Mission
The Office of Institutional Research and Assessment (OIRA) collects, analyzes, organizes and disseminates data and institutional information to support the University. OIRA is also responsible for campus-wide coordination of assessment activities and assists in the development of a culture of assessment directed at continuous improvement based on data-driven decisions and adjustments.

In this Annual Report, please recognize that OIRA accomplishes their charge with the cooperation and collaboration from multiple offices.

I. Past Year Activity: 2011-12
   A. Progress in Meeting Annual Goals:
      OIRA accomplished a great deal in FY2012. Most of the annual goals set last year were met and those that were not fully realized are still priorities.

      • Mandatory reporting and compliance
         o CCSU complied with all mandatory reporting requirements and continued to receive no fines or warnings.
         o Complete College America – BOR initiative
         o Gainful Employment Disclosure and Reporting requirements met – federal mandate
         o IPEDS – federal mandate
         o Proficiency Reports – remediation reports to the System Office/BOR
         o Program Review – Faculty Senate approval, data definitions finalized, data distributed to initial four departments undergoing review in Spring 2012; NEASC requirement.
         o Voluntary System of Accountability – national initiative
         o Various student and faculty reports to the System Office/BOR

      • CCSU had the highest compliance with academic assessment to date with reports submitted from 90% of degree programs and 96% of programs submitting a report since the 2007-08 NEASC visit.

      • The assessment portion of the OIRA website has not been enhanced as of yet. Several best practices from other institutions have been researched and identified. The goal of augmenting the website to include campus-wide assessment information and resources continues.

      • Enhanced survey databases have been created for the SSI, NSSE and FYE surveys. Where possible, the individual survey results have been coupled with basic data from Banner to produce more comprehensive information.

      • An assessment database has only been fully realized for a few departments within Academic Affairs and not initiated in Student Affairs. The apparent need is less than anticipated, with most departments preferring to receive guidance and manage their own data.

      • Researched the use of E-portfolios as an assessment tool. There are many excellent examples of how ePortfolios can be integrated into assessment activities, but the common necessities for successful implementation are faculty buy-in and functional software to manage the array of artifacts ($60-80K annually).
Introducing SAS and Tableau to increase office efficiency is being reevaluated.

- Tableau was intended to increase the usability of data on the OIRA website by allowing the end user to manipulate the data for their purposes. There are two requirements that OIRA cannot control: 1) Tableau needs to be installed on the end-user’s computer and 2) there is a learning curve associated with using the software. Implementation of this software will no longer be a goal.

- SAS is an excellent tool for querying data that is more flexible and efficient than Hyperion. OIRA staff members have begun SAS training; however, IT is evaluating the continuation of the current SAS Base license and is considering replacing it with a less expensive and less functional version of SAS. Also of concern is the probable replacement of Hyperion with Argos. Training on querying tools will be on hold until IT determines which version of SAS will be maintained going forward and whether or not CCSU will transition to Argos.

Cross training of staff has begun and benefits are beginning to be realized. The high workload of the office does not always allow for reports to be thoroughly reviewed by another person within a specified timeframe. OIRA will continue to strive to implement this guiding principle, as time permits.

IT is aware that the OIRA data warehouse needs to be migrated from a MS Access database to an Oracle database to manage the ever-growing size of the database. Soon, the Access database will be too large to function efficiently and a solution will need to be identified and implemented; IT will need to facilitate this move.

The development of a succinct dashboard continues to be a goal.

B. Progress with Strategic Planning:
OIRA does not have a formal strategic plan but normal operations involve successful pursuit of four primary and ongoing goals 1) Data Management, 2) Mandatory and Essential Reporting, 3) Assessment and 4) Dissemination of University information.

- **Data Management** – OIRA captures, audits, and maintains frozen data sets that include information on admissions, enrolled students, course offerings, degrees awarded, faculty and staff and faculty workload. OIRA also maintains the campus archives for survey and assessment data.
  - These data are the basis for much of the University’s ability to track and monitor progress on graduation and retention rates in addition to other productivity, engagement, and satisfaction measures. The accuracy and correct interpretation of these data are imperative to making data-informed decisions. Some examples are:
    - Comparative Faculty Salary summary by discipline
    - Data analyses on historically difficult courses and online courses
    - Enrollment Projections
    - Faculty activity and load reports
    - Faculty data for President Miller
    - Retention and graduation rate reports
    - CSRDE Student Retention and Transfer Retention Reports
- Common Data Set, college guide books
- Online fact book

- Created an Academic Units tracking document that aligns school, department, academic program name, academic credential and level, accreditation status and agency, DHE number, CIP code, program status (accredited, licensed, offered), program availability (active, phase-out, discontinued) and percent of program offered via distance education. This document has proved invaluable for developing the Program Review and Assessment cycles as well as confirming the accuracy of academic program information at the Board of Regents.

