



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

Vol. 26 No. 46 8/30/2006

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

Editor:

Meihua Zhai
University System of Georgia
(meihua.zhai@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: 6335

Next Issue Copy Deadline:
9/25/2006

Next Issue Target Publication Date:
9/29/2006

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: (meihua.zhai@usg.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).

From Your 2007 Forum Chair

Forum Proposals Due October 1, 2006

Mary Korfhage, AIR 2007 Forum Chair (mary.korfhage@louisville.edu)

Now is the time to submit your proposal for the 2007 Forum in Kansas City, Missouri.

The AIR Forum seeks a strong program of topics addressing current trends and emerging issues in higher education assessment and the strategies institutions employed to meet their individual challenges.

The Call for Participation outlines the process for submitting proposals for a Forum session and is available at <http://www.airweb.org/page.asp?page=4>. Best practices, innovative approaches, creative projects, special studies, and informative research are popular subjects for presentation and attract the attention of Forum participants from around the globe. Proposals reflecting the collaborative nature of student learning assessment are especially welcome.

In addition to the Call for Proposals, tips for preparing workshop proposals and poster session presentations are located on <http://www.airweb.org/page.asp?page=4>.

All proposals must be submitted by midnight, EDT, October 1, 2007.

Requests to Schedule SIG/Affiliation/AIR Committee Meetings Due Oct. 1

Requests to schedule a meeting during the 2007 Forum must be submitted using the Proposal Submission Tool at <http://www.airweb.org/page.asp?page=4>. This includes mid-year meetings of regional and state affiliates, special interest groups, standing committees of the Association and their subcommittees.

Requests are due by midnight EDT, October 1, 2007.

From Your 2007 Forum Local Hosts

Goin' to Kansas City ... for the 47th AIR Forum June 2-6, 2007!

Christine Keller, University of Kansas, 2007 Forum Local Arrangement Committee (ckeller@ku.edu)

This second installment of Kansas City "Fun Facts" focuses on the Kansas City River Market district. The historic River Market is situated between downtown Kansas City and the south bank of the Missouri River, and is just a short, inexpensive bus ride (\$3 round trip) from the Forum hotels on the MAX - KC's rapid transit bus service - <http://www.kcata.org/media/MAXFacts.htm>

The River Market was the stomping ground of many legendary figures of the West including Wild Bill Hickock, Wyatt Earp, Bat Masterson, and the " Queen of the Red Lights" Annie Chambers. The area also offers some of the oldest architecture in Kansas City, including City Hall and the Gillis Opera House.

Today, the River Market district features ethnic food stores, unique bars and restaurants, the Arabia Steamboat Museum, and an open-air farmers' market. It is adjacent to Berkley Riverfront Park, which features a lighted walkway and a scenic view of the Missouri River.

Did-You-Know Fun Facts about the Kansas City River Market Area

- A bottle of French perfume salvaged from the steamboat Arabia is believed to be the oldest intact perfume in the world.

The perfume and over 100,000 other artifacts are part of the Steamboat Arabia Museum. After sinking in 1856, the Arabia and her cargo remained buried beneath a Kansas farm field untouched by time until 1988. Today, over 200 tons of merchandise from the 19th century frontier are on display including European dishware, jewelry, guns, tools, food products, and clothing items - making the museum the ultimate time capsule of American frontier life. (<http://www.1856.com/>)

- The City Market is the Midwest' s largest farmers' market, dating back to the 1850' s.

The City Market is home to an eclectic mix of merchants offering distinctive gifts, flowers, home accessories and specialty foods from across the world including the Americas, Europe, Africa, the Middle and Far East. The market is especially lively on the weekends, when more than 140 farmers bring their goods for sale. (<http://kc-citymarket.com/>)

- The City Market is the third largest outdoor concert venue in Kansas City

Summer concerts at the City Market feature renowned artists such as Sister Hazel, Michelle Branch, James Brown, Nelly Furtado, John Mayer and Evanescence. Saturdays and Sundays are bustling with family activities, street performers, cooking demonstrations, and weekly auto shows of vintage, restored and custom vehicles. In the evenings, one can pick from an array of restaurants, pubs, cafes and nightclubs featuring live music, dancing, live comedy theater, and cuisine that spans the globe. (<http://kansascityrivermarket.com/entertainment.htm>)

NCES Publications

Changes in Staff Distribution and Salaries of Full-Time Employees in Postsecondary Institutions: Fall 1993 and 2003

Using data from the 1993 and 2003 Fall Staff Surveys, a component of the Integrated Postsecondary Education Data System (IPEDS), this report examines the change in the number and composition of staff in U.S. postsecondary institutions and the change in average salaries of full-time staff between fall 1993 and fall 2003. Over the decade, the growth of the workforce at colleges and universities outpaced the growth of both the civilian labor force and student enrollment, continuing a pattern that began in the 1970s. The growth rate was higher for part-time employees than full-time employees, for female staff than male staff, for racial/ethnic minorities than Whites, and for professionals than nonprofessionals. Although the average salaries of full-time employees increased for each of the seven primary occupation categories, only the rate of increase for executive, administrative, and managerial positions (17 percent) exceeded the median for the overall U.S. family income (14 percent).

