2005 AIR/NPEC RESEARCH GRANT PROPOSAL

STUDENT SUCCESS AND WEB-BASED GRADUATE EDUCATION

Data sets of interest: University of Baltimore Student Records Databases

Databases Maintained by the e-Learning Center of the University of Baltimore

Grant Amount Requested: $29, 941

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PROJECT SUMMARY

The proposed study will focus on access to technology-based learning and effectiveness of technology in learning in the context of two fully accredited graduate programs. The University of Baltimore (UB) is an urban institution serving only commuter students. In 1999, UB began offering one graduate degree program entirely through the Internet (the Masters of Business Administration). The online MBA program was followed by an online Masters of Public Administration degree in 2003.

Faculty involved in the UB MBA and MPA programs are propose to study the online degree programs with particular focus on what works to enhance the student success in online formats. The objectives of the study are to fully understand:

- which strategies help students achieve success in the online format;
- what types of instructional strategies appear to work best in the online format;
- what students and faculty perceive as needed instructional supports to assist the online population;
- issues of retention in online courses; and
- how students perform in online courses versus their counterparts while controlling for important external influences not traditionally controlled for in studies of online courses.

The UB proposal employs a combination of methodologies and data collection techniques to achieve study objectives. Institutional data from the University student record's system will be used to compare the degree outcomes for students who completed their degrees entirely online; students who completed their degree completely in face-to-face classes; and students who used both instructional media. The MPA and MBA Programs will also schedule parallel classes with identical program objectives and assignments in both traditional and online classes to assess the student outcomes using both media. An online survey will be undertaken with all students who have enrolled in one graduate online class in these programs to assess what types of instructional strategies work best and the supports needed by the students studying in these formats. Finally, to more deeply explore issues with online programs, focus groups are proposed with faculty members who teach online classes and students to take online classes at the University of Baltimore.

The University of Baltimore proposal provides a comprehensive, integrated review of online instruction for graduate programs. The proposed project addresses many of the problems with studies of online instruction

identified in the literature (see Institute for Higher Education Policy, 1999; NPEC, 2004). One component of the study explicitly addresses the issue that many previous studies focus on courses rather than degree programs. An important undertaking of the proposed student survey is an exploration of student retention issues in the online format.

Universities and colleges are increasingly turning to the online format for instruction to attract new students and to address issues arising from the "baby boom echo". The proposed study will provide higher education administrators with insights into best practices in the online format, student outcomes and retention issues. Faculty members will benefit from information concerning instructional techniques and student perceptions of the online experience. Students will benefit from faculty and administrative understanding of institutional supports that they need to achieve successful outcomes. Clearly the information provided through this study will have a widespread audience within the academic community.

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PROJECT DESCRIPTION

Statement of Research Question

The University of Baltimore (UB) is an urban, upper division institution located in Baltimore, Maryland. Offering degrees that are professionally oriented, the typical UB student is a commuter; takes classes part-time and is older than the traditional college student. Given the nature of our student population, UB began offering classes in alternative formats such as Interactive Video to enhance program access for our students; allow them to complete their degree program in a timely manner; and to reach potential students who were unable or reluctant to commute to an urban setting. By 1999, UB began offering one graduate degree program entirely through the Internet (the Masters of Business Administration). The online MBA program was followed by the webMPA in 2003.

Staff of the UB MBA and MPA programs are proposing to study the online degree programs with particular focus on what works to enhance the success of students in the online formats. In particular, this project focuses on:

- which strategies help students achieve success in the online format;

- what types of instructional strategies appear to work best in the online format;

- what students and faculty perceive as needed instructional supports to assist the online population;

- issues of retention in online courses; and

- how students perform in online courses versus their counterparts while controlling for important external influences not traditionally controlled for in studies of online courses.

Literature Review

The growth in online education has raised policy questions that researchers have begun to address. Prior to 1999, much of the published research on the effectiveness of distance education concluded that, despite the technology used, differences in outcomes between distance education and face-to-face education were no existent. Thomas Russell (Russell, 1999) reviewed more than 355 comparative research studies over the 1928 – 1988 period and concluded in the strongest possible terms, as indicated by the title of his work, that there was no significant difference between technologically mediated courses and face-to-face courses. The "no significant difference" result is identified by Twigg (Twigg, 2001, p. 4) as having

"been used by distance educators to defend the quality of their courses and programs against the once-predominant view that learning takes place only in a physical classroom."

Phipps and Merisotis (Institute for Higher Education Policy, 1999) raise doubts the "no significant difference" findings and the research efforts that supports them stating, "the overall quality of the original research is questionable and thereby renders many of the findings inconclusive." (Institute for Higher Education Policy, 1999: 3).   Brown and Wack (Brown and Wack, 1999) provide a critique of Phipps and Meriotis' methodology, findings, and assumptions.

Currently there exists a lively debate in the literature over whether or not there is or there isn't a significant difference in education in technologically mediated versus traditional face-to-face education. Russell, on behalf of the International Distance Education Certification Center, maintains a website listing findings supporting each point of view http://www.nosignificantdifference.org/.

A recent series of research studies chronicle comparisons between technologically mediated and face-to-face versions of courses, each in a unique setting in terms of course discipline, field of study of the students, and measurement techniques. Spiceland and Hawkins (2002) surveyed students in two masters level accounting courses, each offered online three times. Their results are based on students' perceptions and confirm the no significant difference argument. They do add an observation about active learning in online courses being important as it gives students an opportunity to become more engaged in their coursework.

Meyer (2003) examines the role of threaded discussions and documents evidence of higher order thinking in the asynchronous online environment.   Meyer sampled 22 students in two graduate level courses in educational leadership both of which used online and face to face discussions. The responses indicate some favorable aspects of the asynchronous discussions centering on time, the ability to see responses from all students, and the lack of a deadline as happens in a face-to-face class.

Shachar and Neumann (Shachar and Neumann, 2003) perform a meta-analysis based on 86 experimental and quasi-experimental studies (involving over 15,000 students). The results indicate that mean course performance in the distance education courses was at the 65th percentile of the face-to-face course performance measure.

Twigg (Twigg, 2001) summarizes a different theme in the literature, one meant to encourage educators, to not accept equality between distance and face-to-face education, but rather to make distance education better than face-to-face education.   In addition to summarizing the literature, Twigg offers several case studies, or examples, of programs that at least promise a better result with technologically mediated instruction.

In a recent work, the National Postsecondary Education Cooperative (National Postsecondary Education Cooperative, 2004) identifies four broad themes of research conducted to influence policy makers and educators and summarizes major findings in each thematic area: (1) access to postsecondary education in general; (2) access to technology-based learning; (3) preparation for using technology; and (4) effectiveness of technology in learning.

