the Association for Institutional Research (AIR)

Vol. 26 No. 20 8/29/2005

Serving Institutional Research Professionals and Those Engaged in Management  
Research, Policy Analysis & Planning Since October 22, 1986

**Editor:**

Meihua Zhai  
George Mason University  
(mzhai@gmu.edu)

**Associate Editor:**

Marne Einarson  
Cornell University  
(mke3@cornell.edu)

**Job Editor:**

Gail Fishman, AIR  
(gfishman@mailers.fsu.edu)

**Subscription Mgt:**

Gail Fishman, AIR  
(gfishman@mailers.fsu.edu)

Current Subscribers: 6316

**Next Issue Copy Deadline:**  
9/23/2005

**Next Issue Target Publication Date:**  
9/26/2005

**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 Meihua Zhai, Editor, at: (mzhai@gmu.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 Terrence Russell, Executive Director, AIR, 222 Stone Bldg., Florida State University, Tallahassee, FL 32306-4462; Telephone: (850) 644-4470 or via e-mail: (air@mailers.fsu.edu).*

## In Memoriam: Robert Daniel

### In Memoriam: Robert Daniel "Dan" Walleri

Dan Walleri, Director of Research and Planning at Mt. Hood Community College died peacefully on July 9, 2005 after suffering a stroke.

Dan joined the staff at Mt. Hood Community College in 1978 as a research specialist and became the director of research and planning in 1986. He is acknowledged locally, across the state, regionally and nationally as one of the leading researchers on the community college with a particular focus on issues of educational access and equity. Dan was a prolific scholar and was extensively involved in a number of professional associations including AIR, PNAIRP and NCCCRP. His energy, vision and leadership will be sorely missed.

Remembrances may be made to the Robert Daniel Walleri Scholarship Fund, Portland State University Foundation, 1600 SW Fourth Avenue, Suite 850, Portland, OR 97201 (503-725-4911). The fund will award needs-based scholarships to community college transfer students seeking to complete their bachelor's degrees.

### What Others Say about Dan

(Charles Van Middlesworth, The Metropolitan Community Colleges, Kansas City, Missouri)

Needless to say I am shocked, stunned and saddened. I have known Dan since 1983 and worked with him on many projects to promote community college IR - I regard him as a professional of the highest order. It will be strange to experience the world of community college IR without Dan. My thoughts and prayers are with his family.

(Virginia McMillan, Illinois Community College Board, retired )

Over the years I served on many committees, advisory groups, and task forces with Dan and considered him a true professional and a voice of reason. He will be missed by all who knew him.

(Jing Luan, Cabrillo College, Aptos, CA )

I couldn't believe it when Mary Kinnick called me and I still wish this was not true. On my screen, I am staring at the email exchange I had with Dan as recent as a week ago. I'm playing back the conversation I had with him a week ago on another work related matter. I was, and so was he, in such a hurry, so our parting words were something like "sounds like a plan" and "got to go".

Dan was a prolific writer, deep thinker, and a highly accomplished researcher. I knew he was very excited about taking on the Editorship of the JARCC (Journal of Applied Research in Community Colleges) and so many great

projects that are underway. He left behind a very loving family and all of his colleagues.

He is greatly missed by all of us.

(Susan Bach, Portland Community College, Portland, OR )

We are stunned and saddened by his death, which leaves a great hole in our hearts and a tremendous void in our professional community. Dan always asked the important questions and helped us find a clear path to the answers and here in Oregon we are already missing his energy, his vision, and his leadership.

## Call for Proposals for the 2006 Forum

### Call for Proposals for the 2006 AIR Forum

Bill Knight, 2006 Forum Chair

The 46th AIR Forum Call for Proposals deadline is October 1, a little more than a month away. This year's Forum is June 10-14, 2006, in New Orleans, Louisiana.

The Call for Proposals is at: <http://www.airweb.org/page.asp?page=47>. There are a variety of presentation formats offering you creative freedom and complimenting your individual styles.

Please submit a proposal and share your research, best practices, projects, or special studies with your AIR colleagues. We also encourage you to collaborate with colleagues within your organization and from other organizations. The deadline for proposals is October 1, 2005.

The Web-based proposal submission tools are available at <http://www.airweb.org/page.asp?page=4> and choose either Track Proposal or Pre-Forum Workshop Proposal. Using the Web tool increases the likelihood that your proposal will follow the required formatting specifications.

This year we have also created specialized call for proposals for assessment practitioners (<http://www.airweb.org/page.asp?page=589>), student affairs researchers

(<http://www.airweb.org/page.asp?page=308>), and graduate students (<http://www.airweb.org/page.asp?page=311>).

Please pass along this information to anyone you know in IR, assessment, student affairs research, and graduate students. Instructions and the proposal are available via the web. We especially encourage proposals related to our theme of Effectiveness Through Diversity. Please refer any questions about the Forum to me ([wknight@bgnet.bgsu.edu](mailto:wknight@bgnet.bgsu.edu)) or Dr. Mary Korfhage, Associate Forum

Chair at [mary.korfhage@louisville.edu](mailto:mary.korfhage@louisville.edu). Thank you and we look forward to seeing you in New Orleans.

Give serious consideration to submitting a proposal for the 2006 AIR Forum. It's a great way to enhance your career and expand your professional network!

Sincerely,

Bill Knight  
2006 Forum Chair

## From Your Local Hosts of the 2006 Forum

### **Mark Your Calendars for: June 10-14, 2006 (2)**

Michelle Hall, 2006 Forum Local Arrangements Chair ([mhall@selu.edu](mailto:mhall@selu.edu))

Come join us in New Orleans for the 46th Annual Forum. Between now and then the Local Arrangements Committee will be providing information on New Orleans in each Electronic AIR. Be sure to look on the AIR Website for more information about all these places as well as directions to them from the conference hotel.

Did you know?

- ! The Battle of New Orleans was actually fought in Chalmette, LA (south of New Orleans), two weeks after the War of 1812 ended.
- ! The French Quarter's Napoleon House was built for the Little General. However, he died in Haiti before he arrived in New Orleans.
- ! Most of the buildings in the French Quarter are Spanish architecture, not French.

Places to Go and Things to Do

Not only does New Orleans have a lot of family friendly fun that we highlighted in the last issue, but the city also has plenty of fascinating museums if you are looking for some place to get out of the humidity during the afternoon. A few of these museums include:

! **The National D-Day Museum** (<http://www.get-waxed.com/>)

The National D-Day Museum opened its doors on the 56th anniversary of the Normandy invasion that liberated Europe. It is located in New Orleans, Louisiana, because it was here that Andrew Higgins built the

landing craft used in the amphibious invasions; the landing craft that President Eisenhower believed won the war for the Allies. The 70,500 sq. foot Museum holds over 6,000 World War II artifacts, including a Torpedo Bomber Plane, first hand accounts of those at home who made a difference, a recreation of a German command post, and many other exhibits.

! Musée Conti Historical Wax Museum (<http://www.noma.org/>)

You can experience more than 300 years worth of history, legend, and scandal face to face with over 154 life-size figures in historically accurate settings. Includes Napoleon deciding to sell the Louisiana territory (while in the bathtub no less), the history of craps, Mark Twain, and Huey P. Long among others.

! New Orleans Museum of Art (<http://lsm.crt.state.la.us/>)

A permanent collection of over 40,000 pieces of art includes a Fabergé collection, one of the leading collections of sub-Saharan Africa art, Louisiana artists, and the Sydney and Walda Besthoff Sculpture Garden which contains over 50 sculptures.

