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: 2013-14
   A. Progress in Meeting Annual Goals:
      OIRA accomplished a great deal in FY2014. Most of the annual goals set last year were met and those that were not fully realized are still priorities.
      1. Assessment – OIRA is responsible for coordinating assessment activities on campus, supporting the Academic Assessment Committee (AAC), and coordinating and analyzing student and employee surveys.
         a) CCSU had another year of +90% compliance with academic assessment. Here, compliance includes all programs with submitted reports plus any programs that were exempt based on Program Review status. This also includes programs that were scheduled to undergo program review but were delayed due to administrative issues. Continuous goal
            Table 1 Percent of Programs in Compliance with Assessment Policy
            | Compliance (%) |
            | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
            | 85%     | 90%     | 89%     | 97%     | 95%     |
         b) Worked with the Academic Assessment Committee (AAC):
            1) 25 programs were reviewed by the AAC and received feedback in 2013-14 on their 2012-13 assessment activities.
            2) Improved the way the AAC members submit their results, moving from a manual submission to an electronic submission. Previously, committee members submitted their results via a worksheet which lead to potential data entry errors and took considerable time to calculate and summarize results. Now the results are submitted electronically through a survey, reducing data entry errors and decreasing the amount of time required to summarize the results.
            3) Encouraged AAC members to review assessment reports more carefully and to go beyond focusing primarily on the construction of learning outcomes to considering other areas: Analysis, Findings, and Use of Results. While this has been a goal for a few years now, this is the first year where considerable progress has been made. Continuous goal
            4) Multiple in-depth meetings with chairs and/or assessment coordinators from several departments on how best to implement assessment activities, interpret
data, revise learning outcomes, etc., and to provide a larger picture of assessment and why it is important. **Continuous goal**

5) Worked with the AAC to establish University-wide workshops and regularly scheduled brown-bag lunches where faculty could discuss concerns they are having with assessing their programs. **Continuous goal**

6) Shared the assessment section of the NEASC fifth year report and corresponding letter from NEASC with the AAC. Below is a graph from the report showing the progress assessment reports have made in the last few years. This graph will be updated every summer, in time to discuss at the first fall AAC meeting. This information was new to the majority of the AAC members; previously, NEASC and BOR assessment reports were not shared with members of the AAC. Going forward, OIRA will try to provide this information to the AAC at the first meeting of the academic year. **Continuous goal**

Figure 1 Progress on Degree Program Assessment

![Graph showing assessment progress](image)

7) Revised and significantly clarified the instructions for the full assessment report, including minor adjustments to the framework of the AAC reporting guidelines. The instructions for the interim reports were also improved; these changes should decrease the reporting burden. Feedback from the AAC is that clarity was significantly improved while keeping the integrity of the content and allowing the same scoring rubric to be used in the future. The reports have been re-organized to allow for a table to be completed, encouraging a bulleted list of items rather than paragraph form, thus clearly indicating that each learning outcome is supposed to be assessed. In the past, the report layout lent itself to allowing focus to be placed on only one or two outcomes and incomplete reporting on the other outcomes. **See table below for reporting summary.**

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*Table: Reporting Summary*

<table>
<thead>
<tr>
<th>Category</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developed (2.5 - 3.0)</td>
<td>14%</td>
<td>39%</td>
<td>57%</td>
</tr>
<tr>
<td>Developing (1.5 - 2.49)</td>
<td>57%</td>
<td>57%</td>
<td>57%</td>
</tr>
<tr>
<td>Not Yet Developed (1.0 - 1.49)</td>
<td>25%</td>
<td>0%</td>
<td>4%</td>
</tr>
</tbody>
</table>
8) Persuaded the AAC, starting in 2014-15, to develop a policy for accredited programs that mirrors the Program Review Policy – accredited programs will have the same optional year of reporting that is currently granted to programs undergoing Program Review. In the year an accredited program writes their self-study, they will have the option of either submitting an interim report or opting for exemption that year.