Policy Relevance and Audience to Whom the Project Will Be Important

The policy relevance of this study is extensive as online education becomes more prevalent in colleges and universities, especially in the area of graduate courses and degree programs. The National Post-Secondary Education Cooperative Working Group indicated that distance learning is becoming an increasingly important mechanism for educational access. In their 2004 report, *How Does Technology Affect Access in Post-Secondary Education? What do We Really Know?*, members of the working group cited statistics that 56 percent of all post-secondary educational institutions offered some form of distance education with 118,000 courses offered for college credit during 2000-2001 (NPEC, 2004: 4-5). A 1999 study found that at least 8 percent of all post-secondary institutions offered at least one degree program entirely online (NPEC, 2004: 4-5).

Policy concerns become even more complex as many colleges and universities are facing enrollment capacity problems raised by the "baby-boom" echo in an era of declining resources brought on by state budgetary crises. Online programs pose a partial solution to these problems. As but one example of how on-line programs can be used to address these dual pressures, the Efficiency and Effectiveness Workgroup of the University of Maryland System is proposing that all students in the system take at least 12 credit hours outside the traditional classroom experience as a means of enhancing system capacity (USM Regents, 2004: 18-20). It is expected that online programs will play a critical role in these offerings (USM Regents, 2004: 21-23).

Faculty and administrators will be most interested in more information concerning what is needed to make online programs work successfully for students. Materials on successful instructional strategies, issues with student retention, and needed supports for online instruction can be incorporated into design of new online courses and programs.

Innovative Aspects of Project

The study proposed by the University of Baltimore has several innovative aspects and was designed to meet concerns raised by NPEC Working Group on Access and Technology and the American Federation of Teachers (NPEC, 2004; Institute for Higher Education Policy, 1999). First, this project incorporates a focus on graduate degree programs as well as courses. Designing the study around degree programs meets concerns raised by the Institute for Higher Education Policy Report that most studies tend to focus on individual classes (Institute for Higher Education Policy, 1999). Graduate education online is a relatively new initiative as well—of the 118,000 courses offered for college credit online in 1999, 75 percent were undergraduate offerings (NPEC, 2004: 4-5).

Another innovative aspect of this proposal is focus on student retention in on-line courses. This study contains a proposed a survey of students who have enrolled in at least one on-line course in the MBA or MPA courses at UB. By defining the population of students as enrollees rather than students who completed the courses, we can begin to ascertain why students "dropped out" of online courses, a key concern of both NPEC and the Institute for Higher Education Policy (NPEC, 2004; Institute for Higher Education Policy, 1999).

In order to address concerns raised by NPEC concerning the unique pedagogy that appears to be developing around online instruction, the research plan proposed by UB includes an inventory of instructional techniques used in online courses and focus groups with faculty who have taught in the format. The focus in both instances will be a determination as to effective pedagogical online techniques. Our student survey and focus groups will permit us to access this from the student point of view as well.

Even in our most traditional type of study (comparison of matched online and traditional courses), the proposed research adds a new focus. Previous studies have been characterized by lack of control variables to assess external influences on student outcomes (Institute for Higher Education Policy, 1999).

In the proposed study, control variables will be collected through the university academic records and used in statistical analysis.

Proposal of Work

Introduction

Beginning in 1999, the University of Baltimore Merrick School of Business began offering the Master of Business Administration (MBA) degree entirely in a web-based format. [1] By 2003, the School of Public Affairs at UB also began offering the Master's of Public Administration (MPA) degree online although web-based MPA class offerings began in 1999. Currently, 30 percent of MBA course enrollments are online and 19% of MBA candidates plan to complete their degree entirely online. In the four years since MPA classes have been offered online, 418 students have enrolled in at least one course online. Between 8 and 10 percent of the MPA students will probably complete their degree entirely online.

At its creation, UB's webMBA was a cohort program taught on a schedule different from that of face-to-face courses but delivering the same curriculum. In 2000 the Merrick School of Business allowed all students to mix online and face-to-face courses to complete their programs. From inception, webMPA courses program allowed students to mix online and face-to-face courses.

Work Plan

To determine which instructional, delivery and support mechanisms are necessary to achieve success for online students, the study team at the University of Baltimore proposes a four-pronged approach for studying the online formats:

- Reviewing demographic and academic information for students that have completed their degree entirely online; students who have completed their degree entirely in a traditional format and students who have completed their degree taking a combination of traditional and online classes;

- Offering two sections of the same class in a traditional and web-based format and using similar exercises in both classes to compare student outcomes in each format;

- Conducting an online survey with students who have taken at least one web-based class; and

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[1] The use of the web in UB classes is varied with some courses making no use of the web. Some courses are web assisted to varying degrees using the web as a supplement or a replacement of face-to-face contact between the instructor and students. Other courses are taught entirely online. This study focuses only on this last variant of instructional effort.

- Conducting focus groups with the faculty who teach in the web-based curriculum and students who have taken web-based courses as to their opinions.

Each of these components of the work plan will be reviewed in turn.

<u>Comparing Institutional Information for Degreed Students</u>

One of the key concerns articulated about web-based programs is the fact that many studies focus on single courses and not entire degree programs (NPEC, 2004). A large sample of students having taken online courses is available at UB given that both online MBA and MPA courses have been available since 1999. UB's e–Learning Center can generate a list of students and their email addresses.

Using this list, the study team will obtain the transcripts of students who have graduated from the University of Baltimore MBA and MPA programs who completed their degree between 2001 and January 2006. Demographic information, course grades and history, time to completion of the degree, course load per semester and admissions information for the programs (undergraduate GPA, standardized test scores etc) will be gathered as well as information as to the extensiveness of use of the web-based format

Comparisons will be made between those students who matriculated at UB but who took their courses entirely in the online format; students who took their classes entirely in the traditional format and students who used a combination of both. In this way, we ensure that students were exposed to similar degree requirements and faculty resources as control mechanisms. Given that these are graduate degrees with fewer degree-seeking students, it is anticipated that these data can be gathered on all students during this time period. The Principal Investigator will work with the Director of Institutional Research at the University of Baltimore to acquire this information.

Additionally, the Directors of the MBA Program and MPA Program will complete an inventory of courses taught during this time period. Data will be compiled concerning course objectives, instructional techniques and best practices used by faculty in the two programs. These data will be collected using information from syllabi (kept on file in the Deans' Offices for the Merrick School of Business and the Yale Gordon College of Liberal Arts) and interviews with faculty teaching in the programs.

<u>Comparing Traditional and Web-Based Instructional Formats</u>

Working in conjunction with the Program Directors, parallel course offerings will be created in both the MPA and MBA programs during the Fall 2005 and Spring 2006 semesters. One section of the same course will be offered in the web-based format while the other will be offered through a traditional setting. One course in each program will be offered in this parallel format. As teaching technical materials such as statistics or accounting can be challenging in the web-based format, we will specify that one course should be more technical in nature while the other can be more theory driven (i.e., management theory, bureaucratic politics). Finally, as much as possible, we will attempt to schedule the course using the same instructor for both the traditional and web-based course.