To download, view and print the publication as a PDF file, please visit: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006152>

Student Financing of Undergraduate Education: 2003-04

NCES has just released, 'Student Financing of Undergraduate Education: 2003-04 With a Special Analysis of the Net Price of Attendance and Federal Education Tax Benefits.' This report, based on data from the 2003-04 National Postsecondary Student Aid Study (NPSAS:04), provides detailed information about undergraduate tuition and total price of attendance at various types of institutions, the percentage of students receiving various types of financial aid, and the average amounts that they received. In 2003-04, three-quarters of all full-time undergraduates received some type of financial aid (\$9,900 average). One-half took out student loans (\$6,200 average), and 62 percent received grants (\$5,600 average). Forty percent received both grants and loans (combined average \$13,600). The average tuition and fees for full-time undergraduates in 2003-04 were \$2,000 at public 2-year, \$5,400 at public 4-year, and \$18,400 at private not-for-profit 4-year institutions. About one-fourth of full-time undergraduates did not pay any tuition, because the entire tuition amount was covered by grants. Nearly one-half of full-time low-income dependent undergraduates had their entire tuition amount covered by grant aid. The total price of attendance (tuition plus room and board and other expenses) for full-time undergraduates in 2003-04 was \$10,500 at public 2-year, \$15,200 at public 4-year, and \$28,300 at private not-for-profit 4-year institutions. After subtracting all financial aid (including loans), the average out-of-pocket net price of attendance for full-time low-income dependent undergraduates was \$6,000 at public 2-year, \$5,600 at public 4-year and \$9,200 at private nonprofit 4-year institutions. In addition, this report presents estimates of the federal education tax benefits for students (Hope and Lifetime Learning tax credits, and tuition deductions): nearly one-half (49 percent) of all undergraduates or their parents had their taxes reduced by an average of \$600 by claiming these benefits. Middle-income students were the most likely to receive these tax benefits. Among the families of upper-middle-income students, more than two-thirds (69

percent) received an average reduction in federal taxes of \$1,100.

To download, view and print the report as a pdf file, please visit: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006186>

Users Guide to Computing High School Graduation Rates

NCES has just released the 'User' s Guide to Computing High School Graduation Rates, Volume 1: Review of Current and Proposed Graduation Indicators' and the 'User' s Guide to Computing High School Graduation Rates, Volume 2: Technical Evaluation of Proxy Graduation Indicators.'

The first volume of this report examines the existing measures of high school completion and the newly proposed proxy measures. This includes a description of the computational formulas, the data required for each indicator, the assumptions underlying each formula, the strengths and weaknesses of each indicator relative to a true cohort on-time graduation rate, and a consideration of the conditions under which each indicator does or does not work. The second volume of this report provides documentation of the technical work that the Department leadership used to select an interim graduation rate. The analysis in volume 2 draws upon the student record data from two states to compute the true cohort on-time graduation rate for each of those states, to compute the proxy graduation measures for each of these states, and to compare the performance of each proxy indicator to that of the true cohort rate. The Averaged Freshman Graduation Rate (AFGR) indicator is the only measure that is consistently among the best performing indicators in each analysis.

To download, view and print Volume 1 as a pdf file, please visit: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006604>

To download, view and print Volume 2 as a pdf file, please visit: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006605>

Digest of Education Statistics, 2005

The 41st in a series of publications initiated in 1962, the Digest' s primary purpose is to provide a compilation of statistical information covering the broad field of American education from prekindergarten through graduate school. The Digest contains data on a variety of topics, including the number of schools and colleges, teachers, enrollments, and graduates, in addition to educational attainment, finances, and federal funds for education, libraries, and international comparisons. Some examples of highlights from the report include the following items. Enrollment in public elementary and secondary schools rose 22 percent between 1985 and 2005. The fastest public school growth occurred in the elementary grades (prekindergarten through grade 8), where enrollment rose 24 percent over this period, from 27.0 million to 33.5 million. Public secondary school enrollment declined 8 percent from 1985 to 1990, but then rose 31

percent from 1990 to 2005, for a net increase of 20 percent. The number of public school teachers has risen faster than the number of students over the past 10 years, resulting in declines in the pupil/teacher ratio. Between 1994 and 2004, the number of full-time college students increased by 30 percent compared to an 8 percent increase in part-time students. During the same time period, the number of men enrolled rose 16 percent, while the number of women enrolled increased by 25 percent.

To download, view and print the publication as a PDF file, please visit:<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006030>

SER Website Updated

NCES has just updated the State Education Reforms (SER) website. This website was first based on the report *Overview and Inventory of State Education Reforms: 1990 to 2000*, and is updated periodically to incorporate new data on state education reform activities.

The SER website, which draws primarily on data collected by organizations other than NCES, compiles and disseminates data on state-level education reform efforts in four areas: 1) standards, assessment, and accountability, 2) school finance reforms, 3) resources for learning, and 4) state support for school choice options. Specific reform areas include student and teacher assessments, adequate yearly progress, state-wide exit exams, highly qualified teachers, open enrollments laws, and charter schools.

To view the State Education Reforms website, please visit: <http://nces.ed.gov/programs/statereform/>

National Symposium Invitation

You Are Invited to Attend

The National Postsecondary Education Cooperative (NPEC) Symposium on Postsecondary Student Success

When: November 1– 3, 2006

Where: Capital Hilton, 1001 16th Street, NW, Washington, DC

Space Is Limited!

For a program and registration information, please visit: <http://nces.ed.gov/npec/symposium.asp>.