Table 1 Assessment Reporting – Reducing the Burden

<table>
<thead>
<tr>
<th>Report Due</th>
<th>Years Assessed</th>
<th>Number of Programs*</th>
<th>Report Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>fall 2008</td>
<td>2007-08</td>
<td>89</td>
<td>Full Assessment Report</td>
</tr>
<tr>
<td>fall 2009</td>
<td>2008-09</td>
<td>94</td>
<td>Full Assessment Report (6-year certificate programs now included)</td>
</tr>
<tr>
<td>fall 2010</td>
<td>2009-10</td>
<td>94</td>
<td>Full Assessment Report</td>
</tr>
<tr>
<td>fall 2011</td>
<td>2010-11</td>
<td>94</td>
<td>Full Assessment Report</td>
</tr>
</tbody>
</table>

Phase in 5-year Assessment Cycle:

<table>
<thead>
<tr>
<th>Report Due</th>
<th>Years Assessed</th>
<th>Number of Programs*</th>
<th>Report Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>fall 2012</td>
<td>2011-12</td>
<td>73</td>
<td>Full Assessment Report (now only due every 5th year)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>Interim Assessment Reports (due in other years)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16</td>
<td>Exempt** (program review)</td>
</tr>
<tr>
<td>fall 2013</td>
<td>2012-13</td>
<td>49</td>
<td>Full Assessment Report (now only due every 5th year)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>27</td>
<td>Interim Assessment Reports (due in other years)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18</td>
<td>Exempt** (program review)</td>
</tr>
</tbody>
</table>

Assessment Committee Agreed to major re-write of reporting guidelines

- Full report guidelines - streamlined and clarified
- Interim report - now a table with 3 brief questions/bullet points per learning outcome
- Exempt programs* - now a summary table with 6 brief questions/bullet points about the program as a whole

<table>
<thead>
<tr>
<th>Report Due</th>
<th>Years Assessed</th>
<th>Number of Programs*</th>
<th>Report Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>fall 2014</td>
<td>2013-14</td>
<td>26</td>
<td>Full Assessment Report (now only due every 5th year)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>59</td>
<td>Interim Assessment Reports (due in other years)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12</td>
<td>Exempt*** programs - summary report due in the year self-study is written</td>
</tr>
</tbody>
</table>

*Number of programs is limited to degree and six-year certificate programs, as per institutional policy at the time. This excludes the certificate programs that will be required to start submitting assessment reports beginning fall 2014.

**Exempt in fall 2012 and 2013 only applied to programs undergoing Program Review.

***Exempt in fall 2014 applies to any program writing their self-study for either an internal Program Review or for and external accrediting agency.

c)
c) Worked with the General Education Implementation and Assessment Committee to re-imagine general education and develop a multi-year assessment plan. *Continuous Goal*

1) Used the 2013 AAC&U Institute on General Education and Assessment conference as a spring-board to further help delineate a plan of best practices that fit within the parameters of NEASC, the VSA and now the Multi-state Collaborative (MSC).
   - Developed an initial plan establishing parameters for implementing general education that stressed that general education (GE) courses will be approved for a defined period of time and then the department would have to apply for renewed GE status or allow the status to expire. Successful renewals would include supporting evidence that the course contributes to an approved GE outcome, complete with supporting data and documentation that the outcome has been assessed. (under consideration of the General Education Implementation Committee)
   - Stressed the concept that general education learning outcomes are not “owned” by any single department but rather are the shared responsibility of all academic departments.
   - Encouraged the concept that students should be assessed at various points in their academic career, not just in lower level general education courses; allowing for the campus community to potentially measure “value added” learning.

2) Developed a plausible plan illustrating how CCSU’s general education program could be assessed in a logical and cyclical process that should engage faculty across the university and contribute to the improvement of the general education program.
   - The plan incorporated the parameters and criteria needed to comply with NEASC, VSA, BOR and the MSC

   Note: While much of the ground work has been researched, developed and shared with the General Education Implementation and Assessment Committee, the General Education and Implementation Committee still has to consider this information and make recommendations to the Curriculum Committee which will then make recommendations to the Faculty Senate.

d) Currently in the process of implementing the Multi-state Collaborative (MSC), a fall 2014 initiative focusing on general education learning outcomes Written Communication, Quantitative Literacy and Critical Thinking – all assessed using the VALUE rubrics.