To fully compare student outcomes in the web-based format to the traditional format, the Program Directors will work with the faculty members to offer parallel assignments and identical objectives in the parallel courses. On the one hand this may pose a burden to teaching faculty since pedagogy and assessment may differ across the face-to-face and online courses; on the other hand it may present a step towards efficiency if faculty can use the same assignment in more than one media. To compensate faculty members for the extra time and effort needed to conduct this component of the study, a stipend will be offered based on whether the faculty member taught one or both sections of the parallel courses.

Information will be gathered from the faculty members as to overall performance of the students on the parallel assignments and other assessment criteria used by the faculty members in the courses. The faculty members teaching the courses will also complete a description of each class being offered, the objectives for the class, and the particular challenges/highpoints that each class offered in the instructional format. Students in these classes who reside locally will be invited to participate in a focus group about their experiences (see below).

One of the major criticisms of research on web-based instruction is lack of random assignment to both traditional and web-based courses (NPEC, 2004). As University of Baltimore policy permits students to enroll in either format without special permission for web-based courses, random assignment is not possible under these conditions. However, demographic information and the student's academic history information will be gathered for the students enrolled in each format from the student records system.

These data will be used as controls in statistical analyses about student outcomes in each format, thus addressing issues of extraneous influences on performance in a web-based format.

Survey of Students Enrolling in Web-Based Instruction

To gather student perceptions of success and instructional, service delivery and support mechanisms that enhanced student success in the web-based format, we would like to administer a web-based survey to students who took at least one web-based course from the inception of web-based programs at UB. Using the database of student email addresses maintained by the e-Learning Center at the University of Baltimore, an invitation will be sent to students whose email addresses are archived at the Center to participate in the survey.

The Schaefer Center for Public Policy at the University of Baltimore has considerable expertise in conducting web-based surveys and such expertise will be employed in this instance so as to avoid a conflict of interest. The major concern with administration of web-based surveys is control of access so that each person submits a survey only once. To address this concern, embedded within the email invitation will be a direct link to the web-based survey that will be hosted by the Schaefer Center servers. This link can only be activated once. If a respondent loses their connection with the web survey, the invitation letter will also contain a phone number so that the problem can be reported to the survey administrator. Reminder emails will be sent to persons who did not complete the survey in order to enhance the return rate.

The survey will contain questions about overall use and total experience with web based instruction. As students can have widely varying experiences in different courses and be exposed to different instructional techniques, it is important that students be queried separately about the totality of their experience. To gather information about specific instructional techniques students will be queried about the last web-based class that they took. The latter set of questions permits students to focus on details that could vary from course to course. As much as possible, these questions will attempt to address areas listed in the *Quality on the Line: Benchmarks for Success in Internet Based Education* (2000). If applicable, students will also be asked to compare their experiences in "live" courses and web-based courses.

One of the major concerns in studying online programs is the high degree of attrition of students in online classes (Institute for Higher Education Policy, 1999; NPEC, 2004). Our research design also

includes students who enrolled but did not complete web-based courses. These students can be identified through rosters kept in the PeopleSoft system. These students will be asked about the reasons why they chose not to complete a web-based class. By including these students in the survey, threats to validity raised through differential attrition can be minimized.

The major concern in using this data collection method results from the fact that many email addresses (especially from students who enrolled in classes early in the University's experience in offering web-based education) may be out dated, thus producing a bias towards students in more recent classes. By sending the invitation via email, we can ascertain exactly which email addresses are no longer active. Working with UB's alumni office, traditional mail addresses can be found for these alumni and invitation letters can be sent via US mail with an access code and instructions on how to access the web-based survey.

Focus Groups with Faculty and Students

During the course of this grant, focus groups will be conducted with faculty members who have taught in web-based program. Although a survey of student perceptions has been proposed within this study, focus groups are particularly useful in gathering detailed information that is incompatible with the more generalized survey format. In the student focus groups (to be conducted in Spring 2006), the facilitator's guide will include in-depth exploration of unusual findings of the student survey.

The faculty focus group will consist of a mixed group of Merrick School and School of Public Affairs faculty members. This focus group will emphasize gathering data concerning experiences in web-based instruction, faculty perceptions of student needs, best practices and additional support to faculty to enhance web based instruction. Areas to be discussed in the faculty focus group will be based on but not limited to areas discussed in *Quality on the Line: The Benchmarks for Success in Internet Based Distance Education* (2000).

The student focus groups will consist of individuals who were involved in the comparative course study during the 2005-2006 academic year. Two focus groups will be conducted: one group will involve students enrolled in the traditional format course while the other will involve students in the web-based class. The focus group will attempt to ascertain what outcomes the students felt they achieved in each type of instructional format; the high and low points of each format; and the supports that students see as being necessary for the course to fully succeed. In addition, students in each format will be queried as to whether

they have taken courses in the other format and what they may see as the benefits and issues with that format.

Given that the student focus groups contain students who are actively pursuing a degree in either the MPA or MBA programs, it is critical that student confidentiality be protected. Similarly, the comments of faculty members participating in the focus groups need to remain anonymous. Although both the Schaefer Center for Public Policy and the Merrick School of Business have multiple faculty members who are trained focus group facilitators, the decision was made to employ a staff member to conduct the focus groups who is not involved in either degree programs under study or who has taught using the web-based format. Dr. Ann Cotten's letter indicating her willingness to participate in the project may be found in the Supplementary Documentation for this proposal.

Faculty members will be identified as having taught in the web based format by the respective program directors. The faculty will be recruited for the focus group by the Principal Investigator and the Program Directors.[2] Students in the focus groups will be recruited by the staff of Computer Assisted Telephone Interviewing (CATI) system located at the Schaefer Center for Public Policy. In each case, initial contact will be made, a confirmation letter will be sent to the potential participant and a reminder phone call made. Stipends will be offered to the students to compensate them for their time.

As the Principal Investigator is a member of the faculty of the School of Public Affairs and confidentiality needs to be maintained for students and faculty, a professional court reporting service will be employed to create a transcript for each focus group. In these transcripts, identifying information will be eliminated from the discussion. The moderator for the focus groups will also review the transcript to ensure that personal information is eliminated from the transcript.

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[2] Having taught in the WebMPA program, the Principal Investigator will exempt herself from the faculty focus group to maintain confidentiality of respondents when writing the report.