Overview: You are invited to attend the National Symposium on Postsecondary Student Success. Join some of the nation's leading policymakers, researchers, and practitioners to discuss:

- How should student success be defined?
- How can institutions and states facilitate student success?
- What are promising practices for improving student success?
- What factors impact the chances of postsecondary student success for different types of students in different types of postsecondary institutions?

WHO SHOULD ATTEND: Please join other Federal policymakers, State policymakers including legislators, governors' staff, and public and private sector higher education policymakers, Institutional presidents and chancellors, and academic leaders and researchers, in discussing these critical questions.

KEYNOTE SPEAKER: Derek Bok, President, Harvard University

FEATURED PRESENTERS:

Donna Alvarado, Ohio Board of Regents

Patricia McGuire, Trinity University

John Braxton, Vanderbilt University

Michael Nettles, Educational Testing Service

Thomas Bailey, Columbia University

Laura Rendon, Iowa State University

Ed Blews, Association of Independent Colleges and Universities of Michigan

Earl Richardson, Morgan State University

Howard Cohen, Purdue University

Piedad Robertson, Education Commission of the States

Jim Hearn, University of Georgia

John Smart, University of Memphis

George Kuh, Indiana University

Scott Thomas, University of Georgia

Bridget Terry Long, Harvard University

Vince Tinto, Syracuse University

David Longanecker, Western Interstate Commission for Higher Education

John Welty, California State University-Fresno

NPEC is a voluntary partnership of postsecondary institutions, associations, government agencies, and organizations. NPEC receives funding from the National Center for Education Statistics (NCES), U.S. Department of Education. NPEC's mission is to promote the quality, comparability, and utility of postsecondary data and information that support policy development at the federal, state, and institution levels.

People to People Ambassador Program Invitation

People to People Announces Fall 2007 Higher Education Program in Russia

Marcia Dartley, People To People Ambassador Programs (marcia.dartley@ptpprograms.org)

People to People Ambassador Programs is coordinating a delegation of higher education professionals who will travel to Russia in October of 2007. Delegates will visit universities and research centers and will meet with leaders in higher education. The exchange will include extensive discussions on access to higher education, generally and among different groups; paying for higher education; teacher preparation programs; governance of higher education; and faculty roles and issues.

The Higher Education Delegation is being led by Rita Kirshstein, Ph.D., a managing director of the Education and Human Development Program of the American Institutes for Research. Dr. Kirshstein is looking forward to sharing this opportunity for professional and personal growth with colleagues from the United States and Russia.

"I encourage those in the higher education arena to pursue this rare and exciting opportunity to share their expertise with others," she said. "Delegates can play a role in defining the themes for discussion, and will be able to both share and gain insights through the exchange. This is an opportunity to discuss higher education issues that will be vital not only for Russia, but also for the United States and for the world at large."

Delegates will visit two primary areas — Moscow and St. Petersburg — experiencing the culture and heritage of Russia along the way.

Ambassador Programs has been conducting educational programs for professionals in some of the world's most fascinating destinations for 50 years. The delegations allow professionals to exchange information with their overseas counterparts, while forging the bonds of international friendship.

Since People to People Ambassador Programs is a private-citizen effort, delegates are responsible for their own program costs. Delegates often raise funds for their program through employers, sponsorships, scholarships or other means, and Ambassador Programs has information available on their website to

assist you in these efforts.

Program details and a registration form are available by calling 1-877-787-2000, ext. 8100, or

e-mailing info@ambassadorprograms.org. More information on People to People Ambassador Programs can be found online at www.ambassadorprograms.org.

Marcia Dartley

Associate Director, Professional Programs
People To People Ambassador Programs
Dwight D. Eisenhower Building
110 South Ferrall Street
Spokane, WA 99202-4800
P: 509-534-6200 x 7534
P: 800-669-7882 x 7534
F: 866-425-2574 (international: 858-300-5173)
marcia.dartley@ptpprograms.org

Penn State Courses for IR

James Fredericks Volkwein, The Pennsylvania State University (volkwein@psu.edu)

Two graduate courses in Institutional Research will be offered on-line through the World Campus in Fall 2006: Designing IR Studies (HiEd 598D), and Foundations of Institutional Research (HiEd 598i). Either of these 3-credit courses may be taken as graduate degree electives &/or counted toward the Graduate Certificate in Institutional Research. The courses begin **Sept 6, 2006** and end December 18. For more information and a syllabus for each course, visit the World Campus web site at <http://www.worldcampus.psu.edu/wc/InstitutionalResearch.shtml> (click on Curriculum). To avoid a late fee (\$250), **registration must be completed and tuition paid by Sept 15, 2006**. For answers to frequently asked questions plus information about admission to the IR certificate program, visit <http://www.ed.psu.edu/cshe/ir.html> or contact Trudi Haupt (tth1@psu.edu).

HiEd 598D - Designing Institutional Research Studies

This course, designed by Dr. Patrick Terenzini, Dr. Fred Volkwein, and Dr. Linda Strauss, teaches best practices and necessary skills in quantitative and qualitative research design, including sampling and basic measurement issues, research methods, survey research, interviews, focus groups, and selecting appropriate statistical tools. Pre-requisite: Working knowledge of basic statistics, as well as the concepts underlying ordinary least-squares (OLS) multiple regression and the basic multiple regression statistics (R-square, R-square change, b-weights, and beta weights).

