Office of Institutional Research and Assessment
Annual Report 2008-09

Submitted July 3, 2009
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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.

I. Past Year Activity: 2008-09

A. Progress in Meeting Goals
Goals for OIRA in 2008-09 consisted of three major types 1) ongoing goals for unit operation, 2) thematic areas for attention in 2008-09, and 3) specific initiatives.

Ongoing Goals
The ongoing goals of OIRA encompass five major areas:

1. **Data Management.** Capture, audit, and maintain frozen data sets about admissions, enrolled students, course offerings, degrees awarded, faculty and staff information, and faculty load
2. **Internal Reporting.** Provide University administrators and faculty with consistent and accurate reports
3. **External Reporting.** Respond to external requirements and requests for information about the University
4. **Research.** Conduct research about aspects of the University and its external environment
5. **Assessment.** Coordinate assessment activities campus-wide

Performance is measured through a set of indicators (see section F for a summary of these indicators).

**Data Management**
The number of files audited, captured and frozen in 2008-09 increased from 29 in 2007-08 to 35 in 2008-09, primarily due to the inclusion of detail about faculty non-instructional load in the IR Data Warehouse. Auditing activities entails significant functional consultation with liaisons for Banner and Core in various departments that own or enter data.

Paula Bunce has been working with Rich Bishop to coordinate the new race/ethnicity data collection and reporting mandated by the U.S. Department of Education. This transition has already entailed significant coordination and will involve a great deal of additional preparation and work to make this transition.
**Internal Reporting**

The amount of internal reporting increased dramatically this year, from 359 in 2007-08 to 930 in 2008-09, an increase of 159%. This rate of growth is likely unsustainable.

A total of 196 of these reporting items resulted from new processes (departmental annual report data tables [37], SSI results by program [57], general education assessment plans [29], and assessment feedback to programs [73]), but the remaining 734 other internal reporting activities still represent 104% year-to-year growth in output to internal campus constituencies, and a concomitant increase in workload.

Goals for 2009-10 will include a zero-growth rate for internal reporting.

**External Reporting**

The number of reports delivered to external constituencies (CSU system, state and federal agencies, and commercial publications/surveys) also increased markedly from 102 in 2007-08 to 163 in 2008-09.

Requests from the CSU System Office comprised just over one third (36%) of all of these requests for information or data files. A study conducted in 2008-09 on these deliverables indicated that in all external reports from the previous fiscal year included responses to 18,744 survey questions and providing data files that included 2,988,578 pieces of data.

While significant effort has been spent coordinating with the CSU System Office in the launch of the system-wide IR Data Repository, the System Office will require double-reporting throughout 2009-10 to test the utility of this tool.

**Research**

A total of 16 research reports were prepared between July 2008 and June 2009; a list of these appears in the Appendix. The effect of such reports can take time to identify, but several recent initiatives can already have resulted from the research conducted in the reports:

- Development of community building and career-exploration strategies for second- and third-year students to promote retention and student success
- Advancement of assessment practices on campus
- Changes in fund-raising request strategies
- Implementation of the Center for Advising and Career Exploration
### Assessment

During 2008-09, supported the work of the faculty Academic Assessment Committee to review and provide feedback to 74 programs submitting degree program assessment reports. Despite the critique from NEASC about the completeness of these submissions, the number of these reports submitted has in fact increased over time: from 63% in 2007-08 to 70% in October 2008, and finally to 85% by the end of 2008-09. More importantly, quality metrics were established: a majority of reviewers rated principal aspects of these reports as follows:

- **Learning outcomes**: 65% were developed; 35% were developing
- **Findings/measurements**: 33% were developed; 42% were developing
- **Analysis of findings**: 14% were developed; 45% were developing
- **Use of results**: 16% were developed; 38% were developing
- **General education assessment**: 23% were developed; 55% were developing

### Thematic areas for attention in 2008-09

- **Interactive reporting.** A move to interactive reporting made some progress in 2008-09. Leveraging training on Hyperion, OIRA staff used this database query tool to extract data in a semi-automated fashion to create over 600 tables included in departmental annual reports. Revisions to majors counts and enrollment reporting were also accomplished. Significant work remains to develop a web-based interactive reporting tool to address various requests for data. Full implementation of this strategy will require a technical solution as well as programming support.