Task Listing for the Work Plan

Task	Completion Date	Persons Responsible
Comparing Institutional Information for Degreed Students		
Compiling lists of students from 2001 to January 2006 in MBA/MPA programs	August 2005 for all but January 2006 grads. Information on these students will be gathered March 2006.	Director of Institutional Research (co-PI); Principal Investigator
Gathering information from University Records	August 2005 for all but January 2006 grads. Information on these students will be gathered March 2006.	Director of Institutional Research (co-PI)
Analyzing data	February 2006	Principal Investigator
Inventory of Program Offerings	July 2005-January 2006	Program Directors (co-PIs)
Comparing Web-Based and Traditional Instructional Formats		
Assigning faculty to parallel classes	June 2005	Program Directors (co-PIs)
Working with faculty to develop parallel assignments	June-August 2005	Program Directors (co-PIs)
Faculty Discussion of Classes	Each semester	Faculty members
Acquisition of student data for statistical controls	Each semester based on registration	Director of Institutional Research, Principal Investigator
Faculty Grading and Assessment of Outcomes	Each semester	Faculty member

Creation of analytical database	October 2005	Principal Investigator
Statistical Analysis of Data	May-June 2006	Principal Investigator
Survey of Students in Web-Based Instructional Formats		
Acquisition of list of students enrolled in web-based classes	July 2005 for previous years; September 2005 for current enrollees	UB e-Learning Center; Director of Institutional Research
Development of Survey Instrument	August-October 2005	Principal Investigator; Director of Institutional Research; Program Directors (co-PIs)
Programming of Survey Instrument	November 2005	Manager of Information Technology
Creation of Email Invitation Letter with Access Link	December 2005	Manager of Information Technology
Emailing Invitation Letters	January 2006	Manager of Information Technology
Research on non-active email addresses	January 2006	Principal Investigator; UB Alumni Relations Office
Traditional Mailing of Invitation Letters	February 2006	Schaefer Center staff
Creation of Access Data base and data harvesting programs	November-December 2005	Manager of Information Technology
Reminder Emails and Traditional Letters	February 2006	Schaefer Center staff
Survey Administration	January-March 2006	Manager of Information Technology
Data Analysis	April 2006	Principal Investigator

Focus Groups of Students and Faculty		
Creation of focus group guides	June-August 2005	Principal Investigator; Focus Group Moderator
Recruitment of faculty members	September 2005	Program Directors
Conduct of the focus group for faculty	October 2005	Focus Group Moderator
Recruitment of students for focus groups	March 2006	Schaefer Center CATI Lab
Conduct of focus groups	April 2006	Focus Group Moderator
Production of transcripts	April 2006	Court Reporting Firm
Report Writing		
Final analyses	April-May 2006	Principal Investigator
Draft Report	May-June 2006	Principal Investigator
Editing, Review, Comments	June 2006	Research Team
Final Report and Production	July-August 2006	Principal Investigator; Schaefer Center staff

Deliverables

The University of Baltimore will deliver a progress report to the Association for Institutional Research on December 1, 2005. A final report will be submitted to the Association for Institutional Research by August 1, 2006. Included in the final report will be synopses of the focus groups while the original transcripts for the focus groups shall remain at the University of Baltimore and be available for review.

Dissemination Plan

As required by AIR, the principal investigator will present findings of this research project at the 2006 Symposium on Student Success in New Orleans, Louisiana. The Principal Investigator will develop

articles with the MPA Program Director for submission to the *Journal of Public Affairs Education* (JPAE) and *PS: The Journal for Teaching Political Science*. Working with the MBA Program Director, articles will be developed for similar journals in the field of business education such as *Academy of Management Learning and Education* and *the Journal of Education in Business*.

In addition, the Principal Investigator and the MPA Director will submit a possible panel discussion topic to the National Association of Schools of Public Affairs and Administration (NASPAA) for inclusion in the 2006 NASPAA annual conference. Finally, the University of Baltimore will make these findings available by posting this information on a website maintained by the Schaefer Center for Public Policy.

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BIOGRAPHICAL SKETCHES

LAURA WILSON-GENTRY, has a Doctorate in Public Administration from the University of Oklahoma (1990). In her doctorate, Dr. Wilson-Gentry specialized in both quantitative and qualitative research methods/analysis. Since completing her doctorate, she has received advanced training in focus group moderation and Activity Based Costing Technologies. In addition, she holds a Master of Arts degree from the State University of New York at Albany (1979) in Criminal Justice Administration and a Bachelor of Arts degree from the University of Rhode Island with majors in Political Science and Economics.

As an instructor in the University of Baltimore's web MPA program, Dr. Wilson-Gentry has primary responsibility for three courses (Public Program Evaluation; Public Budgeting and Fiscal Administration; and Analytical Techniques in Public Administration) and serves as a secondary instructor for a fourth course (Statistical Applications). One of her concerns in teaching in the web-based format is lack of understanding of needs for students to achieve success. Although students are asked some specific questions concerning the web-based format on the student evaluation of instruction survey, they are not comprehensive or systematic. Participation in this project will further enhance the University's ability to offer quality web-based experiences.

Dr. Wilson-Gentry has extensive experience in academic administration that will be applied in this project. From 1981 to 1984, she was a research associate in the Office of Institutional Research at the University of Oklahoma where her responsibilities included assisting in budget development, maintaining databases for use in academic planning and responding to surveys as needed. From 1984 to 1985 she served as the Executive Assistant to the Provost of Eastern New Mexico University. Since coming to the University of Baltimore, she has served as Director of the Masters of Public Administration Program from 1994 to 1997 and Director of Program Evaluation and Policy Analysis Studies at the Schaefer Center for Public Policy from 2000 to present. Beginning in Fall 2005, she will become Director of the Doctorate in Public Administration Program at UB.

Dr. Wilson-Gentry has been quite active in academic research and publishing experience. She has co-authored sixteen referred journal articles in such publications *as Public Administration Review*, *Social Sciences Quarterly*, *Public Administration Quarterly* and the *Journal of Politics*. She has completed one book on assaults on police officers (with C.K. Meyer and Gregory Brunk) and is in the process of completing a second book with Dr. Robert Stoker of the George Washington University on work support system utilization among the working poor. Following this narrative listing is a partial listing of her publications.

As Director of the Program Evaluation and Policy Analysis Division of the Schaefer Center for Public Policy, Dr. Wilson-Gentry has been involved in a number of applied research projects using a variety of methodologies. These methodologies range from the highly quantitative (Activity Based Costing and regression modeling) to the qualitative (structured comparative interviewing and iterative qualitative analysis).

Publications

BOOKS:

C.K. Meyer, G. Brunk and L.A. Wilson. 2001. The Sources of Violence in America and Their Consequences for Law Enforcement. Springfield, IL: Charles Thomas Publishers.

BOOK REVIEWS:

L.A. Wilson. 2003. Review of The Politics of Accountability in the Modern State by Matthew Flinders in Governance.