HiEd 598i - IR Foundations and Fundamentals

This course, designed and taught by Dr. Fred Volkwein, is an overview of the theory and practice of institutional research. Upon completion of Foundations and Fundamentals of Institutional Research, students will be able to:

- * Understand concepts, methodologies, research practices, and information systems that support campus decision making
- * Understand the diversity of the institutional research profession, including office organization and staffing, and organizational functions and activities
- * Recognize and carryout at a basic level the major Institutional Research activities including using National Datasets, Planning and Budgeting, Enrollment Management and enrollment forecasting, Faculty Studies and Instructional Analysis, Institutional Effectiveness and accreditation, Program Evaluation and Student Outcomes Assessment.
- * Utilize SPSS software, make Powerpoint presentations, and produce effective reports on selected IR topics.

Texas A&M Assessment Conference

Texas A&M Assessment Conference

Mark Troy, Texas A&M University (metroy@tamu.edu)

The 7th annual Texas A&M Assessment Conference will be held **February 22 and 23, 2007** in College Station, Texas. The theme of the conference, which will be of interest to anyone involved in assessment in higher education, is Building Assessment Capacity: Foundation to Fruition.

Nationally known invited speakers and presenters include:

- * Linda Suskie, Executive Associate Director, Middle States Commission on Higher Education
- * Stephen Spangehl, Director, Academic Quality Improvement Program, North Central Association of Colleges and Schools, The Higher Learning Commission
- * Geri Malandra, Associate Vice Chancellor, Institutional Planning and Accountability, University of Texas System

For more information about the conference, visit: <http://www.tamu.edu/qep/test/conference/>

Mark Troy, Associate Director
Measurement and Research Services
Texas A&M University
<http://www.tamu.edu/mars>

Call for Proposals

Texas A&M Assessment Conference Call for Proposals

Mark Troy, Texas A&M University (metroy@tamu.edu)

"Building Assessment Capacity: Foundation to Fruition" is the theme of the 7th Annual Assessment Conference at Texas A&M University. The Assessment Conference invites well-developed proposals for concurrent sessions that illustrate examples of continual assessment implementation and using the results in meaningful ways.

The 2007 conference will be held February 22-23 at the Hilton Conference Center in College Station, Texas. The program will be organized around the following tracks:

- * Project and Program Assessment
- * Faculty Assessing Student Learning in the Classroom
- * Assessment in Accreditation
- * Core Curriculum/General Education Assessment
- * Student Affairs and Student Development Assessment

Proposals are due to the Office of Institutional Assessment at Texas A&M University by October 6, 2006. For more information, including a submission form, please click here: http://www.tamu.edu/qep/test/conference/proposal_call.htm

The Assessment Conference Committee looks forward to hearing from you!

Mark Troy, Associate Director
Measurement and Research Services
Texas A&M University
<http://www.tamu.edu/mars>

Changing Scene

A Way to Keep Up With News About Our Colleagues

This portion of the newsletter is devoted to keeping you informed about changes such as readers who relocate to new positions and/or institutions, professional recognition awards and honors, retirements, deaths, newly hired colleagues, promotions, etc. If you become aware of a change on your campus or elsewhere which should be mentioned in "The Changing Scene," please send a note with the key facts to meihua.zhai@usg.edu. Keep it brief, but include the information you think others would like to know.

After 14 years as professor of physics and earth science at Louisiana College, Dr. **Don Sprowl** (don.sprowl@indwes.edu) has accepted the newly created position of Assistant to the Vice President for Institutional Research at Indiana Wesleyan University. The position will involve strategic planning, external reports, assessment, and accreditation. Welcome to IR, Professor Sprowl!

After 27 years, **Cliff Adelman** will be leaving the U.S. Department of Education - for good - on September 30. His new title, association, and contact information as of October 2 are: Senior Associate, Institute for Higher Education Policy; 1320 19th St. NW, Suite 400; Washington, DC 20036. 202-861-8223 (cadelman@ihep.org). Through September 29 please use existing U.S.E.D. contact information (clifford.Adelman@ed.gov). Best wishes, Cliff!

Editors' Book of the Month

Our Underachieving Colleges: A Candid Look at How Much Students Learn and Why They Should Be Learning More

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.

This month's book, *Our Underachieving Colleges: A Candid Look at How Much Students Learn and Why They Should Be Learning More*, was written by Derek Bok and published by Princeton University Press in 2006 (ISBN 0-691-12596-1).

Former Harvard President Derek Bok is a well known and respected author of several books on higher education. In his most recent publication, *Our Underachieving Colleges*, Bok's focus is on teaching and learning. Bok refutes the harsh condemnations found in many published critiques of American higher education, including the notion that the quality of undergraduate education has deteriorated from some earlier period of excellence. While the quality of higher education may not have seriously declined, Bok still contends that there is much room for improvement – that higher education is not fulfilling its promise and students are not learning as much as they could

Judgments of the quality or effectiveness of undergraduate education cannot begin without first identifying the intended purposes of such education. In Bok's view, these purposes are not restricted to the development of intellectual or scholarly skills but also include communication skills, critical thinking, quantitative reasoning, moral reasoning, skills for citizenship in a diverse and

global society, expanded breadth of interests, and career preparation. Most students graduate with enhanced knowledge of the content and methods of inquiry in their major but make comparatively less progress in the other core areas. As Bok states,

"Many seniors graduate without being able to write well enough to satisfy their employers. Many cannot reason clearly or perform competently in analyzing complex, non-technical problems, even though faculties rank critical thinking as the primary goal of a college education. Few undergraduates receiving a degree are able to speak or read a foreign language. Most have never taken a class in quantitative reasoning or acquired the knowledge needed to be a reasonably informed citizen in a democracy." (p. 8)

How is it that undergraduates make such limited gains in these subject areas? Bok cites a number of reasons, chief among them, poorly designed and delivered curricula. Curriculum design processes generally emphasize the development of intellectual skills over personal development; there is an increasing push for early specialization and expanded course work in the major; and general education and distribution requirements are often not well integrated with other courses. For example, Bok notes the tendency of departments to reach "awkward compromises" in which students are required to take a few courses in non-core areas such as languages; this requirement is enough to add to students' course burdens but is not enough to achieve mastery.

