



2003 Summary Report

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Acknowledgments

The EDUCAUSE Core Data Service (CDS) would not have been possible without the efforts of many individuals, whom we would like to acknowledge and thank here.

First, EDUCAUSE and the community it serves are extremely grateful for the leadership of the members of the EDUCAUSE Research Task Force who advanced the service from concept to reality. These information technology leaders from a dozen member campuses contributed their vision, expertise, and wisdom in addressing the myriad issues that arose as the service was imagined and thought through.

Next, we thank the 832 colleges and universities that completed and submitted the 2003 core data survey. Without their support and willingness to participate, the service and this summary report would not exist. We appreciate the time and effort these campuses expended in completing the survey and trust that they are reaping a satisfactory reward in authorized access to the powerful interactive database service component of the Core Data Service.

The Core Data Service would also not exist were it not for the work of the imaginative and proficient group of IT professionals on the EDUCAUSE staff who developed and continue to refine the Web-based applications for both the core data survey and the interactive database service. The latter includes innovative tools that enable complex data comparisons by a number of demographic factors; provide statistical analyses such as means and medians on the fly for selected populations; calculate commonly sought ratios for benchmarking; and provide built-in trend analysis capability. EDUCAUSE is indebted to Becky Granger, Randy Richter, and Justin Trout for making all of these important tools possible.

Finally, despite the many help features and the availability of the Core Data Service tutorial, individual staff support is still required to assist participants. The EDUCAUSE Member Services team of Wendy Milburn, Linda Kelley, Tammy Burkhart, Kate McTurk, and Jan Brescia do an admirable job of fielding and referring questions, technical issues, and other problems.