ARTICLES:

D. Morgan and L.A. Wilson. 1990. "Social and Economic Diversity in the American States: The Sullivan Index Revisited". Publius, Volume 20: 71-81.

K. Brunk and L.A. Wilson. 1991. "Interest Groups and Criminal Behavior". Journal of Research in Crime and Delinquency, 28: 157-173.

K. Hunter, L.A. Wilson, and G. Brunk. 1991. "Societal Complexity and Interest Group Lobbying in the American States". <u>Journal of Politics</u>, 53: 488-503.

L. A. Wilson, C.K. Meyer, and G. Brunk. 1990. "Situational Effects in Police Officer Assaults: The Case of Patrol Unit Size". <u>The Police Journal</u>, 53: 260-271.

L.A. Wilson, C.K. Meyer, and G. Brunk. 1991. "Violence at the Street-Level: Police Causalities and Fatalities". <u>The Police Journal</u>, 54: 28-45.

G. Brunk, K. Hunter, and L. A. Wilson. 1991 "Economic Innovation and Interest Groups: The Case of Patents Granted to Residents of the American States". <u>Social Sciences Quarterly</u>, 72: 601-607.

L. A. Wilson and R. Sylvia. 1993. "Changing Revenue Conditions and State Budgetary Decisionmaking". <u>Journal of Public Administration Research and Theory</u>, 3: 305-318.

R. Durant and L.A. Wilson. 1993. "Towards a Contingency Theory of TQM". <u>American Review of Public Administration</u>, 23: 215-246.

P. Atkins and L.A. Wilson. 1993. "An Etiquette for the 1990s Regional Council". <u>National Civic Review</u>, 81: 466-487.

L. A. Wilson and R. Durant. 1994. "Evaluating TQM: Towards a Contingency Approach". <u>Public Administration Review</u>, 54: 137-146.

P. Florestano and L.A. Wilson-Gentry. 1994. "The Acceptability of Regionalism in Solving State and Local Problems", <u>Spectrum: The Journal of State Government</u>, 67: 26-33.

R. Stoker, L. Wilson, L. Thomas and G. Clark. 1997. "Paternalistic Welfare Reform: Client Perceptions and Behavioral Models". Journal of Health and Human Services Administration, 20: 62-75.

R. Stoker and L.A. Wilson. 1998. "Verifying Compliance: Social Regulation and Welfare Reform". Public Administration Review, 58: 395-416.

L.A. Wilson, R. Stoker and D. McGrath. 1999. "Welfare Bureaus as Moral Tutors". Social Sciences Quarterly, Fall Issue.

G. Brunk, C.K. Meyer and L.A. Wilson-Gentry. 1999. "A Theoretical Perspective on Violence Against Authority". Public Administration and Management: An Interactive Journal, vol. 4: http://www.pamij.com/.

K. Hunter, G. Brunk and L.A. Wilson. 2002. "Organizing for Public Policy Effect: Aggregate Affiliated Interests in the American States". Public Organization Review, 2: 117-139.

BOOK CHAPTERS:

Chapman, S., C.K. Meyer, and L.A. Wilson. "Assaults on Police Officers" in Encyclopedia of Police Sciences, W. Bailey, editor. New York: Garland Press, 1988.

Chapman, S., C.K. Meyer, and L.A. Wilson. "Murder of Police Officers" in Encyclopedia of Police Sciences, W. Bailey, editor. New York: Garland Press, 1988.

Meo, M., T. James, S. Ballard, L. Malysa, R. Deyle, and L. A. Wilson. "Policy Implications of Global Climate Change on the Tennessee Valley Authority Reservoir System, Appalachicola River, Estuary, and Bay and South Florida" in J. Smith and D. Tirpak, editors, The Potential Effects of

Global Climate Change on the United States. Washington, D.C.: Environmental Protection

Agency, 1989.

WORKING PAPERS:

Stoker, R. and L. Wilson. 2003. "Racing Up to the Bottom: The U.S. Work Support System". Working

Paper #001. George Washington University Institute for Public Policy. Washington, DC: George

Washington University.

Daniel A. Gerlowski, is a Full Professor of Economics and serves as Associate Dean for Academics at the UB's Merrick School of Business. He earned his Ph.D. from the University of Pittsburgh in Economics and has attained full rank. He has numerous publications, many of which relate to foreign direct investment, and has co-authored two textbooks with Prentice Hall and its European Division. Over the course of his career, Dr. Gerlowski's teaching has placed him in the highest 5% of Merrick School of Business faculty. Dr. Gerlowski has been involved in the management of academic programs since 1999 and served for one academic year (2001/02) as Interim Dean of the Merrick School.   He has overseen the development of the UB's online MBA and online undergraduate bachelors' programs.

Dr. Gerlowski built and taught one of the first set of courses (Basic Economics, ECON 504, Spring 1999) in the webMBA program.   He has since taught the course five times, and made it available for other faculty to teach.   Additionally, Dr. Gerlowski serves as the program's chief administrator and has responsibility for course scheduling, student assessment, course assignments to faculty, and other matters.

EDUCATION:

- Ph.D. University of Pittsburgh, 1987

    - Dissertation title "Spatial Competition and Firm Location"

- M.A. University of Pittsburgh, 1984

- B.A. University of Pittsburgh, 1982, *summa cum laude*.

EMPLOYMENT:

- Associate Dean for Academics, Professor of Economics, Merrick School of Business, University of Baltimore, 7/02 to present.

- Interim Dean, Merrick School of Business, University of Baltimore 7/01- 7/02

- Associate Dean, Merrick School of Business, University of Baltimore, 8/98-6/01

- Associate Professor of Economics, University of Baltimore, 1992-present

- Assistant Professor of Economics, University of Baltimore, 1987-1992

- Instructor, Robert Morris College, Pittsburgh, PA, 1987.

- Graduate Student Researcher, University of Pittsburgh, Pittsburgh, PA, 1984-1987.

ADMINISTRATIVE ACCOMPLISHMENTS:

♦ As Associate Dean, served as co-author of the Merrick School of Business Self Study for Maintenance of Accreditation by AACSB-International

♦ As Associate Dean, streamlined course offerings bringing programmatic demands more in line with MSB's resources.

♦ As Associate Dean, helped build and implement online programs at both graduate and undergraduate levels.

  • Consulted with faculty on issues of intellectual property, teaching pedagogy, content, quality assurance, continuous improvement.

  • Interpreted AACSB-International program requirements and engaged in numerous discussions with other AACSB schools considering such online programs.

  • Interacted with the marketing specialists on online programs.

Publications

REFERRED ARTICLES:

♦ "Teaching Managerial Economics," Zoltan J. Acs and Daniel A. Gerlowski, Financial Practice and Education, Financial Management Association, Volume 9, No. 2, Fall/Winter 1999, pp. 125-131.