1) To date, a little over half of the faculty have been recruited and have agreed to participate in this study. The goal is to recruit at least 10 faculty per rubric from courses with an appropriate student population. At this time, we are close to meeting the minimum threshold of 70 assignments/artifacts per rubric. *Continuous goal*

e) Worked with Dr. Kremens to refine the Program Review process and establish protocols going forward. Also provided data for and worked with academic departments that were scheduled for Program Review in fall 2013 and spring 2014. *Continuous goal*
f) Continue working with the Division of Student Affairs to improve their assessment efforts and develop a reporting plan. Continuous goal

g) Administered and analyzed the SEPS Climate survey.

h) 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. This remains a goal

2. Institutional Research

a) Worked with Human Resources to ensure that all employees had appropriate Standard Occupation classification (SOC) codes assigned, as required for the Human Resources IPEDS survey and the CUPA Administrative Salary survey. Currently, only full-time faculty and staff have an assigned SOC code in CORE. All new full-time employees had to be classified and a shadow document used to track the appropriate SOC codes for part-time employees was created. Identifying a permanent and queryable location to store the SOC codes for full-time and part-time employees remains a goal

b) Developed a weekly enrollment tracking report specifically for Finance. Update regularly

c) The Faculty Activity reports were re-evaluated and modified multiple times with the goal of producing an informative report for decision-making without providing too much extraneous data. This remains a goal, will be updated regularly when finalized.

d) Identified a common set of metrics for used as a quick snapshot on how students are doing in various support programs or characteristics. This included grade point averages retention and graduation rates. Reports for ConnCAS, EOP, FYE, CACE and transfer students have been completed. A report for student athletes is still on the agenda. Annual update

e) Developed an Honors and non-Honors retention and graduation rate report. Annual update

f) Updated the Strategic Plan, implementing all of the changes approved by Dr. Miller and UPBC. Annual update

g) Completed the BOR Metrics report using the new comparison group approved by the BOR.

h) Completed a three-year enrollment profile for Dr. Miller. This report was disaggregated by gender, major, age, student level, race/ethnicity, and enrollment status.

i) Identity Finder continues to be run on a regular basis to ensure data are secure. Continuous goal

j) OIRA met all federal, System/Board of Regents, and compliance reporting requirements
   1) All federal, System/BOR and compliance reports were submitted.
   2) Various reports on student admissions, enrollment, and formal awards completed
   3) Website reports updated on regular basis
k) Continued to encourage OIRA staff to cross-train, enhance their technical skill level, improve the integrity of reports produced by OIRA and strengthen relationships with other offices and personnel across campus. The high workload of the office does not always allow for reports to be thoroughly reviewed by another staff member within the specified timeframe. OIRA will continue to strive to implement this guiding principle, as time permits. *Continuous goal*

l) 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. *Continuous goal*

m) Continue to support and be responsive to the data needs of CCSU administrators, staff and faculty. *Continuous goal*

n) 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. *This remains a goal*

o) OIRA continues to have as a goal the development of a succinct dashboard that quickly conveys CCSU’s history and general progress toward goals. *This remains a goal*

1) One challenge to completing this goal is establishing thresholds that indicate the amount of progress toward meeting a goal and in cases where metrics are not included in the Strategic Plan, establishing a goal will be the first step.

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.