While most faculty members care about their teaching, teaching quality in many colleges and universities is less than optimal. Lecturing remains the predominant teaching method despite evidence that it is less effective at producing lasting learning than methods that promote greater student involvement. Introductory and non-core classes tend to be relegated to graduate students, lecturers and junior faculty. This comparative neglect of teaching arises from various factors: the failure of most doctoral programs to provide meaningful instruction in teaching methods; the cost efficiency of large lecture classes; and external ranking systems that give little weight to the quality of students' classroom experiences. Faculty members, and their institutions, receive greater recognition and rewards for their research achievements. Consequently, they are reluctant to engage in systematic, continuous evaluation of teaching/learning activities.

It follows that institutions that wish to improve the quality of undergraduate education need to focus on the curriculum (what students are required to learn) and teaching (how students will learn it). Student development is also shaped by experiences outside the classroom. Extracurricular and co-curricular opportunities, social and living arrangements, institutional policies regarding ethical and moral standards, and the words and behaviors of faculty, staff and administrators are all components of the undergraduate learning experience. Faculty members must play a primary role in improving teaching and learning;

the book provides several examples of individual faculty members who have developed innovative teaching practices. But Bok holds leadership responsible for making reform efforts occur on a broader scale. Academic administrators, trustees, and external constituents such as state agencies and accrediting entities cannot make faculty teach differently but they can raise issues, provide resources, require evidence, and recognize and reward achievements.

In *Our Underachieving Colleges*, Bok offers a compelling critique of undergraduate education and multiple recommendations for improving it. This book is sure to spur discussion about the core purposes of education. Clearly, academic administrators and faculty would find it of interest. I would certainly recommend it to anyone charged with developing or evaluating curriculum.

Technical Tips from the Field

Adding a Reference Line to a Bar Chart in Excel

Sinji Yang, Eastern Michigan University (sinji.yang@emich.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 (meihua.zhai@usg.edu). Since this is a small corner, KISS (Keep It Short and Smart) will work the best.

Data presentation is an important aspect of our work. In order to turn data into information, we often need to add comparative reference to our presentation to indicate where we stand in the comparison. For example, in presenting student retention rates, we would like to add the average of our comparison group to the chart; in comparing faculty salary, we may need to add our peer's averages to give a visual presentation of our standing in the group. To add a reference line to a bar chart, we need to combine two different charts in a single graph.

Suppose that we have enrollment data from 7 school districts. We would like to put the data on a column chart with a horizontal line showing average enrollment across the 7 columns, as shown in Figure 1.

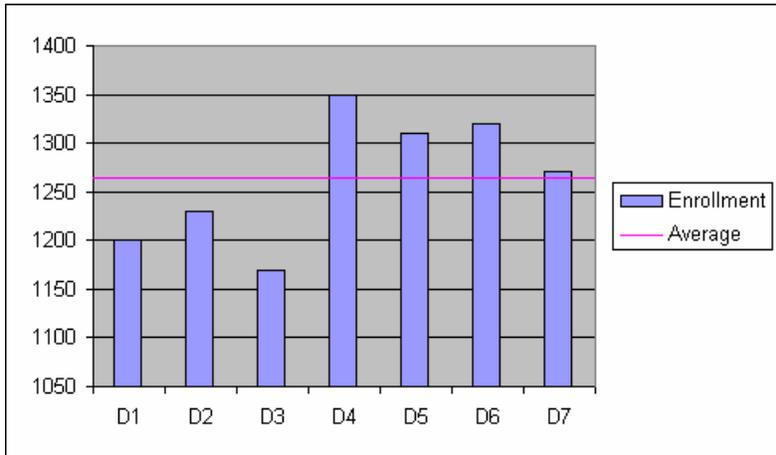


Figure 1

Our original data are stored in Excel spreadsheet:

	A	B	C	D	E	F	G	H
1		D1	D2	D3	D4	D5	D6	D7
2	Enrollment	1200	1230	1170	1350	1310	1320	1270

A simple column chart created by Excel **Chart Wizard** would look like the graph in Figure 2.