! Louisiana State Museum (<http://www.ogdenmuseum.org/>)

Showcasing the unique history and traditions of New Orleans, the Louisiana State Museum includes landmark properties the Cabildo, Presbytere, Old U.S. Mint, Madame John's Legacy and 1850 house. Includes a jazz collection, Mardi Gras exhibit, an exhibit on the coffee trade, and an exhibit which explores the role the Mississippi River has influenced US evolution, particularly in Louisiana.

! The Ogden Museum of Southern Art (<http://www.ogdenmuseum.org/>)

Hosts the largest and most comprehensive collection of Southern art in the world. The Museum's holdings include Southern art works from Washington, D.C. and 15 Southern states spanning the 18th-21st centuries, including paintings, prints, watercolors, photographs, ceramics, sculpture, crafts and design.

## News from AIR

### AIR Grants Program

#### 2006 AIR Grants Program

The Association for Institutional Research (AIR), with support from the National Center for Education Statistics (NCES), the National Science Foundation (NSF) and the National Postsecondary Education Cooperative (NPEC) sponsors a grant program titled: Improving Institutional Research in Postsecondary Educational Institutions. January 15, 2006, is the deadline to submit a proposal for the 2006 AIR Grants Program (<http://www.airweb.org/>).

Research grants up to \$30,000 are available to institutional researchers, faculty, and administrators affiliated with U.S. postsecondary institutions or governance agencies. Dissertation fellowships of \$15,000 are available to doctoral students in all disciplines. Fellowships to the annual Summer Data Policy Institute are also available. The AIR Grant Programs offer opportunities for advancing research on postsecondary education under three programs.

-Improving Institutional Research in Postsecondary Education (<http://www.airweb.org/page.asp?page=40>)

-AIR/NPEC Focused Grant Program on Student Decisions (<http://www.airweb.org/page.asp?page=39>)

-AIR/NCES/NSF Data Policy Institute (<http://www.airweb.org/page.asp?page=42>)

Click <http://www.airweb.org/page.asp?page=3> for more information. If you have any questions, please contact Dr. Anthony R. Bichel, Assistant Director of Professional Development and Grants at (850) 644-6387 or by email at [abichel@mailier.fsu.edu](mailto:abichel@mailier.fsu.edu).

### AIR Travel & Program Support Grant

#### The TAPS Grant

AIR announces a new grant program for International Affiliates. The Travel and Program Support (TAPS), is designed to foster partnerships and boost professional development activities in institutional research offered by AIR International Affiliated Groups. This program differs from the Building Institutional Research Capacity (BIRC) grant in that it emphasizes annual conference enhancement and institutional research professional development and improvement for AIR affiliates outside of the United States.

The AIR Travel and Program Support (TAPS) Program consists of two separate grants. One travel support grant of \$1,000, plus forum and membership fees waivers, to a current member of an International Affiliated Group for attending the 2006 AIR Forum and small grants to support professional development activities (workshops, conferences, etc.) provided by the International Affiliated Groups.

Please go here <http://www.airweb.org/page.asp?page=338> to read the guidelines and submit your proposal by September 10, 2005. Contact Timothy Chow ([timothy.chow@rose-hulman.edu](mailto:timothy.chow@rose-hulman.edu)) if you have more questions. We look forward to hearing from you.

## News from SAIR

### **SAIR Annual Conference**

Jim Eck, Rollins College, ([jeck@rollins.edu](mailto:jeck@rollins.edu))

Dear Colleagues,

Many AIR members will present sessions at the annual meeting of the Southern Association for Institutional Research (SAIR). We are hosting our meeting in Charleston, South Carolina from October 22 to October 25, 2005.

To register or learn more about the conference, please click on the links below. I hope to see you in Charleston.

<http://www.rollins.edu/provost/SAIR/Charleston/charleston.htm>

[http://www.rollins.edu/provost/SAIR/brochure\\_sair05.pdf](http://www.rollins.edu/provost/SAIR/brochure_sair05.pdf)

Thanks.

Jim Eck

SAIR Vice President and 2005 Program Chair

E-mail: [jeck@rollins.edu](mailto:jeck@rollins.edu)

## News from AAUP

### **Faculty Compensation Survey available for completion in Oct**

John W. Curtis, AAUP Director of Research, [aaupfcs@aaup.org](mailto:aaupfcs@aaup.org)

Doug Kinsella, Research Associate, [aaupfcs@aaup.org](mailto:aaupfcs@aaup.org)

The annual Faculty Compensation Survey of the American Association of University Professors (AAUP) will be available for completion by early October, with an initial response deadline in early December. As for the 2004-05 academic year, institutional respondents will be notified by e-mail when the survey is ready, and will be directed to the AAUP Web site to download forms and

instructions. We are not planning any major changes to the format of the survey for the coming year, but we do hope to institute a more rapid response to your data submissions. We are currently in the process of automating many of the data checks that were previously performed by hand, which we hope will result in faster and more accurate feedback for you.

If you are the AAUP respondent for your institution, watch for an e-mail in the next few weeks with more information. If you are not, please forward this message to that person. If you are not sure who the respondent for your institution is, or if you know that the contact information has changed, please feel free to contact us by e-mail at [aaupfcs@aaup.org](mailto:aaupfcs@aaup.org)-we would prefer not to take contact changes by telephone at this time. For more information about our survey, please visit our Web site at <http://www.aaup.org/research>.

Thanks again for your participation in our annual survey.

John W. Curtis, AAUP Director of Research  
Doug Kinsella, Research Associate  
[aaupfcs@aaup.org](mailto:aaupfcs@aaup.org)

## AIR Publication News

### NDIR No.126: Enhancing Alumni Research

#### **Enhancing Alumni Research: European and American Perspectives (New Directions in Institutional Research, No. 126, summer 2005)**

David J. Weerts and Javier Vidal, Editors

Alumni research has evolved significantly over the last seventy years in the United States and Europe. The earliest alumni studies were conducted in the U.S. during the 1930's and focused on helping university leaders monitor the outcomes of college participation and respond to employment demands (Pace, 1979). Today, alumni research has expanded into many new areas.

The purpose of this volume is to explore beyond traditional uses of alumni research to understand how alumni studies can shape public policy and inform key external audiences about the impact, purposes, and successes of higher education. To that end, this volume broadly addresses ways in which alumni studies can be of value to state officials, employers, prospective students, and the general public. Within this larger framework, this volume illustrates the diverse and common challenges, uses, and impacts of alumni research from the perspective of the U.S. and four countries from Europe. The increasing globalization of higher education has made it easy to compare problems, goals, and tools associated with conducting alumni research around the world. In addition, international perspectives on alumni research has been strengthened

due to important research conducted in 1999 by Ulrich Teichler, Director of the Centre for Research on Higher Education and Work at the University of Kassel in Germany. Through his survey of 40,000 alumni from twelve different European countries (see more information in Schomburg and Teichler in this issue), Teichler and his colleagues created a unified set of reference indicators to facilitate comparisons among countries.

This volume begins with a chapter by Alberto Cabrera, David Weerts, and Bradford Zulick, who discuss three common conceptualizations of alumni research and the benefits and applications of these studies. The second chapter by Peter Ewell reviews alumni studies in the U.S. in an era of increasing demands for accountability. Ewell also addresses important design issues associated with using alumni surveys in policy work. The European perspective for this volume begins with the third chapter by Harald Schomburg and Ulrich Teichler, who discuss alumni studies in Germany and implications of the CHEERS study (Careers after Higher Education - a European Research Study). In chapter four, Jim Allen, Ger Ramaekers, and Rolf van der Velden from the Netherlands advance a new model for how higher education competencies might be measured and inform the accreditation process.