♦ "Factors Affecting Foreign Investor Choice in Types of U.S. Real Estate," Deborah Ann Ford, Hung-Gay Fung, and Daniel A. Gerlowski, Journal of Real Estate Research, Vol. 16, No. 1, 1998, pp. 99-112.

♦ "A Note on 'State Characteristics and the Location of Foreign Direct Investment Within the United Sates," Joseph Friedman, Hung-Gay Fung, Daniel A. Gerlowski, and Jonathan Silberman, The Review of Economics and Statistics, 1996, pp. 367-368.

♦ "Foreign Direct Investment: The Factors Affecting the Location of Foreign Branch Plants in the United States," Joseph Friedman, Daniel A. Gerlowski, and Jonathan Silberman, Global Finance Journal, Summer, 1996, Vol. 7, No. 1.

- "The Location of Foreign Direct Investment for U.S. Real Estate: An Empirical Analysis," Daniel A. Gerlowski, Hung-Gay Fung, and Deborah Ford, Land Economics, August 1994, Vol. 70, No. 3, pp. 286-293.

- "What Attracts Foreign Multinational Corporations? Evidence From Branch Plant Location in the United States," Joseph Friedman, Daniel A. Gerlowski, and Jonathan Silberman, Journal of Regional Science, Novermber, 1992, Vol. 32, No. 4, pp. 403-419.

- "Estimating Existence Value of Users and Nonusers of New Jersey Beaches," Jonathan Silberman, Daniel A. Gerlowski, Nancy A. Williams, Land Economics, May, 1992, Vol. 68, No. 2, pp. 235-247.

- "An Initial Assessment of the Location Preferences of Foreign Investors in U.S. Real Estate: 1980-1988," The Southern Business and Economic Journal, April, 1992, Vol. 15, No. 3, pp. 129-146.

- "Competition, Advertising and Meeting Competition Clauses," David T. Levy and Daniel A. Gerlowski, Economic Letters, 1991, Vol. 37

- "Rent Controls: Who Pays the Tenant Subsidy?" Clifford F. Thies and Daniel A. Gerlowski, Journal of Economics and Finance, Spring, 1990, Vol. 14, No. 1, pp. 155-168.

- "Deposit Insurance: A History of Failure," Clifford F. Thies and Daniel A. Gerlowski, The Cato Journal, Winter, 1989, Vol 8, No. 3, pp. 677-693.

- "Spatial Entry Deterrence Under Oligopoly," Journal of Regional Science, November, 1988, Vol. 28, No. 4, pp. 531-540.

BOOKS:

- Fitzroy, Felix, R., Zoltan J. Acs, and Daniel A. Gerlowski, 1998, Management and Economics of Organization, London, UK, Prentice Hall, Europe.

- Acs, Zoltan J. and Daniel A. Gerlowski, Managerial Economics and Organization, 1996, Upper Saddle River, NJ, Prentice Hall.

- Acs, Zoltan J. and Daniel A. Gerlowski, Study Guide to Accompany Managerial Economics and Organization, 1996, Upper Saddle River, NJ, Prentice Hall.

RECENT CONFERENCE PRESENTATIONS:

♦ "e-education: A Case Study: with Anil Aggarwal, ISECON, October, 2000, Philadelphia, PA.

♦ "Administrative Aspects of Online Education," with Anil Aggarwal, GSCES, 2001, Graduate Student

Symposium, June, 2001, Ototec, Slowenia

Merrill R. Pritchett is Director of Institutional Research at the University of Baltimore. His 27 years of experience in institutional research have prepared him to assist the principal investigators of UB's proposed AIR/NNPEC grant. He created the Office of Institutional Research in 1980 and has served as director since the inception. During these years the office has grown to offer a full-line of traditional institutional research activities as well as a number of innovative ones. He has also served as an adjunct faculty member at the university, teaching statistics, social science research methods and microcomputer applications at the undergraduate and graduate level. He has taught statistics on-line many times for the school of business.

Most recently his work in institutional research has focused on the assessment and accountability activities of the university. He has the chief responsibility for the reporting of the Managing for Results(MFR) program; this is a legislative mandated effort that measures the university's progress in meeting its five-year goals and objectives for improving institutional effectiveness. Each year he gathers the data necessary to document the university's success and its shortcomings in meeting these goals. Each year he also writes the university's progress report on MFR that is sent to Maryland Higher education Commission and the Maryland General Assembly. He has served on the university wide committee on the assessment of student learning since its inception in 1986. He has worked for many years with faculty and departments to extract from the administrative computing system the demographic and academic data that they needed for the review of academic programs as well as their assessment of student learning outcomes.

EDUCATION:

M.A.   History and Political Science, East Texas State University, 1967.

        Additional graduate work at University of Missouri, 1972-73.

B.A.   History and Political Science, McMurry College, 1965.

PROFESSIONAL EXPERIENCE:

August 1980   **Director of Institutional Research and Planning**

 to Present   **University of Baltimore**

Created Office of Institutional Research . The office provides several innovative as well as a full line of traditional institutional research services**.** Responsible for completion of IPEDS and other mandatory reports to UMS Board of Regents and Maryland Higher Education Commission. Serve on university's **Enrollment Management Committee.** Conduct market research for new academic programs and new markets for existing academic programs. Conduct surveys of student needs and opinions; survey alumni for graduate follow up. Conduct studies of retention and attrition using longitudinal database I developed. Lead the University of Baltimore's **Accountability** activities**.** Gathered data for and help select peer institutions. **Benchmarked** peer institutions for performance funding and accountability. Responsible for completing indicators of institutional effectiveness and coordinating assessment of **student learning outcomes**. Serve on university accreditation committee, providing data needed for self-study and periodic review reporting (Middle States Commission on Higher Education). Provide data and assistance for review of academic programs. Most recently the office became responsible for the university's **Managing for Results(MFR)** efforts as mandated by the Maryland General Assembly . Developed and measure over thirty indicators to demonstrate university progress in meeting its MFR goals. Work closely with Division of Administration and Finance to prepare annual budget submission – **enrollment projections**- to the General Assembly.

Adjunct Professor, Robert G. Merrick School of Business. Teach undergraduate and graduate Business Statistics 1996 to present. **Teach Business statistics for Web MBA,** 1999 to present.

Adjunct Professor, Division of Applied Psychology and Quantitative Methods, Math and Statistics, University of Baltimore. Teach Computer Statistical Packages**, Micro Computer Applications** and Statistics for the Social Sciences and Business Statistics, 1983 to present

Adjunct Professor, School of Public Affairs, University of Baltimore. Teach **Empirical Research Methods**, 1997 to present.

Adjunct Professor, Division Criminology, Criminal Justice and Social Policy, University of Baltimore.

Teach courses in **Social Research Methods**, Information Technology and Intermediate Statistics, 1983 to

1992.