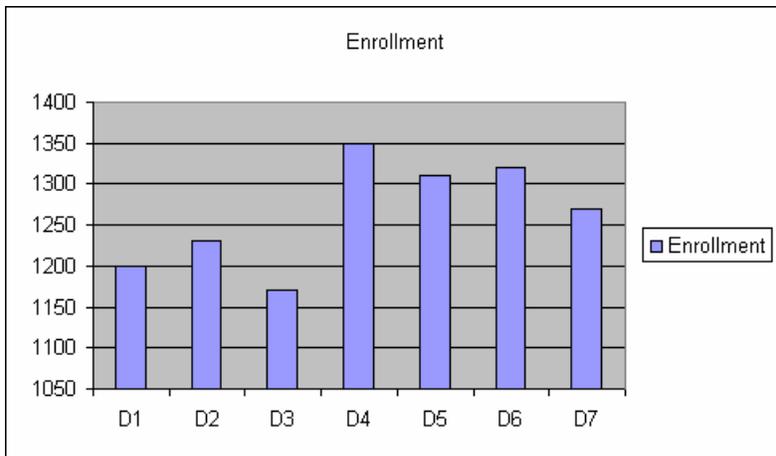


Figure 2

In order to add the reference line, we will need to do the following:

1. Add the reference data: we need to format the data as shown below. Note that we repeat the average enrollment at Column I Row 3. It is needed because we need two dots to draw a line in between.

	A	B	C	D	E	F	G	H	I
1		D1	D2	D3	D4	D5	D6	D7	Average
2	Enrollment	1200	1230	1170	1350	1310	1320	1270	1264
3									1264

- Right click any data column on the chart, and select **Source Data** in the popup menu. Under the **Series** tab, click **Add**, click on the **Name** box (put the cursor in the box). Select Cell I1 from the spreadsheet and link its value to the **Name** box. Cell I1 would be used as the name of new series as you would see in the Source Data dialog box.
- Click on the **Values** box and clear the default value ($=\{1\}$) in the box. Select Cell I2:I3 from the spreadsheet to link to the **Values** box. You can see the cell addresses showing in the box.
- Click **OK** to get out of the Source Data dialog box. The chart is showing the enrollment average as two vertical columns along with the other enrollment data, as shown in Figure 3 below. We need to change the chart type of the enrollment average.

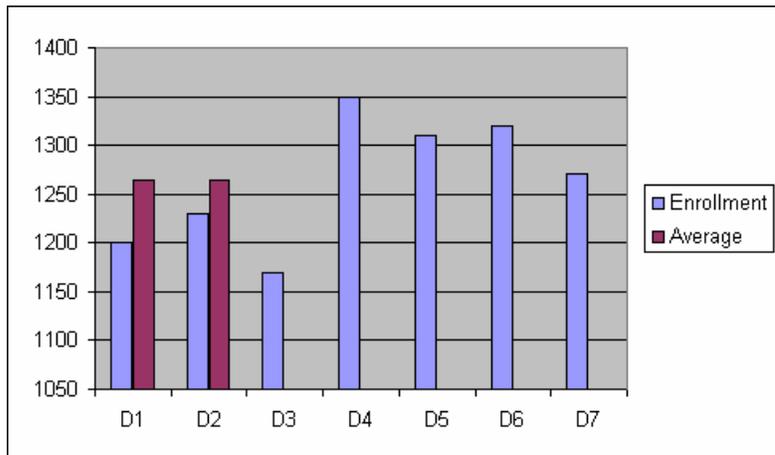


Figure 3

- Right click on either of the two columns of enrollment average and select **Chart Type**. In the Chart Type dialog box, change Chart type to **XY** (Scatter) and select the one with two curve lines without dots (as shown in Figure 4) -- Scatter with data points connected by smoothed Lines without markers. Click **OK** to exit the dialog box.

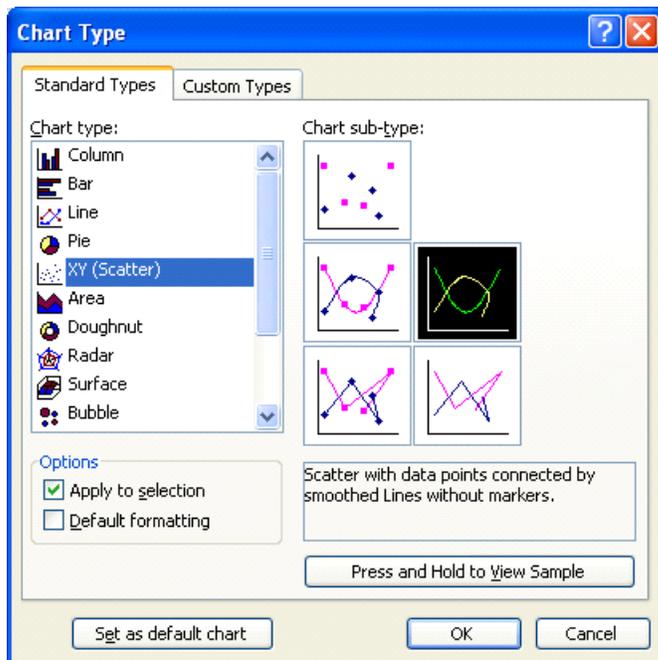
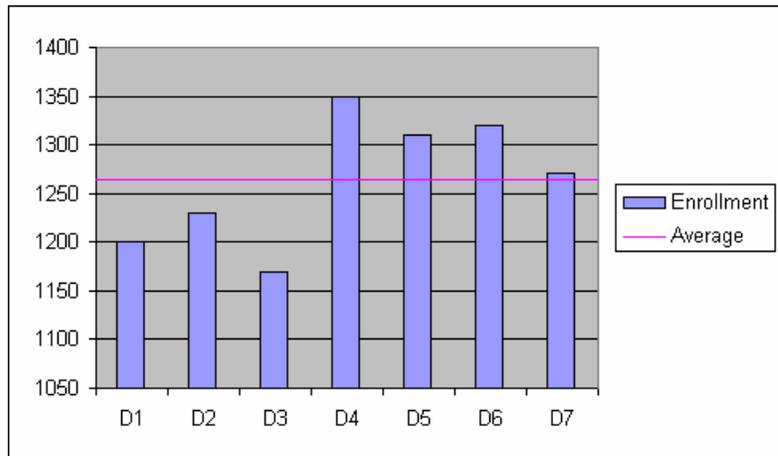


Figure 4

- The enrollment average becomes a short horizontal line. The next step is to make the line longer: **LEFT** click the right end of the horizontal line. When the mouse appears as a Cross Arrow, **LEFT** click and drag the line to the right border of the plot area. Do the same for the left end of the horizontal line. We have just created a graph as is needed for the scenario.