1. **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.

   a) 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:

   1) Common Data Set, college guide books
   2) Comparative Faculty Salary summary by discipline
   3) CSRDE Student Retention, STEM Retention, and Community College Transfer Retention Reports Data analyses on historically difficult courses
   4) Enrollment Projections
   5) Faculty activity and load reports
   6) Faculty data for President Miller
   7) Online fact book
8) A variety of retention and graduation rate reports
9) SB40 Remediation analysis, number of students requiring or electing to enroll in remedial coursework

b) Results were analyzed, processed, and reports generated for the following surveys:
   1) FYE – Peer Mentor study, Fall 2013, Spring 2014

2. **Mandatory and Essential Reporting** – OIRA is responsible for federal, System/Board of Regents, and compliance reporting.

a) AAUP Faculty Salary Survey – University initiative
b) Complete College America – BOR & National initiative
c) Consumer Information and Required Disclosures maintenance and updates – Federal mandate
d) CUPA Administrative and Faculty Salary Surveys – University initiative
e) Faculty Load Summary – BOR report
f) Weekly finance enrollment tracking report – working with IT and Finance to develop a report on student enrollments by headcount, credit hour productivity, and various metrics affecting tuition rates; data are expected to be used for financial modeling – University initiative
g) Gainful Employment Disclosure requirements met (reporting requirements not finalized at this time) – Federal mandate
h) Going Back to Get Ahead Initiative – BOR initiative
i) HEOA Net Price Calculator – Federal mandate
j) IPEDS – Federal mandate
   1) Institutional Characteristics
   2) IC Header
   3) Completions
   4) Human Resources
   5) Fall Enrollment
   6) 12-month Enrollment
   7) Financial Aid
   8) Finance
   9) Graduation Rate
   10) Graduation Rate 200

k) Maguire and Associates – BOR enrollment management initiative
   1) Completed or coordinated CCSU’s data submissions to the BOR for this initiative
l) National Study of Costs and Productivity (Delaware) – BOR & University initiative
m) NCAA Graduation Success Rate – NCAA initiative
n) Strategic Plan update – University initiative
o) Voluntary System of Accountability – National initiative
p) Student Achievement Measure – National initiative
3. **Assessment** – OIRA is responsible for coordinating assessment activities on campus, supporting the Academic Assessment Committee (AAC), and coordinating and assessing student and employee surveys.
   a) 95% of degree programs submitted assessment reports in 2013-14.
   b) Worked closely with The Learning Center (TLC) to develop an assessment strategy focusing on students who have been placed on probation, updated the list of Historically Difficult Courses
   c) Worked closely with TLC and Center for Advising and Career Exploration (CACE) to implement a study evaluating the effectiveness of First Year Experience (FYE) and peer mentoring
   d) Analyzed a variety of survey results and assisted with data interpretation for FYE, CACE, the Committee on Academic Advising, and the Provost’s Council
   e) Administered the Sophomore Experiences Survey and are waiting for results.

4. **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.
   a) OIRA staff continued to respond to requests for information from upper administration, schools, departments and individual faculty members.
      1) Provided annual summary of student enrollments and faculty data for all academic departments.
      2) Completed, and/or coordinated CCSU’s Strategic Plan update, summer 2013
      3) 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.
      4) CUPA faculty and administrative salary submissions
      5) AAUP faculty salary submission
      6) Delaware Study
      7) College guide surveys including USNews & World Report
      8) Voluntary System of Accountability, Common Data Set, and SAM
   b) Updated a Program Productivity document providing five years of trend data on program enrollments, degree productivity, student credit hours, and number of faculty; report distributed to deans.

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. A graduate student was hired for a short period of time.

D. **Special Initiatives:**

   1. OIRA worked with Human Resources to classify all new CCSU employees and graduate students on assistantship for reporting in the IPEDS Human Resources survey and CUPA Administrative Salary Survey. While full-time employees have been assigned Standard
Occupational Classification (SOC) codes in CORE, OIRA must maintain a shadow document for all part-time personnel; at this time part-time employee classifications will not be recorded in CORE or maintained by Human Resources. Another complication is that the current field used for SOC codes in CORE is a read-only field meaning that it cannot be queried for reporting. Until the data for full- and part-time employees can be stored in a functional location in CORE, OIRA will need to play a very active role in assigning SOC codes.

2. OIRA worked with Dr. Kremens on a number of different initiatives ranging from the Program Review process and the course of action needed to introduce a new degree program to evaluating departmental faculty workload, productivity, and release time.

3. Re-submitted the fall 2013 student files to the BOR. Discovered a mapping error from Banner (live data) to the Census Student files. This caused a number of students to be incorrectly classified as in-state or out-of-state residency and would have impacted CCSU financially if not corrected.