The remaining chapters provide case studies of how institutional researchers participate in alumni research and how the information is used by their institutions. Victor Borden (Chapter 5) draws on examples from Indiana University-Purdue University Indianapolis to illustrate how colleges and universities can design alumni surveys to serve multiple audiences and purposes. Jose-Gines Mora and Javier Vidal (Chapter 6) discuss how alumni studies affect new reforms in Spain, especially as it is used in accreditation and furthering the dialogue about higher education reform efforts in that country. Finally, chapter seven authored by John Brennan, Ruth Williams, and Alan Woodley discuss new efforts to survey university graduates in the U.K. and its challenges for guiding institutional improvements.

It is hoped that this volume will recast alumni research as a valuable tool for connecting with multiple audiences who play important roles in supporting colleges and universities and formulating higher education policy. This volume highlights a number of ways in which institutional researchers can use alumni surveys to help their institutions. Given the increased pressure on institutions to demonstrate their accountability, and the fact that all of the major accrediting agencies encourage institutions to use alumni surveys for this purpose, institutional researchers need to understand what can be done with alumni surveys on their campus. In addition, the volume seeks to challenge institutional researchers to rethink traditional strategies for collecting and analyzing alumni data to serve broader purposes.

David J. Weerts  
Javier Vidal

Editors

## IR Application

### **Improving the Faculty Selection Process in Higher Education**

Gerald McLaughlin, IR Applications Editor

This issue of IR Applications: Improving the Faculty Selection Process in Higher Education: A Case for the Analytic Hierarchy Process by John R. Grandzol, Bloomsburg University of Pennsylvania. This methodology is extremely valuable when it comes to setting priorities and selecting alternatives in areas such as planning and other management activities.

The use of AHP provides an alternative to complex judgments by breaking things down into logical components and helping us analyze priorities. It also reminds us why the decision sciences are a key part of our foundation of skills - they add value to the solution of real problems.

The full article is available at: <http://www.airweb.org/page.asp?page=295>

Sincerely,

Gerald McLaughlin  
IR Applications Editor

## NCES Publication News

### **Online Assessment in Mathematics and Writing: Reports From the NAEP Technology-Based Assessment Project**

NCES has just released 'Online Assessment in Mathematics and Writing: Reports From the NAEP Technology-Based Assessment Project, Research and Development Series.' This document contains reports from the 2001 Math Online (MOL) study and the 2002 Writing Online (WOL) study, both field investigations in the National Assessment of Educational Progress (NAEP) Technology-Based Assessment Project, which explored the use of new technology in NAEP. In the MOL study, nationally representative samples of fourth- and eighth-grade students were administered a computer-based mathematics test and a test of computer facility, among other measures.

In addition, at the eighth- grade level, a randomly selected control group of students was administered a paper-based test containing the same items as the computer-based test. Results showed that the computer-based mathematics test was significantly harder than the paper-based test for eighth-grade students. At both grade levels, computer facility predicted online mathematics test performance after controlling for performance on a paper-based mathematics test, suggesting that degree of familiarity with computers may matter when

taking a computer-based mathematics test in NAEP.

In the WOL study, a nationally representative sample of eighth-grade students was administered a computer-based writing test and a test of computer facility, among other measures. The performance of this sample was compared to a second nationally representative group taking the same writing test in main NAEP. Results showed that average scores on the computer-based writing test were generally not significantly different from average scores on the paper-based writing test. However, as in the Math Online study, computer familiarity was associated with online test performance (after controlling for performance on a paper-based writing test), suggesting that the student's computer skill level may affect online writing test performance in NAEP.

To download, view and print the report as a pdf file, or to browse the Executive Summary, please visit: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005457>

### **Developments in School Finance: 2004**

This report contains papers presented at the 2004 annual NCES Summer Data Conference. Discussions and presentations dealt with such topics as measuring school efficiency, analyzing the return on education investment, calculating education costs per student, and assessing the financial condition of school districts.

To download, view and print the report as a pdf file, please visit: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005865>

### **NCES Education Statistics Quarterly-Vol. 6 Issue 3**

The Quarterly offers a comprehensive overview of work done across all of NCES. Each issue includes short publications and summaries covering all NCES publications and data products released in a given time period as well as notices about training and funding opportunities. In addition, each issue includes a featured topic with invited commentary, and a note on the topic from NCES.

To download, view and print the report as a pdf file, please visit: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005612>

### **New NCES Postsecondary Education Report**

This new NCES report, 'Enrollment in Postsecondary Institutions, Fall 2003; Graduation Rates 1997 & 2000 Cohorts; and Financial Statistics, Fiscal Year 2003,' presents findings from the Spring 2004 Integrated Postsecondary Education Data System (IPEDS) Web-based data collection. Data were requested from over 6,600 postsecondary institutions participating in Title IV federal student financial aid programs. The tables in this publication present enrollment data for fall 2003, financial statistics for fiscal year 2003, and

student financial aid data for academic year 2002-2003. Also included are graduation rate data for the 1997 and 2000 student cohorts.

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

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005177>

### **First Generation Students in Postsecondary Education: A Look at their College Transcripts**

This new NCES report, 'First Generation Students in Postsecondary Education: A Look at their College Transcripts,' uses data from the Postsecondary Education Transcript Study (PETS) of the National Education Longitudinal Study of 1988 (NELS:88) to examine the majors and coursetaking patterns of students who are the first members of their families to attend college (referred to as "first-generation students" in this report) and compare their postsecondary experiences and outcomes with those of students whose parents attended or completed college. The results indicate that first-generation students were at a disadvantage in terms of their access to, persistence through, and completion of postsecondary education. Once in college, their relative disadvantage continued with respect to coursetaking and academic performance. First-generation status was significantly and negatively associated with lower bachelor's degree completion rates even after controlling for a wide range of interrelated factors, including students' demographic backgrounds, academic preparation, enrollment characteristics, postsecondary coursetaking, and academic performance. This report also demonstrates that more credits and higher grades in the first year and fewer withdrawn or repeated courses were strongly related to the chances of students (regardless of generation status) persisting in postsecondary education and earning a bachelor's degree.

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

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005171>

### **Youth Indicators, 2005: Trends in the Well-Being of American Youth**

NCES has just released, 'Youth Indicators, 2005: Trends in the Well-Being of American Youth.' This report contains statistics that address important aspects of the lives of youth, including family, schooling, work, community, and health. The report focuses on American youth and young adults 14 to 24 years old, and presents trends in various social contexts that may relate to youth education and learning. Highlights from the report include:

- Although a performance gap in reading proficiency between 13- and 17-year-old white students and their black and Hispanic peers was still present in 2004, this gap was smaller than in 1975.
- The proportion of all 16- to 24-year-olds who were dropouts declined between 1998 (12 percent) and 2003 (10 percent). Between 1993 and 1998, the proportion of dropouts in this age group had fluctuated.

-College enrollment rates of 18- to 24-year-olds increased from 26 percent in 1980 to 38 percent in 2003; the enrollment rate of females increased more rapidly than that of males.

-While overall college attainment rates have increased, substantial gaps remain. Among 25- to 29-year-olds in 2004, 11 percent of Hispanics had completed a bachelor's degree, compared with 17 percent of blacks, and 34 percent of whites.