- **Visibility.** Office visibility increased as evidenced by the doubling of internal report requests and a jump in external reporting. Plans for 2009-10 do include increasing visibility further, although the OIRA website redesigned in 2008-09 will be migrated to FinalSite in 2009-10.

- **Project management.** Very limited progress was made in improving internal and external communication about scheduled projects. This item will continue to be an area for development in 2009-10.

### Specific Initiatives

The 2007-08 listed four specific initiatives. Three of these were completed:

- Launch of new OIRA domain web site (in beta release since April 2008)
- Release of trend data (three years) for major counts
- Release of faculty metrics

The fourth objective to implement a database-driven strategic planning website was scrapped when this project was moved to Marketing and Communication, although OIRA still manages data for the indicators.
B. Administration
In 2008-09, four full-time employees comprised the complement of OIRA staff: a Director (Braden Hosch), an Institutional Research Specialist, A4 (Paula Bunce), a Planner/Analyst, A3 (Oiyun (Kathy) Chung), and an Administrative Assistant (Carol Morano). The University Assistant position was converted to a Graduate Assistant to conduct CLA testing and assist with assessment projects such as NSSE administration and survey analysis.

The total budget for operating and general expenditures and discretionary employment in 2007-08 was $39,000. Largest expenditures were for the graduate assistant ($9,600). Total expenditures were an estimated $423,239, with more than 90% of this amount going toward salaries and benefits. Changes in budgeting practices and staffing account for dramatic year-to-year changes.

C. Special Initiatives
Four significant initiatives were completed or are still underway: 1) conversion to new race/ethnicity data collection and reporting, 2) development of a program review process and new annual report structure, 3) implementation of the academic assessment process, and development of detail for non-instructional faculty workload in the IR Data Warehouse.

New Race/Ethnicity Codes
As mandated by the Department of Education, CCSU will be collecting data about the race/ethnicity of its students and employees in a fashion that allows multi-marking. Paula Bunce has been working closely with Rich Bishop who is leading this process. Incoming students are already being coded with new race/ethnicity values; continuing students will be surveyed in Spring 2010 to update their race/ethnicity. Coding for employees has been on hold while awaiting further direction from the System Office.

Program Review / Annual Reports
To address a concern raised by NEASC, OIRA has led the development of a program review process that includes an external perspective. The central component of this process will be meaningful annual reports that include an examination of student learning; a standard set of metrics about completions, enrollments, faculty activity, and direct instructional costs; and contributions to the university’s areas of distinctiveness and strategic plan. As of July 1, 2009, 38 out of 39 departments had submitted an annual report, 36 of which adhered to the new format.

Academic Assessment Process
During 2008-09, supported the work of the faculty Academic Assessment Committee to review and provide feedback to 74 programs submitting degree program assessment reports. Despite the critique from NEASC about the completeness of these submissions, the number of these reports submitted has in fact increased over time from 63% in 2007-08 to 70% in October 2008 and finally to 85% by the end of 2008-09. See section A for details.

Non-Instructional Faculty Workload Detail
In fall 2008, OIRA isolated non-instructional faculty workload details, imported these data into the IR Data Warehouse, and produced a report that indicated about one out of five faculty workload credits is spent on activities other than instruction. This report was shared with the Provost, the System Office, and the NEASC site visit team upon their request. It is also available online at http://web.ccsu.edu/oira/research/Faculty/NISTFacLoad0708.pdf.
D. Contributions to Distinctive Elements of CCSU’s Mission

International Education
- OIRA consulted with the Internationalization Laboratory on the development of learning outcomes as well as on development of a survey instrument to collect information about courses with an international focus. Assistance and training was provided to CIE staff in analyzing data.

- Additionally, through the newly developed departmental annual reports, OIRA assisted in data collection about departmental activities related to international education activities and released a draft report to members of the Provost’s Council in June 2009.