- **Mandatory and Essential Reporting** – OIRA is responsible for federal, System/Board of Regents, and compliance reporting.
  - All federal, System/BOR and compliance reports were submitted on time.
  - Various reports on student admissions, enrollment and formal awards
  - AAUP
  - Complete College America
  - Consumer Information and Required Disclosures maintenance and updates
  - CUPA Administrative and Faculty Salary Surveys
  - HEOA Net Price Calculator and Gainful Employment Disclosure and Reporting
  - Going Back to Get Ahead Initiative
  - IPEDS
  - National Study of Costs and Productivity (Delaware)
  - NCAA Graduation Success Rate
  - NPSAS:12 National Postsecondary Student Aid Study
  - Proficiency (remediation) reports to BOR and CCSU offices
  - Voluntary System of Accountability

- **Assessment** – OIRA is responsible for coordinating assessment activities on campus, supporting the Academic Assessment Committee (AAC), and coordinating and assessing student and employee surveys.
  - 90% of degree programs submitted assessment reports in 2011-12, the highest compliance to date.
  - The percentage of degree programs submitting assessment reports has risen to 96% since the NEASC visit in October 2008.
  - 24 programs were reviewed by the AAC and received feedback in 2011-12.
    - Developed new Score Summary report that aids departments in identifying strengths and weaknesses in their assessment activities; aligns with the AAC rubric.
    - Identified and implemented a more sustainable reporting cycle and structure for Academic Assessment reports; full reports are due every four years and interim reports are due in the alternate years. Assessment reporting cycle aligns with Program Review cycle.
    - Refined the annual Academic Assessment Reports to include a stronger planning component, reflecting the cycle nature of assessment
  - The revised Program Review policy with refined data elements has passed Faculty Senate and is being implemented.
**Reviewed, and if needed, consolidated and refined learning outcomes for all Student Affairs units. Collaboratively, identified sustainable and measurable outcomes with corresponding assessment tools.**

**Worked with several academic departments to improve assessment practices. Assistance ranged from identifying data elements to collect, collection tools, development or refinement of learning outcomes, and data analysis and interpretation of results. All departments neglecting to submit an assessment report were reminded on multiple occasions that the reports were due and assistance was available.**

**Assisted the School of Arts and Sciences with implementing an Assessment Workshop.**
- **Board of Trustees Annual Assessment Report**

**Results were analyzed, processed and reports generated for the following surveys:**
- National Survey of Student Engagement (2011)
- Undergraduate advising survey (CACE, Fall 2011)
- FYE surveys (Fall 2010 and Fall 2011)
- CSUS Survey of Graduates (2010-11)

- **Dissemination of University Information** – OIRA is responsible for assisting CCSU units with data related to their programs. These data can be, and frequently are, used to track progress on CCSU’s strategic plan.
  - OIRA staff continued to respond to requests for information from upper administration, schools, departments and individual faculty members.
    - Provided annual summary of student and faculty data for all academic departments.
    - Completed, and/or coordinated CCSU’s Strategic Plan update
    - Updated the Strategic Plan for the School of Engineering and Technology
    - Annual publication of CCSU’s Fact Book, which includes information on retention and graduation rates, enrollment, degrees awarded, freshmen characteristics as well as information on faculty and staff.
    - CUPA faculty and administrative salary submissions
    - AAUP faculty salary submission
    - Delaware Study
    - College guide surveys including USNews & World Report
    - Voluntary System of Accountability, Common Data Set, and CLA

**C. Administrative Changes:**
- There were no changes in personnel this year. The Office of Institutional Research is comprised of four full-time staff and one graduate assistant. The full-time employees include a Director, an Institutional Research Specialist, a Planner/Analyst, and an Administrative Assistant.

