

1. Record Nr.	UNINA9910459831203321
Autore	Alstete Jeffrey W.
Titolo	Revenue generation strategies : leveraging higher education resources for increased income / / Jeffrey W. Alstete
Pubbl/distr/stampa	Hoboken, New Jersey : , : Wiley, , [2014] ©2014
ISBN	1-119-04914-8 1-119-04915-6
Descrizione fisica	1 online resource (287 p.)
Collana	ASHE higher education report, , 1551-6970 ; ; volume 41, number 1
Disciplina	378.1
Soggetti	Education, Higher - Finance Universities and colleges - Finance Nonprofit organizations - Management Revenue Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Cover; Title Page; Copyright; Advisory Board; Executive Summary; Foreword; An Introduction to Revenue Origins and Changes; Need for Revenue; Established Income Sources; Recent Disruptions and Opportunities; Academic Programs for Generating Additional Income; Noncredit Academic Programs; Credentialing and Certificates Programs; Degree Completion and Upgrade Programs; Partnerships, Alliances, and Joint Ventures; Study Abroad Programs; Branch Campuses; Online Distance Education; Nonacademic and Auxiliary Opportunities; Maximizing Facilities Utilization Other Alternative Revenue Sources, Grants, and OutsourcingTechnology Transfer; Strategic Considerations for New Income; Budget Planning Options; Contemporary and Developing Approaches; Conclusion; References; Name Index; Subject Index; About the Author; End User License Agreement
Sommario/riassunto	Achieving successful financial viability by broadening revenue sources is one of the most important issues facing colleges and universities today. Increasing operating costs, along with the reliance on traditional

student tuition, government support, and philanthropy, are challenging universities. One way administration leaders and faculty are meeting this challenge is to establish supplemental revenue streams from a variety other sources such as: continuing education, credit and noncredit certificates, degree completion and upgrade programs, study abroad, domestic and international branch cam

2. Record Nr.	UNINA9910695368203321
Autore	Dattel Andrew R
Titolo	Reweighting AT-SAT to mitigate group score differences [[electronic resource] ] : final report / / by Andrew R. Dattel, Raymond E. King
Pubbl/distr/stampa	Washington, D.C. : , : Federal Aviation Administration, Office of Aerospace Medicine Ft. Belvior, VA : , : Available to the public through the Defense Technical Information Center Springfield, Va. : , : Available to the public through the National Technical Information Service, , 2006
Descrizione fisica	i, 9 pages : digital, PDF file
Altri autori (Persone)	KingRaymond E. <1959->
Soggetti	Air traffic controllers - Ability testing - United States Employment tests - United States Air traffic controllers - Training of - United States
Lingua di pubblicazione	Inglese
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Note generali	Title from title screen (viewed on Sept. 27, 2006). "July 2006." "DOT/FAA/AM-06/16."
Nota di bibliografia	Includes bibliographical references (page 9).
Sommario/riassunto	The Air Traffic Selection and Training (AT-SAT) test battery is the selection tool for applicants for Air Traffic Control Specialist (ATCS) positions within the Federal Aviation Administration (FAA) who have not previously been employed as an air traffic controller. AT-SAT is an aptitude test developed to predict the likelihood of successfully

learning ATCS skills. Before operational use, however, concerns were raised about the low passing rate of incumbent (who are fully trained and certified) ATCS personnel (who participated in the initial research) and score differences between groups, which could result in adverse impact (possible unfair discrimination). To address these concerns, the subscores of AT-SAT were reweighted, and the additive constant was changed to yield a new total score. The present study compares the original and new scoring methods using data from 724 developmental ATCSs who volunteered to take AT-SAT. An average increase of 4.86 points was found with the new scoring method; the notional passing rate (achieving a score greater than or equal to 70) changed from 58.8% to 80%.

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