E. Significant Accomplishments

1. **Gainful Employment Act** – Created and implemented the protocol and report template for complying with the new Gainful Employment Disclosure requirements. OIRA worked with Financial Aid and the School of Education and Health Professionals to create the disclosure report and establish the tracking mechanisms needed to update this report annually.

2. **Multi-State Collaborative (MSC)** – Assessment pilot study focusing on general education learning outcomes Written Communication, Quantitative Literacy and Critical Thinking – all assessed using the VALUE rubrics. This is an excellent opportunity for CCSU to make considerable progress on assessing these outcomes, which incidentally, should also be in the final list of CCSU approved general education outcomes. The following steps have been initiated:

   a) Identify courses with appropriate student demographics
   b) Invite select faculty, based on course enrollment profile and discipline, to participate in the MSC pilot study
   c) Develop faculty training sessions to align an existing assignment with one of the three VALUE rubrics

3. **Student Success Team** – OIRA Provided stewardship and data support, some of the SST accomplishments this past year include:

   a) Identification of a 3-part strategy removing impediments to student success.
      1) Phase 1: Realized that one substantial obstacle to students completing their degree in a timely manner is inconsistent and unclear academic information on the CCSU website. In response to this recognition, SST members researched the underlying causes and found that CCSU relies on a fairly manual process to distribute information that could be, in large part, automated. In response, the SST developed an RFP for reviewing academic content management software and selected a software solution.
      2) Phase 2: Identify ways to enhance academic advising that also facilitates communication to students and between advisors. The SST is partnering with the
Committee on Academic Advising and is just now starting to identify the parameters of this project

3) Phase 3: Transition attitudes from graduate in 5 or 6 years to graduating in 4 years. To help accomplish this, OIRA and members from the SST applied for an Innovation Fund Grant to see if CCSU can create a program similar to Kent State’s “Got Major” program. Kent State has had success in transitioning undeclared students into a pathway where they eventually select a major, while at the same time, limiting the number of courses that are not needed for majors in those pathways. To accomplish this, Kent State uses information from students, considering both aptitudes and areas of interest, to usher students into a career pathway where they eventually select a major.

F. Progress with Assessment:

A. OIRA Website – Fast Facts continues to be the most utilized page of the website followed by the Fact Book and Consumer Information and Disclosures. This is indirect evidence that campus and the public are utilizing the data produced by OIRA.

Figure 2 OIRA Website Visits

![OIRA Website Usage](image)

**OIRA Website Usage**

**Total Visits in 2013-14: 60,849**

- Fact Book: 25%
- Fast Facts: 32%
- Reports, Research & Other: 12%
- Consumer Info & Disclosures: 12%
- Assessment, Program Review & Annual Reports: 6%
- Surveys: 3%
- Dashboard: 10%

B. OIRA Budget – The original FY2014 budget for OIRA was $40,708. Figure 3 summarizes the distribution of expenditures. Below is a brief overview of the OIRA budget:
a) Provided professional development opportunities, focusing on retention, for six faculty/staff members (10%).
   1) National Symposium on Student Retention
   2) New England Conference for Student Success
   3) Center for Higher Education Retention Excellence.

b) Provided professional development opportunities, focusing on assessment, for five faculty/staff members and hosted workshops in preparation for the Multi-State Collaborative (27%).
   1) Association of American Colleges and Universities (AAC&U) General Education and Assessment
   2) New England Educational Assessment Network (NEEAN) General Education Assessment Summer Institute

b) Continued OIRA’s commitment to improving response rates on student surveys as well as taking advantage of opportunities to learn more about our students (18%), obtaining information via data exchanges to assist with institutional effectiveness (4%), and providing professional development opportunities for OIRA staff, including access to online courses (13%).