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

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005050>

### **New Publication on Adults Participation in Work-related Educational Activities**

This new NCES report, 'Tabular Summary of Adult Education for Work-Related Reasons: 2002-03,' presents selected data on adults' participation in work-related educational activities in the United States over a 12-month period from 2002-03. These data are from the Adult Education for Work-Related Reasons Survey of the 2003 National Household Education Surveys Program. Interviews were conducted with a nationally representative sample of the civilian, non-institutionalized population age 16 or older who were not enrolled in grade 12 or below. For the AEW-RNHES:2003 survey, work-related adult education was defined as both formal and informal learning activities that were done for reasons related to work. Findings indicate that during the 12-month period between early 2002 and early 2003, 40 percent of adults in the United States took part in one or more formal adult educational activities for work-related reasons. Also, 58 percent of adults who participated in adult educational activities for work-related reasons participated in informal learning activities for work-related reasons.

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

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005044>

## **Help**

### **Faculty Evaluation of Administrators**

Robert Kreiser, AAUP Washington office, ([bkreiser@aaup.org](mailto:bkreiser@aaup.org))

The American Association of University Professors (AAUP) national Committee on Governance would appreciate hearing from colleagues at institutions where instruments are regularly used for faculty evaluations of administrators. A description of the process by which evaluations are conducted, copies of the instruments in use, and comments on their effectiveness would be welcome. Please address responses to Robert Kreiser, AAUP Washington office, 1012 Fourteenth Street, N.W., Suite 500, Washington, DC 20005; e-mail (including

attachments) to: [bkreiser@aaup.org](mailto:bkreiser@aaup.org).

Robert Kreiser  
AAUP Washington office  
[bkreiser@aaup.org](mailto:bkreiser@aaup.org))

## After Thoughts: Had There been a Little Bit More Time

### **Had there been a little more time, the 2005 recipient of the Sydney Suslow award might have said something else, too . . .**

Clifford Adelman, United States Department of Education ([clifford.adelman@ed.gov](mailto:clifford.adelman@ed.gov))

There were a lot of recognitions at the 2005 Forum Awards Luncheon, so I fulfilled a promise that Henry VIII made to each of his six wives: "Don't worry, I won't keep you long!" and held my remarks to a poignant minimum in awe of being honored by a room of colleagues, peers, and partners who have done as much-if not more-than I, and by an organization that is our front line of knowledge in higher education.

Here's what the rest of the script would have said, and I'd like to share it with my AIR colleagues: We all can turn around, face backward in time, and ask how we got to stand where we are standing, on whose shoulders, with whose hands, on whose inspiration, on whose mentorship, and on whose recognition that, at key junctures of life, moved us from there, through another place, to here. When Andreea Serban sent me an e-mail about the Suslow award, after thinking she must have the wrong number, I reflected on the shoulders, the hands, and that path.

The shoulders are obvious. I've never been on the NCES payroll, but have done a lot of my work for them, and three NCES people, in particular, have provided the tough learning, the support, and the opportunities, and have done an enormous amount for AIR members and mission, too: Dennis Carroll, Paula Knepper, and Jeff Owings. They are the people who have created and nurtured the longitudinal studies, the great national tapestries that we all reference. They have kept me reasonably in order, and teach with every interaction. I owe them too much. So do you!

As for the path, the major strand was history and its consequences in the respect for parish records which, in a metaphor, are the materials of our analyses:

- It started with a high school AP American History teacher, one Frank Smith (who wrote satirical novels in his spare time, and later became the first dean of arts and humanities at Hampshire College), who relied principally on documents to teach us how history was built;

- Continued in economic history courses in college with Forrest MacDonald, who had us coming out of library archives covered with the dust of Commercial and Financial Quarterly editions of the 1890s and the court filings of transit "traction" contracts (as they were known), so we might put together the kind of evidence used in the New Haven Railroad bankruptcy case of 1908, and certainly, along the way, to internalize the value of those unobtrusive parish records;
- And continued again in cultural history courses in graduate school, where the late Karl Weintraub helped us walk through cases of what made for "the typical" in societies ranging from those that produced the Old Testament to those who turned the Industrial Revolution, along the way dipping a toe into the quantitative methodologies of the French annales school, folks who counted the kilos of different grains sold in Paris in the late 16th century and tracked those kilos back through the trade routes and trade technologies until the great battles of princes faded in significance. It's not a long walk from the typical to the central tendency.

With the right people, education can do a half-decent job, no? And we all can name our own "right people."

A few key junctures transcended history as a discipline, but required big shoulders and hands because they had to deal with a streak that questioned authority and conventional wisdoms with the regularity of breathing in and breathing out, and was inevitably drawn to whatever was experimental at the moment.

- Somewhere in there, as a junior in college, on behalf of student government, designing and executing the first student evaluation of undergraduate courses and programs at the institution, something that could not be done without the backing of then-young professors such as C. Peter McGrath (who is about to retire as president of NASULGC), in the course of which one learned survey design (let alone the range of the undergraduate curriculum), how to ask questions, perform content analysis, aggregate responses, and present the whole in a manner both faithful to the evidence and rhetorically engaging so that the enterprise became an institution in itself.
- And how did all this get into the profession of higher education? Somebody turned a switch one day at a time of life when I was floundering, and made sure I walked into the office of the late Franklin Patterson, founding president of Hampshire College and occasional chancellor of the University of Massachusetts system. You all had mentors: Pat became mine, giving me the opportunity to learn, and testing me in a variety of adjunct roles in the UMASS system before sending me off to another experimentalist, one John Mahoney, who had taken on the Vice Presidency for Academic Affairs at William Paterson in New Jersey. Coming out of an elite education, this was a

better one, for places like UMASS-Boston and William Paterson are where America really goes to school, and Pat kept after me as an evaluator to make sure I was staying on leading edges, and learning all the time.

Pat Patterson had a gentle and inspiring way of kicking ass. Frank Newman, with those Jack Benny pauses that could leave one rollicking in brutal self-knowledge, later moved into Pat's role at the same time that Dennis Carroll did in my government life. These people became more than shoulders and hands-they became touchstones. You have them, too. Hold them dear!

Cliford Adelman  
Senior Research Analyst  
United States Department of Education

## Editors' Book of the Month

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

**Through the BOOK OF THE MONTH feature, we hope to acquaint you with publications that provide practical guidance on the technical or administrative aspects of our profession, offer current research and/or provoke thought and discussion on current issues in higher education.**

Our book selection this month is:

Feldman, Robert S. (Ed.) (2005). *Improving the first year of college: Research and practice*. Mahwah, NJ: Lawrence Erlbaum Associates. (ISBN 0-8058-4815-0)

That the first year of college plays a critical role in shaping the quality and ultimate success of the undergraduate experience is virtually indisputable. Consequently, many colleges and universities devote considerable resources to establishing programs and services intended to promote student engagement and success in the freshman year. This month's "Editors' Pick" - *Improving the first year of college: Research and practice* - is a new contribution to the literature on the first year experience.

The chapters in this edited volume each deal with a specific aspect of the first-year experience ranging from the impacts of first-year students' decision making about financing college and choosing a major; addressing diversity issues in first-year programs and services; assessing the impacts of the first-year experience; and descriptions of "best practices" in first-year programs. The volume offers a compelling combination of empirical research and theoretical underpinnings to examine and explain these issues, and explicitly considers the implications of findings for institutional practice. While no one chapter can provide an in-depth treatment of its topic, each provides sufficient detail to acquaint the reader with current research and practice; those interested in greater detail can follow up on

the references cited within each chapter.

For me, some of the more surprising findings presented were the prevalent use of counterproductive financing strategies (i.e., working longer hours, attending part-time and taking no loans) by first-year students, and the myths that students who have not declared or who have switched their major are less likely to persist in college. Both aspects of first-year student decision-making have important implications for developing effective models of advising prospective and first-year students.

In summary, this highly readable volume offers contemporary perspectives on the first-year experience. It would be a useful reference for anyone responsible for planning and/or assessing first-year programs and services.