Daniel W. Martin is Director of the Master of Public Administration (MPA) Program at the University of Baltimore. He has been Director of that program for 17 of its 30 years. Dr. Martin has a PhD in Political Science (with co-qualifications for a PhD in Public Administration) from the Maxwell School at Syracuse University. He is the author of two books and about ten articles and/or book chapters in the field. He has also been President of the Maryland Chapter of the American Society for Public Administration, Arrangements Chair for their national conference in 1979, and an officer in the Maryland Chapter of the International Personnel Management Association. Dr. Martin's primary research area is in the history of the literature of Public Administration.   His primary teaching areas are personnel, the history of the literature (taught at the doctoral level), and strategic management.

Dr. Martin's interest in this project has been developed by a fascination with long-term trends, and especially those trends that are shaped by structural adjustment to advances in technology. His areas of study and teaching focus on work processes and achievement of customer satisfaction. That evolution of audience and technology, while pursuing longer-term goals, goes to the heart of the this project. The MPA program at UB has always been practitioner focused. It remains that way. Our most important question has been how we can best reach practitioners with the skills we find to be most important.

The MPA program has experimented with both day and evening courses. By 1980, the program focused on evening classes. The starting time for classes was changed from 5:00PM to 5:30PM to give students time to commute after work. That strategy proved to be highly successful, and the MPA Program has maintained strong enrollments throughout its history.

But in 1999, responding to changing technology, the MPA program tried some web courses. Dr. Martin was on the front end of this experiment. He has kept offering courses in the web format and learned to appreciate that changes were taking place. Ironically, they were changes that made improvements over classroom presentations in precisely the areas that most people argued that web courses were weak.

For instance, do students in web courses miss the interaction with the professor? No. Once one decides to require weekly graded discussions, all students have to reply, or suffer the grading consequences. That is not the case in the classroom, in which many may interact, but there is no penalty

for sitting quietly in the middle of the room. Do students in web courses miss the opportunity to ask questions? Questions are not only encouraged, but graded. Responses to questions are graded.

UB has used Dr. Martin me as a trainer to explain to other faculty what he has learned about teaching web courses.   While Dr. Martin is often regarded as a Atrue believer@ in web-based instruction, there is a lingering question that haunts him. Are web students learning as much as students in more traditional classes? He wants to believe that they are learning more. His suspicion is that they are. But of course, suspicions do not make good policy. He wants to know that he is placing his trust in a new technology that deserves it.

In his personal experience, he is beginning to reach students in places in which there are no universities. He wants to believe that what I am offering them is equivalent, or quite frankly better, than what they receive in his classroom. While he knows that he spends more hours each week on web courses, he does want to know that the effort is well spent.

Therefore, he wishes to participate in this project. He wants to learn if the web is the learning tool of the future.   The long-term constant is a desire to teach practitioners how to manage and lead. The transitional question is whether the web is a sufficient or even better technology for delivering that service.

EDUCATION:

Ph.D.   Syracuse University, 1979, Political Science (Public Administration)
          Dissertation: *The Utility of Scientific Advice for Government Decision-Makers:*
                     The Case of the SST.

M.A.   Syracuse University, 1972, Political Science

B.A.   (Cum Laude) University of Houston, 1970. Political Science
          Honors Thesis: *Revolution in the Pentagon: McNamara and the Military Budget*.

SELECTED PUBLICATIONS:

"The 'Other' Papers on the Science of Administration," *International Journal of Public Administration*, 21 (1998): 275-98.
"From Mechanical Engineering to Reengineering: What Would Frederick Taylor Think of Modern Management Thought?" *Journal of Management History*, 1 (1995): 38-51.

*Guide to the Foundations of Public Administration (*New York: Marcel Dekker, 1989)

Three Mile Island: Prologue or Epilogue? (Cambridge: Ballinger Press, 1980)

CONFERENCE PRESENTATIONS/OTHER:

"Pay for Performance" panelist and presenter, Maryland Chapter of International Personnel Management Association, Linthicum, MD , June 18, 1998.

"Civil Service: Will It Ever Be the Same?" delivered at the annual conference of the Maryland Criminal Justice Association, Ocean City, MD, October 28, 1997.

Technical consultant and commentator on "The American Experience" episode *Meltdown at Three Mile Island*, which aired nationally on PBS stations, February 1999.

"The 'Other' Papers on the Science of Administration," delivered at the annual conference of the Public Administration Network, Savannah GA, February 1996.

BUDGET

GRANT PROJECT TITLE: STUDENT SUCCESS AND WEB-BASED GRADUATE EDUCATION
Personnel

Principal Investigator: Wilson-Gentry	.65 -FTE personnel months at $39.12 per hour	$4,068
Co-Principal Investigator : Gerlowski	.25- FTE personnel months at $53.69 per hour	$2,147
Co-Principal Investigator: Martin	.25-FTE personnel months at $44.10 per hour	$1,764
Focus Group Facilitator Cotten	.15-FTE personnel (see budget justification)	$2,004
Manager of Information Technology	.46-FTE personnel months @ 46.65 per hour	$3,405
Other Wages and Salaries (2 coordination personnel; 2 administrative staff)		$6,840
Total Salaries and Wages		$20,228
Fringe Benefits (fringe rates vary—see Budget Justification)		$3,481
Travel (AIR Forum)		$2,000
Total Benefits and Travel		$ 5,481
Other Direct Costs		$3,982
Materials and Supplies		$ 250
Total Other Direct Costs		$ 4,231
TOTAL AMOUNT OF AWARD		**$29,941**

NPEC/AIR Focused Grant at the University of Baltimore

1. Personnel

 The personnel request is documented below.

Director – Schaefer Center: Cotten (30.3% fringe)
 (.15 personnel months: 24 hours)
Responsible for report writing assistance; will conduct focus groups. Schaefer Center charges two rates for focus group facilitation: the person's hourly rate for guide preparation, report writing etc. (in this case $69.68/hr) and a special rate for facilitation time ($125/hr—it is estimated that the three focus groups will total 6 hours).

Assistant Director - Schaefer Center (30.3% fringe)
 (.0875 personnel months: 14 hours)
Assists in final report preparation through editing and review; also reviews survey instruments and focus group guides..

Principal Investigator Wilson Gentry (7.98% fringe)
 (.65 personnel months: 104 hours)
Responsible for overall project coordination; principal data analyst and report writer. Also will be responsible for design of survey instrument.

Co-Principal Investigator Gerlowski (7.98% fringe)
 (.25 personnel months: 40 hours)
Responsible for coordinating activities in the Merrick School of Business. Will be responsible for inventory of practices in the webMBA, faculty participation in focus groups and coordinating parallel class study for MBA..