I hopes that you will find this charting tip useful. Please feel free to contact me (Sinji. Yang@emich.edu) if you have any further questions.

Thank you so much, Sinji for this tip!

Position Listing Summary

Job Listing Summary

Gail Fishman, AIR (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.

RESEARCH ASSOCIATE, Southeastern Louisiana University, Hammond, **LA**,
<http://www.selu.edu>

Deadline Date: October 6, 2006

DIRECTOR OF STUDENT LIFE ASSESSMENT, University of North Carolina
Wilmington, Wilmington, **NC**, <http://www.uncw.edu>

Deadline Date: September 25, 2006

VICE PRESIDENT PLANNING AND ENROLLMENT MANAGEMENT, California State
University, East Bay, Hayward, **CA**, <http://www.csueastbay.edu>

Deadline Date: September 25, 2006

DIRECTOR OF PLANNING, RESEARCH AND ASSESSMENT, Lewis and Clark State
College, Lewiston, **ID**, <http://www.lcsc.edu>

Deadline Date: Open until filled

RESOURCE AND POLICY ANALYST, University of Illinois at Chicago, Chicago, **IL**,
<http://www.uic.edu>

Deadline Date: September 30, 2006

DIRECTOR OF EVALUATION, Human Development Institute, University of
Kentucky, Lexington, **KY**.

Deadline Date: September 10, 2006

ASSOCIATE DIRECTOR, INSTITUTIONAL RESEARCH, Rider University,
Lawrenceville, **NJ**, <http://www.rider.edu>

Deadline Date: Application review will begin immediately

RESEARCH ASSISTANT- MnSCU Program Director 1, Anoka-Ramsey Community
College, Cambridge and Coon Rapids Campuses, **MN**, <http://www.anokaramsey.edu>

Deadline Date: Open until filled

SENIOR FACULTY ASSOCIATE, Kimmel School, Western Carolina University, Asheville, **NC**, <http://kimmelschool.wcu.edu>
Deadline Date: Open until filled

SENIOR RESEARCH PROGRAM COORDINATOR, Center for Summer Learning (CSL) at Johns Hopkins University, Baltimore, **MD**, <http://www.jhu.edu/teachbaltimore>
Deadline Date: September 13, 2006

RESEARCH ANALYST (#3048), College of Southern Maryland, La Plata, **MD**.
Deadline Date: For best consideration, apply by August 31, 2006

SENIOR RESEARCH ANALYST, Human Capital Research Corporation (HCRC), **IL**.
Deadline Date: September 30, 2006

DIRECTOR OF INSTITUTIONAL RESEARCH, Ivy Tech Community College, Indianapolis, **IN**, <http://www.ivytech.edu/indianapolis>
Deadline Date: Open until filled

IR SYSTEMS ANALYST, Oregon University System, Eugene, **OR**.
Deadline Date: Application review begins September 13, 2006

DIRECTOR OF INSTITUTIONAL RESEARCH, Mount Ida College, Newton Centre, **MA**, <http://www.mountida.edu>
Deadline Date: September 10, 2006

ASSISTANT DIRECTOR OF INSTITUTIONAL RESEARCH, Collin County Community College District, **TX**, <http://www.ccccd.edu>
Deadline Date: September 3, 2006

SENIOR OPERATIONAL RESEARCH ANALYST, University of the District of Columbia, Washington, **DC**, <http://www.udc.edu>
Deadline Date: Open Until Filled

RESEARCH ANALYST, Binghamton University, Binghamton, **NY**, www.binghamton.edu
Deadline Date: Not provided

INSTITUTIONAL RESEARCH OFFICER, Claremont Graduate University, Claremont, **CA**.
Deadline Date: September 18, 2006

ACADEMIC ASSESSMENT COORDINATOR, Savannah College of Art and Design, Savannah, **GA**.
Deadline Date: Open until filled

RESEARCH ANALYST, Malaspina University-College, Nanaimo, **BC**, Canada,

<http://www.mala.ca/index.asp>
Deadline Date: September 14, 2006

- PLANNING & BUDGET OFFICER, University of Toronto, Toronto, **ON**, Canada,
<http://www.utoronto.ca>
Deadline Date: August 29, 2006

EVALUATION DATA MANAGER, California State University, Sacramento, **CA**.
Deadline Date: Applications accepted until filled

ASSISTANT VICE PROVOST FOR ASSESSMENT, University of Texas at San Antonio, San Antonio, **TX**.
Deadline Date: September 5, 2006

DIRECTOR FOR INSTITUTIONAL RESEARCH, Harford Community College, Bel Air, **MD**.
Deadline Date: September 1, 2006