-Marne

## Technical Tips from the Field

### **Gathering Information in XML with InfoPath**

Lenore Benefield, Florida Gulf Coast University ([lbenefie@fgcu.edu](mailto:lbenefie@fgcu.edu))

This corner of the newsletter is reserved for readers to share practical tips, techniques and shortcuts that can make a difference in our work. Please share your technical prowess with us and send your tips to [Meihua Zhai](#). Since this is a small corner, KISS (Keep It Short and Smart) will work the best.

Complex information tasks are the norm in IR settings. A small staff may be given several such tasks simultaneously and with short deadlines. The need for quick, flexible solutions to gathering and reporting information is paramount.

In the June 23rd edition, e-AIR discussed the trend toward gathering data using XML format (see: Technical Tips from the Field). Our office employs InfoPath 2003, bundled in MS Office 2003, to help us through the data gathering conundrums of assessment plans, annual reports, ad hoc reports, and so forth.

InfoPath 2003 allows the creation of dynamic forms, with a variety of user feedback, (screen tips, examples, data validation, and error messages) simplifying template design, data entry, and data storage. Once data entry is completed, the saved form is in xml format. It can be emailed or its data can be submitted to a myriad of targets (like an Access or MS SQL data base, a Web Service, a Share Point Form Library, an http, or a custom coded target).

Disadvantages are few (InfoPath will not submit to an Access memo field; and text extracted to Excel loses its formatting) but advantages are many (all the time-consuming coding tasks for custom forms are done for you.)

The following is a short example, showing how to use InfoPath to create an Integrative Program Matrix.

**Step 1.** Open InfoPath and choose **Design a Form**

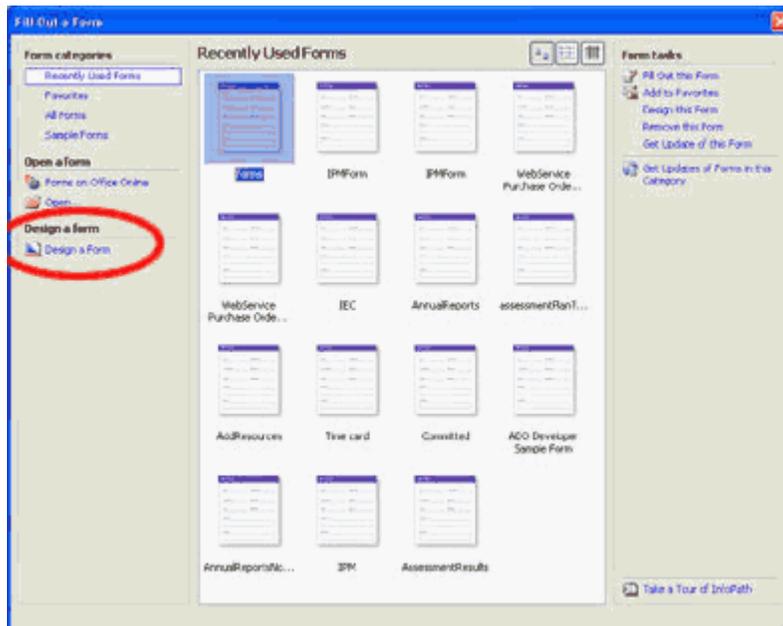


Figure 1

**Step 2.** Choose **New Blank Form** (figure 2) – This will give you a blank page. Just like when developing web pages, use a layout table to handle alignment of text and controls on the page.

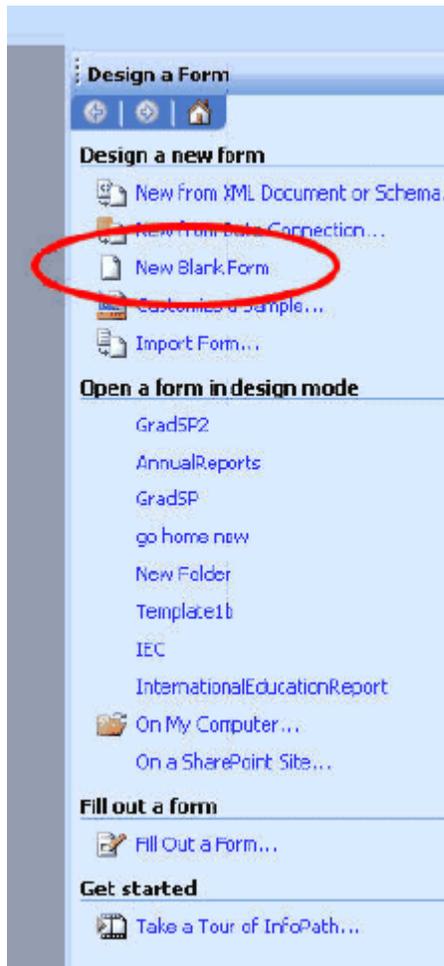


Figure 2.

**Step 3.** The Task frame (figure 3) lists tasks in order. Add a layout table first. Then place controls on the page. I chose Table with Title - Figure 4

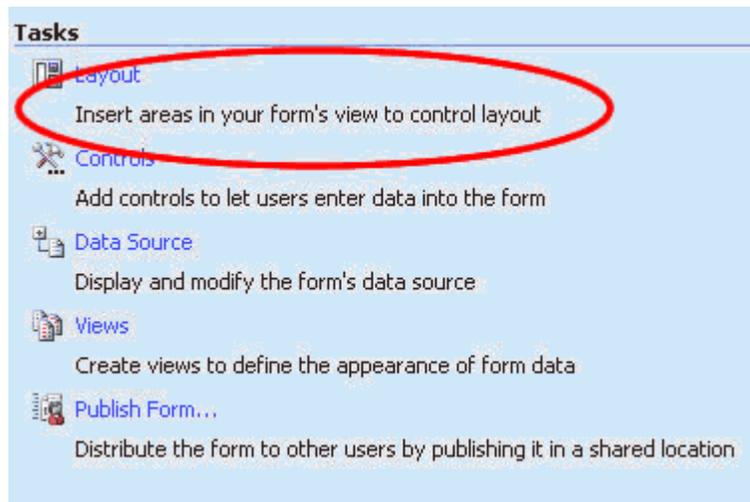


Figure 3



Figure 4

**Step 4.** After adding a title and university logo, begin to add and customize controls. Add a **Text Box** control for the College name and a **Text Box** for the program name. Add a **Repeating Table** which will allow users to add as many objectives as they would like. (Figure 5)

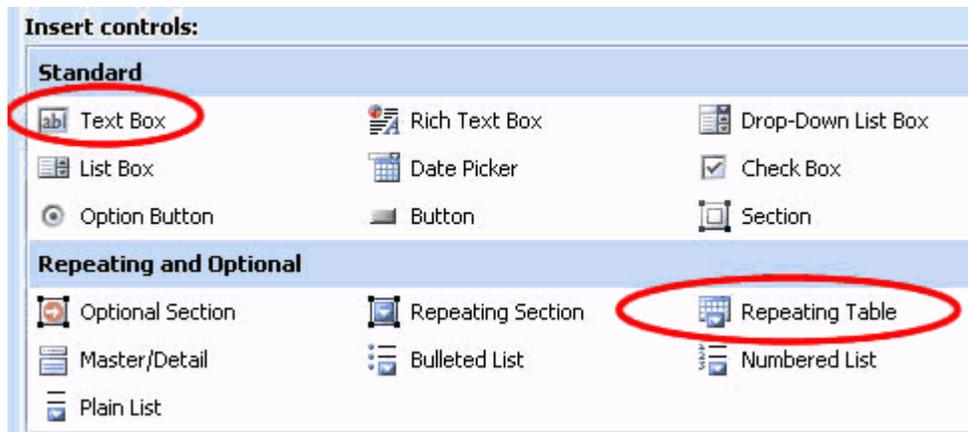


Figure 5

**Step 5.** Double-click on any control you've placed in the template and you get a dialog box that allows you to set the control's properties. Set the properties for each control.

