

MdAIR 23rd Annual Conference

“Assessing the Past; Preparing for the Future”

Time	Session	Room
8:00-9:15	Registration and Continental Breakfast 8:30 Roundtable: MdAIR Incorporation Questions and Answers Sean Simone, NCES	2 rd Floor Ballroom
9:15-9:30	Welcome and Introductions: Chad Muntz, 2009 MdAIR President Kathryn Doherty, Assistant Vice President for Academic Affairs, Morgan State University	Theater
9:30-10:30	Keynote Address: How to Win: Planning and Budgeting Effectively John A. Palmucci, Vice President for Finance and Treasurer, Loyola College in Maryland	Theater
10:40-11:30 Concurrent Session I	Objective and Subjective Measures of Diversity: How They Relate to One Another and Climate Perceptions Jessica Mislevy, Graduate Assistant, University of Maryland, College Park The Supreme Court rulings in the “Michigan” cases recommend that institutions of higher education periodically assess both the contributions of diversity to educational outcomes and levels of diversity among campus populations. One way the University of Maryland (UM) examines the educational benefits of diversity at the institution is through student surveys. Using institutional, survey, and U.S. Census data, the current study investigates the relationship between objective and subjective measures of racial diversity in the pre-college environments of incoming freshmen. Furthermore, it explores how both objective and subjective diversity measures relate to perceptions of the climate.	210-A
	Establishing a culture of student learning outcomes assessment: Howard Community College’s journey and best practices Nassim Ebrahimi, Research Associate, Howard Community College Cheoleon Lee, Research Associate, Howard Community College In 2002, the Middle States Commission on Higher Education (MSCHE) emphasized establishing a culture of student learning outcomes assessment for accreditation. Howard Community College (HCC) was well positioned to accommodate MSCHE’s mandate because HCC’s Board of Trustees in 1991 had requested the creation of an office devoted to helping faculty develop and execute course- and program-level assessment. Since then, over 250 projects have been completed, resulting in changes made to improve student learning. This paper aims to showcase HCC’s best practices in establishing a culture of student learning outcomes assessment through discussion of allocation of resources and current assessment processes.	212-A
	Predicting Graduation Rates for the 4-Year Public Colleges in Maryland: An Analysis of the EdTrust Data 2003-2006 and Implications Dr. Carrol Perrino, Associate Professor, Morgan State University Tiffany Thompson, Graduate Assistant, Morgan State University Dr. Shantell Saunders, Senior Research Specialists, Morgan State University Cheryl Rollins, Director of Institutional Research, Morgan State University The shift from need-based to merit-based aid for all segments of higher education in the United States is clearly documented in Heller's (2006) presentation at a <i>Symposium on the Consequences of Merit-Based Student Aid</i> . To what extent would the availability of federal aid through the Pell grant system, the best acknowledged measure of need-based aid, also influence graduation? The present study evaluated the role of need-based aid, percent Pell grants, as well as SAT scores, dollars spent per pupil and percent underrepresented minorities as predictors of graduation rates for the ten public 4-year colleges/universities in Maryland from 2003 to 2006 using data from the EdTrust database. The resulting model, $R^2=.905$, $F(2,7)=33.480$, $p<.01$, identified only percent Pell grants as a significant predictor of graduation rates, the higher the percent Pell grants, the lower the graduation rates. Policy implications for public higher education in Maryland will be discussed.	212-B
11:45-1:20	Luncheon and Business Meeting, Awards and Raffle	Ballroom

Time	Session	Room
1:30-2:20 Concurrent Session II	<p><i>Student Persistence Index- Toward Grand Unification of Measuring Student Persistence</i> Dr. Miles Hamby, Training and Research Consultant Charles Petr, Vice President, Baltimore International College</p> <p>Although time to graduation is a typical measure of student persistence in post-secondary education, it does not directly indicate how well the student is on track to graduate. A new measure, the Student Persistence Index (SPI), offers a direct indication of whether the student is on schedule, ahead of schedule, or behind in completion. The SPI was used as the dependent variable in a multiple regression analysis of the effect of a mentoring program on student persistence at a small 4-year college. Although results showed that the mentoring program did not have an effect on persistence (as measured by the SPI), they did identify factors influencing the degree of persistence, i.e., behind, on, or ahead of schedule.</p>	210-A
	<p><i>Meaningful Assessment: The Role of the Institutional Research Office</i> Natasha Miller, Director, The Community College of Baltimore County</p> <p>Assessing student learning at the classroom level has always been a critical component of all college communities. Colleges must determine how to implement assessment projects across the board, how to get faculty buy-in and how to make the results meaningful. This session focuses on the role of the Institutional Research (IR) office in implementing assessment and ensuring the results are meaningful. We will discuss the different types of assessment projects that are conducted and the specific areas in which institutional research talents are most suited.</p>	212-A
	<p><i>Is the Pen Mightier than the Mouse: Analyzing the Move from Paper & Pencil to Online Placement Testing</i> Constance A. Pierson, Assistant Director, University of Maryland, Baltimore County Michael Dillon, Director, University of Maryland, Baltimore County</p> <p>In Fall 2006, a switch was made to online placement testing. The IR office was asked to determine if testing method affects math placement test scores and subsequent course performance. Descriptive analysis techniques were used to examine test scores and grades in first semester math courses. Results showed, to the extent that external factors were controlled, that the relationships between test type and scores/ performance were not significant enough to warrant a return to the more expensive paper/pencil testing format. Dissemination of results highlighted advising issues related to placement scores and the first math course taken. .</p>	212-B
2:30-3:20 Concurrent Session III	<p><i>The Bookshelf of No Return: Utilizing Graphic Design and Automated Data Collection to Improve Assessment Efficiency and Usability</i> Christopher Jacobson, Assessment Coordinator, Frederick Community College</p> <p>The last few years have seen an explosion in the amount of assessment reporting at higher-education institutions. Research departments across the state publish new material constantly, ranging from labor intensive Student Learning Outcomes Assessments (SLOAs) to standard enrollment reports. Too often our hours of hard work fail to reach our most important target audience: our students and faculty. This presentation explores strategies for improving assessment reporting and avoiding “The Bookshelf of No-Return.” It will discuss basic graphical design methods and a variety of automated data-collection techniques that help to improve assessment presentation, project efficiency, and make reports more useable for faculty and students.</p>	210-A
	<p><i>StudentTracker for Institutional Researchers</i> Edward Torpy, Assistant Director of Research Services, National Student Clearinghouse</p> <p>StudentTracker from the National Student Clearinghouse allows schools to query a nationwide database of post-secondary enrollment and degree records to track the enrollment history of former applicants and students, thus improving their educational research results and recruiting efforts. This demonstration will review the different data query options in StudentTracker, what the returned raw data looks like, and how to manipulate the data in SPSS into a usable form and merge the raw data back into your institution's original data file for further analyses. Attendees will receive a data set of fake data and instructions for how to go through the SPSS examples presented in this demonstration.</p>	212-A