**D. Special Initiatives:**
- CCSU Master Plan Initiative – OIRA reviewed and corrected the faculty, staff and enrollment projections developed by Paulien and Associates.
Retention and Graduation Rate projects in response to the 4.6% decrease in the 2010 cohort retention rate:
  - OIRA conducted an in-depth analysis of the 2009 and 2010 cohorts to determine why there was a significant drop in retention for the 2010 cohort.
    - Reviewed all traditional data elements (major, credit hours completed and attempted, number of D/F/W grades, gender, race/ethnicity, enrollment in remedial/developmental courses, SAT scores, EOP/ConnCAS participation, high school rank, and first and second semester GPA).
    - Contacted students from the 2010 cohort who did not return in fall 2011 to determine why they left CCSU
    - Initiated a small working group to review additional data elements and learn about the corresponding policies (financial holds and academic probation were the two primary foci).
    - Continued working with ad-hoc working group to identify various interventions that were completed in Fall 2011:
      - Weekly emails were sent to students who had not registered for Spring 2012
      - Postcards mailed to student’s home address reminding them to see their advisor
      - Public Service Announcement in the Recorder to remind students to see their advisor and register for Spring 2012
  - Currently working on an alternative retention analysis approach with Drs. Lesik, Hoffman and Santoro
  - In-depth analysis of the Student Satisfaction Inventory survey: change in satisfaction over time (2008, 2010 and 2011), differences in satisfaction between male and female students, minority and nonminority students, and freshmen and seniors.

Gainful Employment – In compliance with federal regulations, the Offices of Financial Aid, Registrar, Graduate Studies and OIRA researched, tested and implemented the necessary procedures for complying with this new policy. The intent of the law is to inform students about the career choices they are making, the completion rates for those programs and the financial cost of those programs.

Complete College America – A national initiative to increase the number of students graduating from college. The data collection and submission parameters continue to be refined and eventually the definitions will be consistent across institutions and states.

E. Significant Accomplishments:

CCSU Presentations
  - Student Satisfaction Inventory – Executive Committee
  - Student Satisfaction Inventory – Student Government Association
  - Success of College Males – Student Affairs

OIRA staff members participated in or were selected to serve in the following capacities:
  - Search Committee, Information Technology Programmer Specialist
  - Evaluated System Office assessment grants
  - Evaluated applicants for IPEDS Train the Trainer
IPEDS Advisory Group
IPEDS Train the Trainer
Learning, Teaching and Assessment (LTA) Conference Committee
Facilitated the working session on establishing general education learning outcomes for scientific and quantitative reasoning session.

F. Progress with Assessment:
- The number of visits to the OIRA web (Figure 1) site increased by 6% over FY2011. This increase follows a fairly recent redesign of the web site that expanded the amount of information available. Fast Facts continues to be the most utilized page of the website followed by Consumer Information and Disclosures. The link to the Net Price Calculator makes up 89% of the traffic on the Consumer Information and Disclosure page. The next most heavily visited page is the Enrollment section of the Fact book. This is indirect evidence that campus and the public are utilizing the data produced by OIRA.

Figure 1. OIRA Web Site Visits

![OIRA Web Site Useage](image-url)
II. Planning for 2012-2013

A. Goals:
- Assessment Activities –
  - 100% compliance with required reporting on assessment activities.
  - Augment the assessment web page to include campus-wide assessment information and resources.
  - Work with academic departments to help usher in the new academic assessment report structure and cycle.
  - Work with academic departments that are scheduled for Program Review in Spring 2012, Fall 2012 and Spring 2013.
  - Work with the Academic Assessment Committee (AAC) to establish two University-wide workshops and regularly scheduled brown-bag lunches.
  - Work with the AAC and the academic departments with scientific disciplines to develop a basic scientific reasoning rubric for use in general education learning outcomes.
  - Continue working with the Division of Student Affairs to improve their assessment efforts.
- Institutional Research Activities –
  - Continue to improve the quality of OIRA reports by cross training staff and improving technical skills.
  - BOR – Comply with new reporting and submission requirements
  - Develop a succinct dashboard that quickly conveys CCSU’s history or progress toward goals.
  - NEASC Fifth-Year Review – complete all necessary reports.
  - Student Success Team – Help guide and implement ideas generated at the Access to Success meeting
  - Work with Human Resources, IT and BOR to ensure that the upcoming changes to the IPEDS Human Resource survey are correctly implemented and reported. The changes to this survey are significant and require reclassification of all employees as well as additional breakouts by contract length and type.
  - Work with Registrar and IT to ensure upcoming changes to the IPEDS student-based surveys are correctly implemented.
  - Continue to work with the BOR and support their goals of improved data continuity, accuracy, and be responsive to their new or revised data and reporting needs.
  - Continue to support and be responsive to the data needs of CCSU administrators, staff and faculty.
  - Improve the security of electronic OIRA files and comply with instructions from IT

B. Collaborations:
- Expected on-campus collaborations:
  - Academic Assessment Committee –
    - Develop assessment workshops and brown bag assessment lunches
    - Develop science reasoning rubric for use in science specific general education courses
  - Student Affairs –
    - Implement and/or improve assessment activities
    - Administration of the Beginning College Survey of Student Engagement
Student Success Team –
  ▪ Implement initiatives identified at the Access to Success meeting