Figure 3. OIRA Distribution of Expenditures
II. Planning for 2013-14
   A. Goals
      1. Academic Assessment Committee (AAC) – Going Forward
         a) Work with the AAC and the General Education subgroup of the Curriculum Committee to develop and implement strategy for assessing the general education curriculum. Pilot 2-3 learning outcomes with their corresponding rubrics in 2013-14. The General Education and Implementation subgroup of the Curriculum Committee are still identifying the learning outcomes and corresponding rubrics. *This remains a goal for 2014-15*
         b) An Internal CCSU policy exempting certificate programs from submitting assessment reports has been re-considered and found to not be in the best interest of students in those programs.
            1) Starting in 2014-15, all certificate programs will be required to establish learning outcomes, have assessments in place, submit regular assessment reports and undergo academic program review. The assessment and program review calendar will be revised and updated, ensuring the volume of program reviews are not overwhelming in any given year.
         c) Revisions to the scoring rubric
            1) The academic program portion of the scoring rubric needs minor revisions that should provide greater clarity and improve inter-rater reliability.
            2) The general education portion of the rubric needs considerable revisions. Currently, this portion of the rubric provides basic information about whether the department identified and assessed its general education courses, unfortunately the current rubric is not designed to provide departments with information on where improvements can be made.
            3) Work with departments reporting general education assessment results using learning outcomes that do not align with CCSU approved general education learning outcomes.
         d) Faculty training – Improve inter-rater reliability between members of the AAC when they score assessment reports. In addition to enhancing the norming sessions, improvements and revisions to the rubric may yield the largest contribution to improving inter-rater reliability on the committee.
            1) Continue to host in-depth meetings with chairs, assessment coordinators, or the entire faculty from interested departments on how best to implement assessment activities, interpret data, revise learning outcomes, etc., and to provide a larger picture of assessment and why it is important. *Continuous Goal*
            2) Continue to host University-wide workshops or brown-bag lunches where faculty can discuss concerns they are having with assessing their programs. *Continuous Goal*
            3) Integrate the newly developed assessment data summary and analysis into AAC reports to Faculty Senate and use the information to improve the assessment process at CCSU. *This remains a goal*
4) Work to achieve 100% compliance with the assessment policy.

2. General Education Assessment – Going Forward
   a) Strongly support the decision to use the Written Communication VALUE rubric to assess written communication in the general education program.
   b) Work with and encourage faculty to adopt the VALUE rubrics for Critical Thinking and Quantitative Reasoning.
   c) Work with CCSU school reps to identify, evaluate, and hopefully, implement assessment software.
   d) Encourage and advise faculty to consider evaluating general education courses on a regular cycle including an assessment component that demonstrates how results were used to make improvements to the program.

3. Multi-State Collaborative – Going Forward
   a. As fall 2014 approaches, continue to identify and encourage participation of faculty teaching courses with a minimum of 7 – 10 seniors, and an assignment that aligns with one of the three rubrics stipulated in the initiative.
   b) Develop faculty training sessions to align an existing assignment with one of the three VALUE rubrics
   c) Collect assignments/artifacts from participating faculty in Fall 2014
   d) De-identify all artifacts and submit to the MSC – anticipate that OIRA will need to hire students to help process all of the artifacts
   e) Request return of CCSU specific results from the MSC for faculty to evaluate and compare the results. If the data collected are robust enough, identify areas for improvement.
   f) Identify and implement a process by which these artifacts can be assessed in-house and used for assessing a portion of CCSU’s general education program.

4. Redesign of OIRA Web Site – Update and Going Forward
   Initially, our goal was to redesign only the assessment portion of the OIRA website, but now with the implementation of a new content management website for the entire university and the subsequent disruption of our entire website, it seems appropriate to evaluate the entire website. Websites to emulate have been identified; however time and workload did not permit a redesign of the assessment portion of the OIRA web site. This remains a goal.

5. Student Success Team – Going Forward
   a) Finalize the general studies major
   b) Continue to support the development and expand the use of Academic Maps
   c) Implement the Academic Content Management System (Smart Catalog)
   d) In coordination with the Committee on Academic Advising, identify the parameters and needs to improve student advising.
   e) Provide support and guidance in the potential re-structuring of summer orientation
   f) Further research Kent State’s “Got Major” program, identifying if any portion of their advising initiative can be implemented here for undecided majors.
6. Work with academic departments that are scheduled for Program Review in fall 2014 and spring 2015.