Community Engagement
- OIRA released a second annual report on findings from the National Survey of Student Engagement. Findings indicate that fewer CCSU students in the first-year and in their senior year report that the institution contributes to their personal development in contributing to their community than did students at similar institutions. In conjunction with other data collected about community engagement, findings suggest that while faculty may actively pursue community engagement activities, these initiatives less often include students or are integrated into the curriculum to promote deeper student learning.

- OIRA consulted with Abigail Adams as well as members of the Office of Continuing Education and Community Engagement to develop measurement and data collection strategies. Through the newly developed departmental annual reports, OIRA assisted in data collection about departmental activities related to community engagement activities and released a draft report to members of the Provost’s Council in June 2009.

- OIRA also provided $500 in financial support to the Harmony Classic.

State Economic and Workforce Development
- OIRA provided graduation data to the Connecticut Department of Labor for its annual study in tracking employment patterns of graduates from Connecticut public colleges in the state and their earnings. These data were shared with departments.

- A template for extracting data from CSU undergraduate completer surveys is under development to get more specific data back to departments.

- For specific programs targeted for workforce development areas, OIRA consulted with the School of Education and Professional Studies in the approval process for its new BSN in Nursing. Additionally OIRA staff have heavily supported the Engineering department and others in the School of Engineering Technology with their accreditation needs.

- Through the newly developed departmental annual reports, OIRA assisted in data collection about departmental activities related to state economic and workforce development activities and released a draft report to members of the Provost’s Council in June 2009.

Interdisciplinary and Cross-Cultural Initiatives
- Through the newly developed departmental annual reports, OIRA assisted in data collection about departmental activities related to interdisciplinary and cross-cultural initiatives and released a draft report to members of the Provost’s Council in June 2009.
E. Contributions to Strategic Planning.

Unit Strategic Plan
OIRA does not have a strategic plan. See Section A on report of progress on meeting ongoing unit goals.

CCSU Strategic Plan
OIRA manages indicator data for monitoring progress on the Strategic Plan. Contributions to specific objectives in the plan include:

1.1 Student learning outcomes
- Managed first year of implementation of degree program assessment policy and provided feedback to all programs submitting reports in conjunction with the Academic Assessment Committee

1.2 Student perception of teaching and learning
- Analyzed Student Satisfaction Inventory results, the instrument on which this item is measured.

2.1 Retention rate
- Presentations
  - Update on Graduation and Retention Rates to Retention & Graduation Council
  - NSSE responses related to retention of full-time, first-time students
  - SSI items related to retention of full-time, first-time students
- Studies
  - Hosch, B. (2008). Institutional and student characteristics that predict graduation and retention rates. Annual Conference of the North East Association for Institutional Research, Providence, Rhode Island.*
  - Programmatic and Gender Differences in Graduation and Retention Rates (December 2008)
  - Analysis of Proportions of Bachelor’s Degrees Awarded to the Number of Undergraduate Fall Entrants (February 2009)

2.2 Graduation rate for first-time full-time students
- See 2.1.

2.5 Advising
- Provided data to develop CACE with volume projections
- Provided multiple analyses of SSI and NSSE data to faculty ad hoc advising task force

2.6 First year experience
- Provided three faculty development presentation
- Provided analysis of NSSE data to assess effectiveness of FYE
- Developed FYE evaluation instrument and assisted with analysis
2.9 Co-curricular activity
- Prepared analysis of NSSE results and SSI results to demonstrate that participation in co-curricular activities is associated with deeper learning (NSSE) and student satisfaction (SSI).

2.11 Financial aid
- Analyzed debt burden of graduates
- Examined financial need and graduation rates

2.13 Pre-college preparation
- Prepared Key Performance Indicators for EOP program and provided analysis for Director
- Provided analysis to Retention and Graduation Council demonstrating the strong link between high school class rank and success at CCSU (and the relatively weak connection between college success and SAT scores)
- Provided data to support partnership grant with New Britain School District and for various high school programs

3.1 Experiential learning
- Prepared analysis of NSSE results showing linkage between experiential learning and college success.