Human Resources, Information Technology and Board of Regents –
  ▪ Crosswalk current employee codes to the newly required Standard Occupation Codes for the HR IPEDS survey

Registrar and Information Technology –
  ▪ IPEDS reporting of distance education

Financial Aid, Information Technology, and Registrar –
  ▪ HEOA Gainful Employment Disclosure and Reporting

Admissions, Financial Aid, Registrar, Information Technology –
  ▪ Audit and clean all data submitted to BOR and IPEDS

**Expected off-campus collaborations:**
  ▪ Board of Regents –
    ▪ Complete College America
    ▪ Access to Success
    ▪ Variety of reports on enrollment, admissions and formal awards
    ▪ BOR Assessment Reports
    ▪ Mapping IR Repository
    ▪ Blackboard Metrics Reporting Group
  ▪ ConnAIR –
    ▪ Web host
  ▪ AIR/NCES –
    ▪ IPEDS Train-the-Trainer

**C. Needs:**
  - Full-time staff member – This programmer/database administrator would be dedicated to support OIRA for institutional research and assessment functions. Support is needed to assist with maintenance and upgrades to IR Repository (frozen database for all system and federal reporting) as well as the optimization and expansion of the assessment and survey databases. These needs extend beyond the capabilities of the OIRA staff.

  - Full-time assessment specialist – This assessment specialist would assist academic and co-curricular programs in the design of measurement instruments; the collection, processing and storage of assessment data; and the development of strategies and systems for using results. The OIRA Director simply does not have the time to provide sufficient support to 97 academic programs and 50+ non-academic departments to meet their assessment needs.

**D. Departmental Assessment:**
  - Continue to monitor staff productivity and review web site traffic.
  - Continue to refine tracking system to categorize reports and identify work-load issues.
Appendix 1. Research/Analysis Reports Prepared & Distributed 2011-12
- Academic Assessment report for the CSU Board of Trustees
- Accountability Reports to the Connecticut Department of Higher Education
- CCSU Results from the National Study of Instructional Costs and Productivity (Delaware)
- Common Data Set
- Comparative Faculty Salary Data from the CUPA-HR National Faculty Salary Survey
- Educational Loan Debt of Bachelor's Degree Recipients at CCSU
- Full-Time, First-Time Student Metrics
- Incoming Student Reports Semi-Annual Statistical Reports
- Student Credit Hours, Headcount, and Faculty by Department

Appendix 2: Committee and Professional Service in 2011-12

- Campus Committees
  - Academic Assessment Committee
  - Banner Coordinating Team
  - Committee on Academic Advising
  - Committee on the Concerns of Women
  - Enrollment Management Team
  - Faculty Senate
  - Provost’s Council
  - Retention and Graduation Council
  - Safety and Health Committee
  - SUOAF Minority Recruitment and Mentoring Committee (MRMC)
  - SUOAF/AFSCME, Steward
  - SUOAF/AFSCME, Social Committee
  - University Planning and Budget Committee

- System/Board of Regents Committees and Service
  - Blackboard Metrics and Reporting Group
  - BOR Institutional Research member
  - BOR Institutional Research Repository Mapping Group
  - System Assessment Committee

- State/National Committees and Service
  - Connecticut Association for Institutional Research (ConnAIR) Nominating Committee
  - ConnAIR Vice President
  - ConnAIR web host and contact
  - IPEDS Advisory Group
  - IPEDS Trainer
  - Learning, Teaching and Assessment (LTA) Conference Committee
  - Northeast Association for Institutional Research (NEAIR) Mentor Program

- Training
  - Disposition of Public Records Policy
  - Excel
  - FERPA
  - Finalsite
• GLBA Compliance
• Hyperion
• Information Security & Mobile Devices
• SAS
• Security Awareness Training
• Sexual Harassment Prevention Training
• Supervisor’s Tool Kit
• Workplace Violence Prevention Training

• Meetings and Conferences
  • Association of American Colleges and Universities (AAC&U) Assessing General Education
  • AAC&U ePortfolio
  • Access to Success
  • Association for Institutional Research
  • Banner Summit
  • ConnAIR
  • IPEDS Train-The-Trainer
  • Learning, Teaching and Assessment (LTA) Conference
  • NEAIR
  • New England Association of Schools and Colleges (NEASC) Fifth-Year Review Workshop
  • NEASC/NEAIR Joint Assessment Workshop