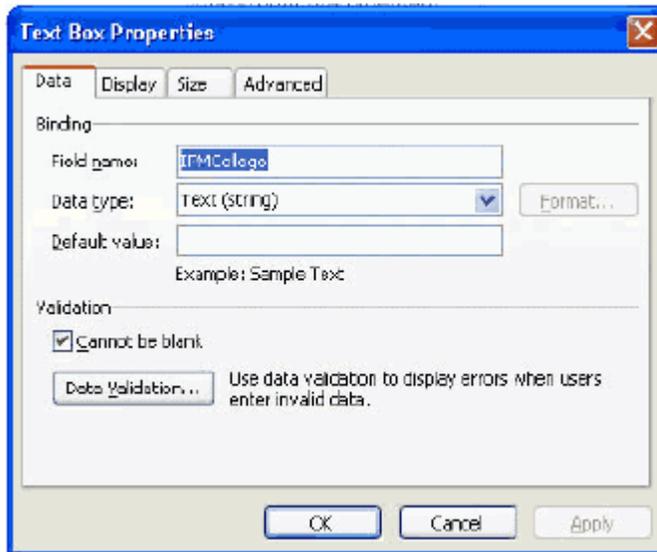


Figure 6

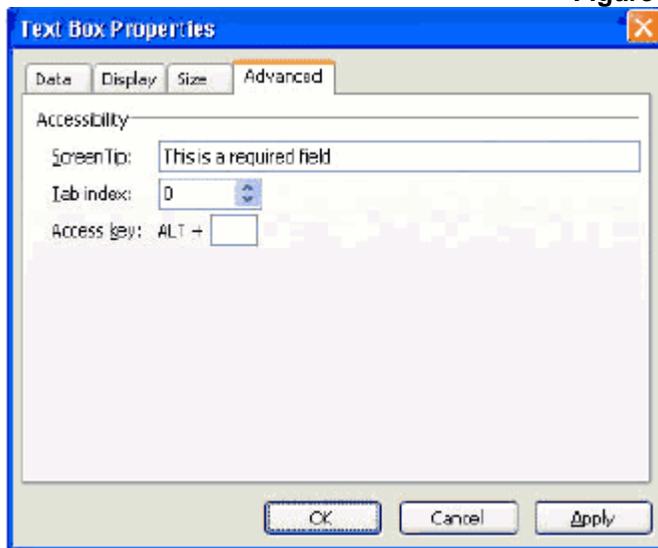


Figure 8

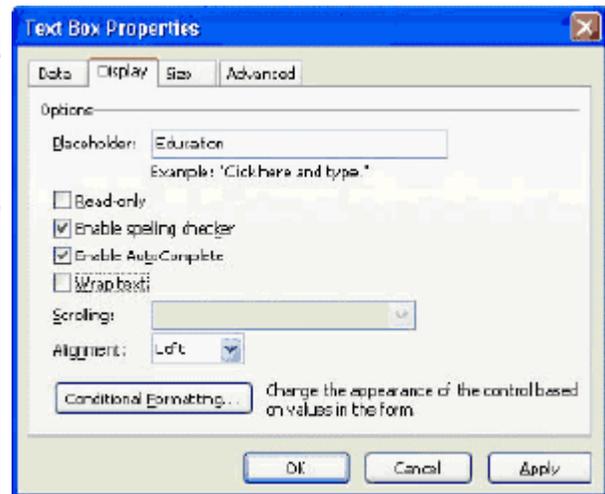


Figure 7

Figure 6. Name the control.

Figure 7. A **Placeholder** will allow you to enter sample data. **Wrap Text** and **Scrolling** will allow you make a text box that expands as information is entered.

Figure 8. **Screen tips** will pop-up when the user has the mouse pointer over the field.