DIRECTOR OF INSTITUTIONAL RESEARCH, Jewish Theological Seminary, New York, **NY**, <http://www.jtsa.edu>
Deadline Date: Not provided

SENIOR DATA WAREHOUSE DESIGNER, University of Illinois at Urbana-Champaign, Urbana, **IL**, <http://www.uiuc.edu>
Deadline Date: September 1, 2006

ASSOCIATE DIRECTOR FOR ASSESSMENT, Fordham University, Bronx, **NY**,
<http://www.Fordham.edu>
Deadline Date: Will review applications until position is filed

ASSOCIATE DIRECTOR OF INSTITUTIONAL RESEARCH, Fordham University, Bronx, **NY**, <http://www.Fordham.edu>
Deadline Date: Will review applications until position is filled

RESEARCH ASSOCIATE, Del Mar College, Corpus Christi, **TX**, <http://www.delmar.edu/hres/current.html>
Deadline Date: September 7, 2006

INSTITUTIONAL RESEARCH COORDINATOR, Carolinas College of Health Sciences, Charlotte, **NC**, <http://www.CarolinasCollege.edu>
Deadline Date: August 30, 2006

ASSOCIATE INSTITUTIONAL PLANNER; PROGRAMMER ANALYST, The University of Wisconsin-Whitewater, Whitewater, **WI**, <http://www.uww.edu>
Deadline Date: review begins September 1, 2006

INSTITUTIONAL RESEARCH POSITIONS, Walden University, Minneapolis, **MN**.

Deadline Date: Until filled

PLANNING AND POLICY ANALYST, ID #556549, Northern Arizona University, Flagstaff, **AZ**, https://zion.ucc.nau.edu/psp/tam/EMPLOYEE/HRMS/c/HRS_HRAM.HRS_CE.GBL?Page=HRS_CE_HM_PRE&Action
Deadline Date: Fall 2006

ASSISTANT DIRECTOR FOR RESEARCH AND POLICY ANALYSIS, University of California, Davis, Davis, **CA**, <http://www.admissions.ucdavis.edu>
Deadline Date: Open until filled. Final filing September 1, 2006

INSTITUTIONAL RESEARCH ASSOCIATE, Charles R. Drew University of Medicine and Science, Los Angeles, **CA**, <http://www.cdrewu.edu>
Deadline Date: Not provided

EXECUTIVE DIRECTOR FOR PLANNING AND RESEARCH, Maryville University of Saint Louis, St. Louis, **MO**, <http://www.maryville.edu>
Deadline Date: Not provided

DIRECTOR OF DATA INTEGRATION AND ANALYSIS, Valdosta State University, Valdosta, **GA**, <http://www.valdosta.edu>
Deadline Date: Reviews begin immediately & continue until filled

DIRECTOR OF ACADEMIC ASSESSMENT, University of Missouri-Kansas City, Kansas City, **MO**, <http://www.umkc.edu>
Deadline Date: Open until filled

INSTITUTIONAL RESEARCH ASSOCIATE, Owens Community College, Toledo, **OH**, <https://jobs.owens.edu>
Deadline Date: Open until filled

SENIOR ADMINISTRATIVE ANALYST – Graduate Education, University of California, Office of the President, Oakland, **CA**.
Deadline Date: August 31, 2006

DIRECTOR OF INSTITUTIONAL RESEARCH, Auburn University Montgomery, Montgomery, **AL**, <http://www.aum.edu>
Deadline Date: Posted until filled

DIRECTOR OF INSTITUTIONAL RESEARCH, Weber State University, Ogden, **UT**, <http://www.weber.edu>
Deadline Date: August 28, 2006

STATISTICAL & RESEARCH ANALYST I, University of South Carolina-Columbia, Columbia, **SC**, <http://www.sc.edu>
Deadline Date: Open until filled

ANALYST-ASSESSMENT FOR COLLEGE TEACHER EDUCATION PROGRAM, College of Staten Island of The City University of New York, Staten Island, **NY**.

Deadline Date: August 31, 2006

DIRECTOR OF THE OFFICE OF ASSESSMENT AND RESEARCH, College of the Holy Cross, Worcester, **MA**, <http://www.holycross.edu>

Deadline Date: September 1, 2006

ASSESSMENT AND ACCREDITATION COORDINATOR, Indiana State University, Terre Haute, **IN**.

Deadline Date: Until filled

Parting Thoughts

Parting Thoughts

Meihua Zhai, University System of Georgia (meihua.zhai@usg.edu)

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

"If a man empties his purse into his head, no one can take it away from him. An investment of knowledge always pays the best interest."

~ Benjamin Franklin

"The beginning of knowledge is the discovery of something we do not understand."

~ Frank Herbert

"Knowledge is of two kinds. We know a subject ourselves, or we know where we can find information on it."

~ Samuel Johnson

"Learning is not attained by chance, it must be sought for with ardor and attended to with diligence."

~ Abigail Adams

"Learning without thought is labor lost; thought without learning is perilous."

~ Confucius

"Only the curious will learn and only the resolute overcome the obstacles to learning."

~ Eugene S. Wilson

"What is important is to keep learning, to enjoy challenge, and to tolerate ambiguity. In the end there are no certain answers."

~ Martina Horner

"Whenever you are asked if you can do a job, tell 'em, 'Certainly I can!' Then get busy and find out how to do it."

~ Theodore Roosevelt