



**MdAIR 2005 Fall Conference**  
**New Directions in Institutional Research: Research, Planning, and Assessment**  
**University of Maryland, College Park**  
**Stamp Student Union**

TIME			
8:30-9:30	<b>Registration and Continental Breakfast</b>		
9:15 - 9:30	<b>Welcome</b> William Spann, Associate Vice President for Institutional Research and Planning, UMCP – Colony Ballroom		
9:30 – 1015	<b>Keynote Address</b> Dr. Michael Kiphart - Executive Assistant Director Middle States Commission on Higher Education – Colony Ballroom		
<b>ROOM</b>	<b>Margaret Brent-A</b>	<b>Pyon Su</b>	<b>Thurgood Marshall</b>
10:30 – 11:15	<p><i>Analyzing Non-Traditional Enrollments for Administrative Decision-Making: Trends in Distance Learning and Extension Center Course-Taking at a Large, Suburban Community College</i></p> <p>Karl Boughan Prince George's Community College</p> <p>Many community colleges have established extension centers and multiplied online courses to maximize enrollments. Assessment of results is difficult, however: Do increasing off-campus and distance learning enrollments mean new students or merely the redistribution of previous students? This workshare proposes credit hour analysis, rather than headcount analysis, as the clearest means of program assessment.</p>	<p><i>Assessing the Mission: Calculating a Cost-Income Ratio</i></p> <p>Charlyn Fisher York College of Pennsylvania</p> <p>A cost-income ratio is one institutional outcome that is assessed annually in this private higher education institution whose mission includes providing education with a “superior degree of efficiency” and “maintain the lowest feasible cost.” From an institutional research and assessment perspective, the calculations and their use will be explained.</p>	<p><i>Does Working Work? Using NSSE to Examine the Relationship between Employment and Retention</i></p> <p>Shannon Tinney and Constance Pierson University of Maryland, Baltimore County</p> <p>This is an extension of an exploratory study that investigated the effect of employment on undergraduate persistence at UMBC. Employment decreased the odds of freshmen being retained over the course of the academic year in the initial study. Here, we examined the relationship between type of employment (on/off campus) and number of hours worked per week on 1-year and 2-year retention rates of full-time, first-years using the 2004 National Survey of Student Engagement.</p>
Session I			

ROOM	Margaret Brent-A	Pyon Su	Thurgood Marshall
<p>11:30 – 12:15</p> <p>Session II</p>	<p><i>Opportunities in IR Professional Organizations</i></p> <p>Vinnie Maruggi, Gayle Fink, Michelle Appel, and Denise Nadasen Past Presidents</p> <p>This year, three past-presidents and the president-elect were tasked to make a line-by-line review of the organization’s by-laws. The recommendations were put forth to the Executive Committee and final changes were approved. This session will review each of the changes and explain the rationale for the modifications. President-elect Vinnie Maruggi will chair the panel discussion with past-presidents Michelle Appel, Gayle Fink, and Denise Nadasen contributing. Additionally, the panel will explain the opportunities in other IR professional organizations (NEAIR and AIR) and offer ideas on how to be involved in them. Michelle Appel is the current President of NEAIR and Gayle Fink is serving on the AIR nominations committee and is a national trainer and speaker.</p>	<p><i>IR and Assessment: A Coaching Model for Successful Assessment by Faculty</i></p> <p>Peggy Waxter and Gohar Farahani Frederick Community College</p> <p>This presentation describes how the IR office can utilize a coaching model to assist faculty with their student learning outcomes assessment initiatives. This model is contrary to the traditional assessment structure where ONLY faculty leads the assessment activities.</p>	<p><i>NSSE Social Integration Predictors of Satisfaction and Retention Among First Year College Students</i></p> <p>Gail Wisan Goucher College</p> <p>Peer, student-faculty, and student-administrator integration are used as predictors of satisfaction using National Survey of Student Engagement (NSSE) items. Five years of first-year NSSE data are analyzed with regression analysis. Peer social integration is the most important predictor of satisfaction. Satisfaction items are evaluated as predictors of actual first-year retention.</p>
<p>12:00 – 1:45</p>	<p><b><i>Lunch and Business Meeting</i></b> – Colony Ballroom Featured Guests: Faux Paz, UMCP A Capella Choir</p>		

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<p>1:45 – 2:30</p> <p>Session III</p>	<p><i>Picture This: Understanding Student Perceptions Through Photography</i></p> <p>Janet Nickels Carroll Community College</p> <p>Through the use of photography, students have articulated their perceptions of the institution, especially as they relate to the physical environment and context in which learning takes place. Discussion will include methodology, findings, and strengths and weaknesses of this type of qualitative research. Support for this research project was provided by The Donald N. Langenberg Research Grant, MdAIR.</p>	<p><i>Working Faster, Better, and Smarter with the AGB Benchmarking Service and IPEDS Data</i></p> <p>Merrill Schwartz Association of Governing Boards</p> <p>This web-based Benchmarking Service provides easy access to IPEDS data (enrollment, salaries and benefits, staffing, tuition, graduation rates, FASB/GASB, and more); features predesigned reports; and allows you to save work confidentially online, or copy it into other applications. See an online demonstration and get a free temporary account.</p>	<p><i>Learning Outcomes Assessment in the Classroom: Three Examples of Practice and Application</i></p> <p>Patricia Turner and Vladimir Marinish Howard Community College</p> <p>Three senior faculty members from Howard Community College and the HCC outcomes assessment coordinator will discuss assessment projects they are currently conducting in their classrooms and how these results are being used to improve student learning. Discussion will also address practical applications of these projects to meet recently revised Middle States assessment criteria.</p>
<p>2:40 – 3:25</p> <p>Session IV</p>	<p><i>Responding to Michigan; Measuring Racial Diversity and Critical Mass</i></p> <p>Kyland Howard University of Maryland, College Park</p> <p>The paper is part of the University of Maryland’s response to the “Michigan cases”. Analysis addresses the following items; (1) the contributions of heterogeneity to thought processes, (2) the contributions of race to heterogeneity, (3) the concept of “critical mass” and its use in the establishment of the minimal levels of heterogeneity required to promote the benefits of diversity and (4) the selection of a ‘diversity index’ which can be used to measure heterogeneity.</p>	<p><i>Planning for the Impact of Future Trends</i></p> <p>Vinnie Maruggi Anne Arundel Community College</p> <p>Creating a vision is a valuable strategy in planning college-wide improvement. This presentation outlines a model in which college futures scanning is conducted by use of a Delphi strategy to produce a collaborative view of the future learning environment. It includes the methodology, outcomes, uses and limitations, and strategy implications.</p>	
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