**Step 6.** Finally, add a **Submit Button** and set its properties (Figures 9-11).

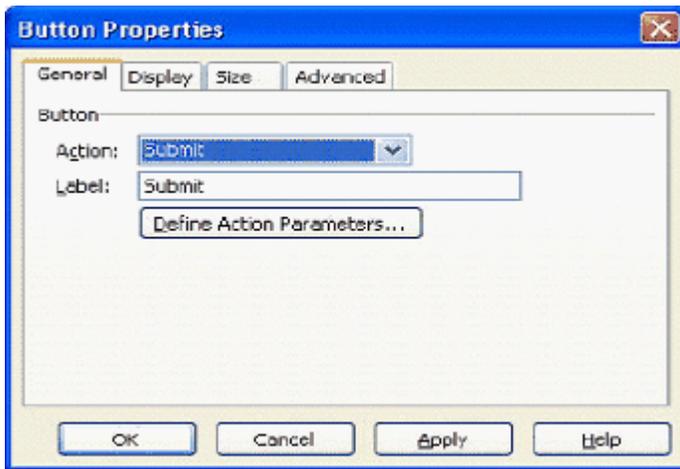


Figure 9

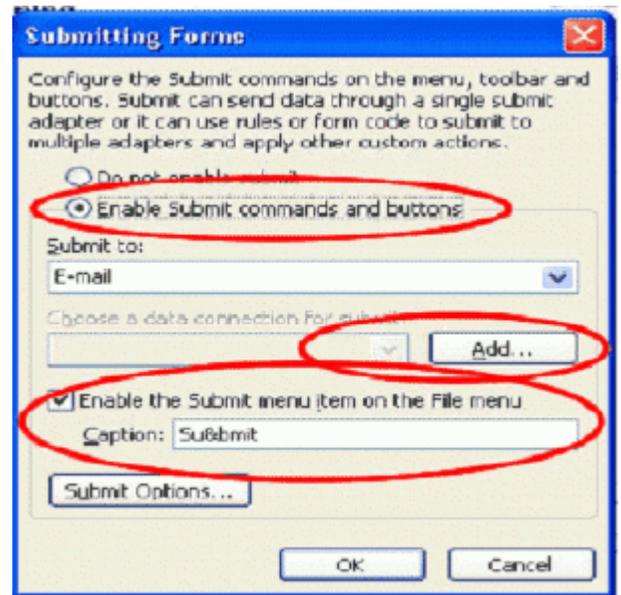


Figure 10

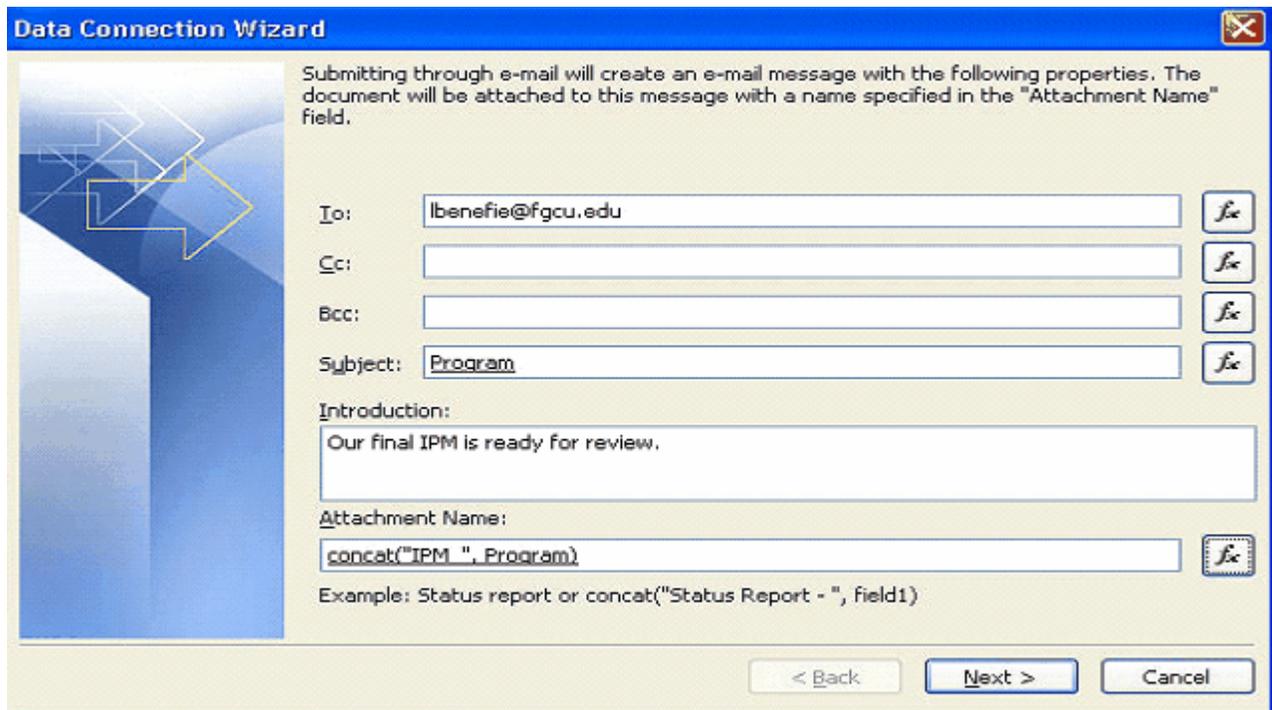


Figure 11

**Step 7.** Choose File -> Publish to publish the template to a network drive accessible to those who will fill out the form.

If you have InfoPath2003 with Office Service Pack 1 installed, you can access this sample file at <http://www.fgcu.edu/planning/templates/sample/IPM2.xsn>

Figure 12 shows the final form:

University Student Learning Outcome	Core Competency	Program Specific Student Learning Outcome	Assessment Measures	Use of Assessment Results
Demonstrate excellence in critical thinking, problem-solving, analysis and strategic planning.	Oral communication, critical thinking, written communication	Candidates have foundational knowledge of characteristics of diverse disability groups and instructional methods including classroom management.	Development of Classroom Management Plan	Adjust content coverage to reflect State DOE Subject Area Test

To add objectives, click here

Please save your file!

Figure 12

### Website references:

E-AIR archive

<http://www.airweb.org/page.asp?page=173>

FGCU Completed Form Examples

<http://www.fgcu.edu/planning/assessment/Plans/Administrative.asp>

Microsoft InfoPath

<http://office.microsoft.com/en-us/FX010857921033.aspx>

Sample for this tutorial

<http://www.fgcu.edu/planning/templates/sample/IPM2.xsn>

(Thank you so much, Lenore, for sharing the tips!)

## Position Listing Summary

### Job Listing Summary

Gail Fishman, AIR ([gfishman@mailier.fsu.edu](mailto:gfishman@mailier.fsu.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. There is no charge for posting a job. Follow the format posted at the [AIR Jobs website](#) and include as much information as possible. Use the [online form](#) to submit an ad. Jobs will be displayed for one month from the posting date or one week after the application deadline. Please notify [Gail Fishman](#) if you wish to repost, revise, or leave a job posted beyond the deadline.

---

DIRECTOR, OFFICE OF INSTITUTIONAL EFFECTIVENESS, Northern Marianas College, Saipan, **MP**, <http://www.nmcnet.edu>  
Deadline Date: September 7, 2005 or until filled

RESEARCHER, Empire State College, Saratoga Springs, **NY**, <http://www.esc.edu>  
Deadline Date: September 5, 2005 to ensure consideration

EXECUTIVE DIRECTOR OF INFORMATION SERVICES, Harvard University, Cambridge, **MA**, <http://www.harvard.edu>  
Deadline Date: Not provided

SENIOR PROJECT ANALYST - INSTITUTIONAL RESEARCH, Harvard University, Cambridge, **MA**, <http://www.harvard.edu>  
Deadline Date: Not provided

DIRECTOR, INSTITUTIONAL RESEARCH, PLANNING & OUTCOMES ASSESSMENT, New Mexico State University, Las Cruces, **NM**, <http://www.nmsu.edu/Research/iresearch/>  
Deadline Date: September 23, 2005

INSTITUTIONAL RESEARCH PROGRAMMER/DATA ANALYST, University of Louisiana at Monroe, Monroe, **LA**, <http://www.ulm.edu>  
Deadline Date: September 1, 2005

DIRECTOR OF ACADEMIC RECORDS/REGISTRAR, Cox College of Nursing and Health Sciences, Springfield, **MO**, <http://www.coxcollege.edu/>  
Deadline Date: Immediate

DIRECTOR, OFFICE OF INSTITUTIONAL RESEARCH, University of Maryland, Baltimore County, Baltimore, **MD**, <http://www.umbc.edu>  
Deadline Date: September 30, 2005 (open until position is filled)

RESEARCH ANALYST, Fordham University, Rose Hill in the Bronx, **NY**.  
Deadline Date: None

DIRECTOR OF DATA MANAGEMENT, ANALYSIS and REPORTING, University of New Orleans, New Orleans, **LA**, <http://www.uno.edu>  
Deadline Date: October 1, 2005

RESEARCH ANALYST/PROGRAMMER ANALYST, University of Utah, Salt Lake City, **UT**, <http://www.utah.edu> and <http://www.obia.utah.edu>  
Deadline Date: Until filled

PROGRAMMER III - Office of Strategic Research & Analysis, Valdosta State University, Valdosta, **GA**, <http://www.valdosta.edu> and <http://www.valdosta.edu>

[edu/irp](#)

Deadline Date: Open until filled

RESEARCH ASSOCIATE, Howard Community College, Columbia, **MD**, <http://www.howardcc.edu>

Deadline Date: August 31, 2005

COORDINATOR OF INSTITUTIONAL RESEARCH, Valley Forge Military Academy and College, Wayne, **PA**, <http://www.vfmac.edu>

Deadline Date: Not provided

ASSISTANT DIRECTOR FOR LEARNING OUTCOMES ASSESSMENT, Howard Community College, Columbia, **MD**, <http://www.howardcc.edu>

Deadline Date: August 31, 2005

ANALYST, Legislative Budget Board, Austin, **TX**,

Deadline Date: September 16, 2005

STATISTICAL DESIGN ANALYST, Morehouse College, Atlanta, **GA**, <http://www.morehouse.edu>

Deadline Date: Until filled

MANAGER OF INSTITUTIONAL RESEARCH & EFFECTIVENESS, Palo Alto College, San Antonio, **TX**, <http://www.accd.edu/pac>

Deadline Date: August 26, 2005

SPECIALIST, INSTITUTIONAL RESEARCH, College of the Siskiyous, Weed, **CA**, <http://www.siskiyous.edu/jobs>

Deadline Date: September 9, 2005

DIRECTOR OF STUDENT OUTCOMES RESEARCH, University of Southern California, Los Angeles, **CA**.