7. Work with the Registrar’s Office to review the data elements captured in the Student and Course Census files are accurate. Make adjustments to mapping and definitional adjustments as needed.

8. Improve the readability and usefulness of reports generated by OIRA

9. Improve the quality of reports generated within the office by comparing the information to reports with similar data as well as reports from previous years.

10. Continue working with the Division of Student Affairs to improve their assessment efforts.

11. Continue to encourage OIRA staff to enhance their technical skill level, improve the integrity of reports produced by OIRA and strengthen relationships with other offices and personnel across campus.

12. 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.

13. Continue to support and be responsive to the data needs of CCSU administrators, staff and faculty.

14. Work with Human Resources to identify a permanent and queryable location to store federally mandated employee SOC codes.

15. Continue to protect personally identifiable data house in OIRA computers and databases by running Identity Finder on a regular basis.

16. Work with IT to migrate OIRA data from the current data warehouse to a larger platform.

B. Needs

1. Full-time staff member – This programmer/analyst 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 survey databases. This person would also assist in managing a new database that will house artifacts and data associated with assessing general education. These needs extend beyond the capacity of the OIRA staff.

2. Assessment software – It has become increasingly apparent that CCSU needs an electronic system to upload and distribute artifacts for use in assessing general education.
   a) This software package should be capable of receiving and storing assessment scores as well as the related tasks and rubrics.
   b) The system should have the capacity to support coding and decoding of student artifacts. This feature would allow faculty to assess student artifacts without knowing which student or course they are evaluating (blind assessment).
   c) The software should have the capacity to generate reports or export data to Excel (or appropriate software) for report generation. Since the general education program courses and assessment tasks vary by semester and over time, the system will need to generate a variety of reports based on varying data sets and aimed at diverse audiences.
Appendix 1. Examples of Research/Analysis Reports Prepared & Distributed 2013-14

- Student Applications and Admissions
- Academic Assessment report for the CSU Board of Trustees
- 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
- Faculty Activity Reports
- Faculty Data Report
- Faculty Load Summary
- Student Performance Metrics – FTFT, EOP, Transfer, etc.
- Retention and Graduation Rate Summaries
- Semi-Annual Statistical Reports
- Student Credit Hours, Headcount, and Faculty by Department
- Student to Faculty Ratios
- Student Enrollment – by High School, Transfer Institution, Connecticut Town, etc

Appendix 2: Committees and Professional Development/Service in 2013-14

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

- System/Board of Regents Committees and Service
  - Blackboard Metrics and Reporting Group
  - BOR Institutional Research Council
  - BOR Assessment Director’s Meeting
  - Maguire Enrollment Management Steering Committee
  - Maguire Enrollment Management Reporting Coordinator for CCSU

- State/National Committees and Service
  - Connecticut Association for Institutional Research (ConnAIR) Nominating Committee
  - ConnAIR web host, registration and contact
  - IPEDS Lead Trainer, Curriculum Development Team
  - Learning, Teaching and Assessment (LTA) Conference Committee
  - Northeast Association for Institutional Research (NEAIR) Mentor Program
  - National Symposium on Student Retention, peer reviewer
Training
  o Finalsite
  o Complete College America webinar & updates
  o IPEDS Train-The-Trainer
  o Diversity Training
  o Management Training
  o VSA and SAM Training

Meetings and Conferences
  o Association of American Colleges and Universities (AAC&U) General Education and Assessment (accompanied by one faculty member)
  o Association of Institutional Researchers (AIR)
  o Connecticut Association of Institutional Research (ConnAIR)
  o IPEDS Train-The-Trainer
  o National Symposium on Student Retention (accompanied by one faculty member)
  o New England Association of Schools and Colleges
  o New England Educational Assessment Network (NEEAN) Fall Forum
  o NEEAN General Education and Assessment (accompanied by four faculty members)
  o Northeast Association of Institutional Research (NEAIR)