Co-Principal Investigator Martin (7.98% fringe)
 (.25 personnel months: 40 hours)
Responsible for coordinating activities in the School of Public Affairs. Will be responsible for inventory of practices in the webMPA, faculty participation in focus groups and

Co-Principal Investigator Pritchett
Salary share contributed by university. Responsible for collection of data from university record systems, especially student records. Estimated donation: 25 hours.

Faculty Stipend (4 classes)
$1,000 per class to compensate faculty members for extra work in redesigning web-based and traditional parallel classes and for writing an assessment of class during the parallel class assignments.

Manager of Information Technology (30.30% fringe)
(.456 personnel months: 73 hours)
Programming of web-based survey; creation of email invitation letters; creation of database for analysis.

Budget Administrator (41.25% fringe)
 (.175 personnel months or 28 hours)
Assists the PI in overall project coordination. Assists the administrative assistant with technical problems.

Administrative Assistant (41.25% fringe)
 (.263 personnel months or 42 hours)
Assists in the processing of traditional mail letters for survey, confirmation letters for focus groups, secures needed supplies, and assists in the production of the final report.

Telephone Interviewer—CATI Laboratory (7.98.% fringe)
 (.09 personnel months or 14 hours)
Assists in recruitment of students for focus groups by making initial and then reminder phone calls.

2. Communications

The communications request includes funds for local and long distance telephone calls to AIR staff; arrangements for AIR conferences and postage for focus group recruitment/confirmation letters. Also included is postage for invitation and reminder letters for students whose email addresses are no longer active.

3. Contractual Services

This request includes funds for student focus group stipends and use of a court reporting service to record focus groups to maintain student and faculty confidentiality.

4. Travel

The travel request includes funds for the principal investigator to participate in the 2006 AIR Forum. Travel expenses will be paid in accordance with the state of Maryland's travel reimbursement policy.

5. Supplies

This request includes funds for supplies necessary for the project including envelopes, paper, printer cartridges, folders, binders and office materials.

CURRENT AND PENDING SUPPORT

At present, Dr. Wilson-Gentry is working on remunerated projects for Baltimore City Healthy Start Incorporated (BCHSI), the School of Information Arts and Technology (SIAT) at the University of Baltimore and the U.S. Election Assistance Commission (EAC). All projects will be completed by June 2005. The amount of time that is remaining on the BCHSI Strategic Planning initiative is roughly ½ personnel month while the SIAT data collection project is 1 personnel week.   The EAC project is 1 personnel week. Dr. Wilson-Gentry currently has no support pending..

Mr. Merrill Pritchett has no externally funded projects at present.

Dr. Daniel Martin has no externally funded projects at present.

Dr. Daniel Gerlowski has one project pending: with US AID. If funded, Dr. Gerlowski's time will be 50 hours per year for 2005 and 2006.

FACILITIES, EQUIPMENT AND OTHER RESOURCES

The Schaefer Center for Public Policy operates a computer-aided telephone interviewing (CATI) facility with state-of-the-art equipment and experienced personnel trained in sampling and interviewing. The CATI system promotes scientific and technical rigor by generating the most valid and reliable survey data available. This capability allows the center to recruit focus group participants in an efficient and effective manner.

The Schaefer Center CATI survey laboratory is equipped with 12 interviewer stations, each of which are CATI (Computer Assisted Telephone Interviewing) ready, and all recruitment is conducted from these facilities at the University of Baltimore. The Center uses software to automatically route the interviewer through the recruitment instrument, producing each appropriate question in turn, thus eliminating one source of interviewer error. All data are automatically entered into a computer file by the CATI system, thus eliminating data entry errors.

Recruitment of focus group participants begins with the creation of a master sample list developed by an external source. The recruitment protocol is then programmed into the CATI software similar to any other survey. Once the appropriate number of persons is recruited and their home address information is checked by the interviewer, this information is then sent to the Schaefer Center for Public Policy administrative staff who sends a confirmation letter to the participant with date, time and parking information. One to two days prior to the focus group, CATI Lab personnel make reminder phone calls to focus group participants.

The Schaefer Center CATI lab prides itself on having the effective team mix of a cadre of professional phone interviewers, and a group of dedicated supervisors and managers who support them. The CATI staff member has been employed as a professional phone interviewer with the Schaefer Center for just over 39 months.

SUPPLEMENTARY DOCUMENTATION

Memo of Support for Use of Student Records

TO: Dr. Laura Wilson-Gentry

FROM: Merrill R.Pritchett, Director: Office of Institutional Research

SUBJECT: AIR/NPEC Grant

Date: January 6, 2005

This to confirm that for the purposes of the AIR/NPEC grant that the Office of Institutional research will extract aggregate demographic and data from the legacy system and Peoplesoft on those students who have taken a least one web-based class to order to compare them to student who have not taken any web-based classes. Analysis of this data may be published or presented in suitable professional forms.

Memo of Support for Use of University of Baltimore e-Learning Center Databases
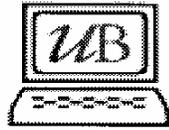
e-Learning Center

Division of the MBNA Information Institute

January 11, 2005

Dr. Laura Wilson-Gentry
Schaefer Center for Public Policy
University of Baltimore

Dear Dr. Gentry,

The MBNA e-Learning Center maintains records of all students who have taken fully online and web-enhanced courses at the University of Baltimore since Spring 1999 using the campus-supported course management tools. We have the capability of capturing the last preferred email addresses of these students or of any subset of these students that meet the criteria of your research project.

The e-LC would be happy to provide these email addresses for the purposes of survey research so long as the confidentiality of individual students is protected in any electronic or print publications that result from this research.

Sincerely yours,

Ronald Legon
Director
MBNA e-Learning Center
University of Baltimore

1420 N. Charles St., Baltimore, MD 21201 • Tel: 410.837.4078 • Fax: 410.837.6736

Letter of Support from Director of Schaefer Center for Public Policy for use of facilities and programming support (following page)

UNIVERSITY of BALTIMORE

SCHAEFER CENTER FOR PUBLIC POLICY

Office of the Director
School of Public Affairs

Yale Gordon College
of Liberal Arts

January 7, 2005

Dr. Laura Wilson Gentry
School of Public Affairs
University of Baltimore
1304 Saint Paul Street
Baltimore, MD 21202

RE: Letter of Commitment

Dear Dr. Gentry:

As we have previously discussed, I am committing to be available to serve as the focus group moderator for the AIR/NPEC Focused Grant Project. In that capacity I will develop the focus group discussion guide and moderate the focus groups as outlined in your project description.

In addition, as Director of the Schaefer Center for Public Policy, I am indicating that the services of the network administrator and the Computer Assisted Telephone Interviewing Laboratory are available for this project.

Sincerely,

P. Ann Cotten, D.P.A., C.P.A
Director

AC:pab
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