Deadline Date: September 15, 2005

SENIOR ADMINISTRATIVE ANALYST, University of California, Riverside, **CA**, <http://www.ucr.edu/>

Deadline Date: Open until filled

RESEARCH ANALYST, University of Kansas Medical Center, Kansas City, **KS**, <http://www.kumc.edu>

Deadline Date: Applications accepted until position is filled

DIRECTOR OF INSTITUTIONAL RESEARCH AND EFFECTIVENESS, Louisiana State University at Alexandria, Alexandria, **LA**, <http://www.lsua.edu>

Deadline Date: September 15, 2005

MANAGEMENT ANALYST (Operations Researcher), Florida Community College at Jacksonville, Jacksonville, **FL** , <http://www.FCCJ.edu>

Deadline Date: September 6, 2005

SENIOR RESEARCH ANALYST, University of Kansas Medical Center, Kansas City, **KS**, <http://www.kumc.edu>

Deadline Date: Applications accepted until position is filled

POLICY, PLANNING AND RESEARCH ANALYST, College of the North Atlantic, Stephenville, **NL**, <http://www.cna.nl.ca>

Deadline Date: August 19, 2005

DIRECTOR OF INSTITUTIONAL RESEARCH, Wilmington College, New Castle, **DE**, <http://www.wilmcoll.edu>

Deadline Date: Fall 2005

COORDINATOR, COMPUTER APPLICATIONS, University of Central Florida, Orlando, **FL**, <http://www.ucf.edu>

Deadline Date: September 1, 2005

ACADEMIC RESEARCH ANALYST, William Rainey Harper College, Palatine, **IL**,

Deadline Date: Not provided

DIRECTOR, INSTITUTIONAL EFFECTIVENESS, John Tyler Community College, Chester **VA**, <http://www.jtcc.edu>

Deadline Date: September 16, 2005

RESEARCH SPECIALIST, Chicago State University, Chicago, **IL**, <http://www.csu.edu>

Deadline Date: Open until position is filled

RESEARCHER DATA ANALYST, Lynn University, Boca Raton, **FL**, <http://www.lynn.edu>

Deadline Date: August 22, 2005

PROFESSIONAL ANALYST, INSTITUTIONAL EFFECTIVENESS, North Harris Montgomery Community College District, The Woodlands, **TX**, <http://www.nhmccd.edu/Templates/Content.aspx?pid=1880>

Deadline Date: Open until filled

INSTITUTIONAL RESEARCH ASSISTANT, Berkeley College, **NJ**.

Deadline Date: Applications accepted until position is filled

DIRECTOR OF GRANTS, DIVISION OF INSTITUTIONAL EFFECTIVENESS, RESEARCH, PLANNING & ASSESSMENT, Volunteer State Community College, Gallatin, **TN**, <http://www.volstate.edu>

Deadline Date: Review of applications begins September 1, 2005

RESEARCH AND ASSESSMENT ANALYST, United States Air Force Academy, Colorado Springs, **CO**, <http://www.usafa.af.mil>

Deadline Date: August 31, 2005

ASSISTANT DIRECTOR OF RESEARCH & PLANNING, Lakeland Community College, Kirtland, **OH**.

Deadline Date: Not provided

PRINCIPAL RESEARCH ANALYST, University of California, Merced, **CA**, <http://www.ucmerced.edu>

Deadline Date: Open until filled

RESEARCH ASSOCIATE, Learning Point Associates, Naperville, **IL**.

Deadline Date: Not provided

INSTITUTIONAL EFFECTIVENESS RESEARCH ANALYST, Loyola Marymount University, Los Angeles, **CA**, <http://www.lmu.edu>

Deadline Date: Not provided

INSTITUTIONAL RESEARCH SYSTEMS MANAGER, University of California, Merced, **CA**, <http://www.ucmerced.edu>

Deadline Date: Open until filled

ASSISTANT DIRECTOR FOR RESEARCH & PLANNING, Lakeland Community College, Kirtland, **OH**.

Deadline Date: Applications accepted until position is filled

RESEARCH ANALYST (Position #442932), DePaul University, Chicago, **IL**,

Deadline Date: Open

APPLICATION ANALYST/PROGRAMMER, Coppin State University, Baltimore, **MD**, <http://www.coppin.edu/hr/openings.asp>

Deadline Date: Open until filled

ASSISTANT RESEARCHER, University of California at Berkeley, Berkeley, **CA**, <http://www.haas.berkeley.edu/realestate>

Deadline Date: August 31, 2005

RESEARCH ASSOCIATE, Association of American Medical Colleges, Washington, **DC**.

Deadline Date: Not provided

STAFF ASSISTANT, SUNY College at Old Westbury, Old Westbury, **NY**, <http://www.oldwestbury.edu>

Deadline Date: Applications accepted until position is filled

ASSISTANT DEAN/ INSTITUTIONAL RESEARCH AND ASSESSMENT, Johns Hopkins University, Baltimore, **MD**, <http://www.jhu.edu>

Deadline Date: September 1, 2005

REGISTRAR, Hartwick College, Oneonta, **NY**, <http://www.hartwick.edu>  
Deadline Date: Accepting applications until position is filled

INSTITUTIONAL RESEARCH ANALYST II, University of South Alabama, Mobile, **AL**, <http://www.southalabama.edu/humanresources>  
Deadline Date: Open until filled

RESEARCH ASSOCIATE, Association of American Medical Colleges, Washington, **DC**.  
Deadline Date: Not provided

DATA MINING MANAGER, Career Education Corporation, Hoffman Estates, **IL**.  
Deadline Date: Open until filled

MANAGEMENT RESEARCH ANALYST, Arizona State University, Tempe, **AZ**, [http://www.hr.asu.edu/vacancy\\_notice/vacancy\\_posting.asp?id=120538](http://www.hr.asu.edu/vacancy_notice/vacancy_posting.asp?id=120538)  
Deadline Date: August 24, 2005

EVALUATION SPECIALIST, University of Massachusetts Amherst, Amherst, **MA**, <http://umass.edu/>  
Deadline Date: September 15, 2005

RESEARCH AND EVALUATION ASSOCIATE, Illinois Mathematics and Science Academy, Aurora, **IL**, <http://www.imsa.edu>  
Deadline Date: Accepting resumes until filled

## Parting Thoughts

### Parting Thoughts

Meihua Zhai, George Mason University (mzhai@gmu.edu)

- Pride is concerned with who is right. Humility is concerned with what is right. ~~ Ezra Taft Benson
- Certain things catch your eye, but pursue only those that capture your heart. ~~ Native American saying
- Communication is primarily a function of trust, not of technique. When the trust is high, communication is easy, it's effortless, it's instantaneous, and it's effective--it works. But when the trust is low and the Emotional Bank Account is overdrawn, communication is exhausting, it's terribly time-consuming, and it's like walking around a minefield."  
~~ Steven Covey
- Intuition is given only to him who has undergone long preparation to receive it. ~~ Louis Pasteur
- Live as you will wish to have lived when you are dying. ~~ Christian Furchtegott

Gellert

- Be what you are. This is the first step toward becoming better than you are.  
~~ Julius Charles Hare
- If you want to kill time, try working it to death. ~~ Charles Darwin
- People are always neglecting something they can do in trying to do something they can't do. ~~ Anon.
- Only those who dare to fail greatly can ever achieve greatly. ~~ Robert F. Kennedy
- Genius does what it must, talent does what it can. ~~ Edward Bulwer-Lytton
- Once you say you're going to settle for second, that's what happens to you.  
~~ John F. Kennedy
- The secret of success is constancy to purpose. ~~ Benjamin Franklin

(Some of the above parting thoughts were contributed by Pat Harvey from Richard Bland College and Frank Doherty from James Madison University. Thank you, Pat and Frank, for sharing!)

---

**Reader contributions of possible future 'Parting Thoughts' are welcome. Send them to [Meihua Zhai](#).**