3.3 New programs meeting workforce needs
- For specific programs targeted for workforce development areas, OIRA consulted with the School of Education and Professional Studies in the approval process for its new BSN in Nursing.
- Additionally OIRA staff have heavily supported the Engineering department and others in the School of Engineering Technology with their accreditation needs.

4.1 Reassigned time
- Prepared report about faculty non-instructional load credits showing that about 1 out of every 5 faculty load credits is for non-instructional activity.

4.2 Faculty/staff satisfaction
- Analyzed results from College Employee Satisfaction Survey indicating 14 percentage point increase in employees reporting they satisfaction with their employment at CCSU so far.

5.1 Diversity of faculty, staff, students
- Supported Faculty Diversity Committee and Carolyn Fallahi in preparation of diversity reports
- Provided NSSE data indicating that students who reported assignments or coursework dealing with diversity exhibited higher levels of learning in other

5.2 Courses integrating international component
- OIRA consulted with the Internationalization Laboratory on the development of learning outcomes as well as on development of a survey instrument to collect information about courses with an international focus. Assistance and training was provided to CIE staff in analyzing data.

6.2 Part-time/full-time ratio
- Prepared report on student-faculty ratio and student staff-ratio; benchmarked CCSU part-time and full-time student distributions against peer institutions.
F. Assessment - Summary of Performance Indicators

Assessment activities indicate a substantial increase in reporting productivity, while actually decreasing costs in real dollars. Submission of assessment reports by academic programs increased to an historic high in 2008-09, although evaluation of these reports indicated an ongoing need to improve the quality of assessment practices, especially in the use of results to make programmatic adjustments.

<table>
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<th>A. Programs/Unit Functions</th>
<th>2004-05</th>
<th>2005-06</th>
<th>2006-07</th>
<th>2007-08</th>
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<td>25</td>
<td>24</td>
<td>29</td>
<td>35</td>
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<td>frozen</td>
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<td>222</td>
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<td>Requests/Reports Processed</td>
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<td>87</td>
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<td>NA</td>
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<td>56</td>
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<td>A.5.2 Number of Graduate</td>
<td>NA</td>
<td>22</td>
<td>33</td>
<td>37</td>
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<td>A.5.3 Percentage of degree</td>
<td>48%</td>
<td>62%</td>
<td>68%</td>
<td>63%</td>
<td>85%</td>
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<td>A.5.4 Degree programs with</td>
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<td>NA</td>
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<td>65%</td>
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<td>developed outcomes for</td>
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<td>A.5.5 Degree programs with</td>
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<td>NA</td>
<td>NA</td>
<td>33%</td>
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<td>developed measurements/</td>
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<td>NA</td>
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<td>NA</td>
<td>NA</td>
<td>14%</td>
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<td>A.5.7 Degree programs with</td>
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<td>NA</td>
<td>NA</td>
<td>16%</td>
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<tr>
<td>developed use of results</td>
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<td>(&quot;closing the loop&quot;)</td>
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<td>A.5.8 Departments with</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>23%</td>
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<tr>
<td>developed general</td>
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<td>education assessment</td>
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<td>programs</td>
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</table>

¹ IEPMS Tracking Tool launched in Sept. 2005 and so excludes activity from July and August 2005.
² Survey questions are calculated as separate answers (not numbered questions). For instance, an inquiry for headcount enrollment by student level (undergraduate/graduate) and enrollment status (FT/PT) constitutes four questions to answer.
³ Reports reference the previous year’s assessment results. Per the Academic Assessment Policy approved in Spring 2008, reports received in 2008-09 were much more comprehensive than the previous assessment survey.
## B. Administration

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<td><strong>B.1 Personnel</strong></td>
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</tr>
<tr>
<td>B.1.1 Number of full-time positions</td>
<td>5</td>
<td>5</td>
<td>4&lt;sup&gt;4&lt;/sup&gt;</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>B.1.2 Number of part-time positions</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>B.2 Budget and Expenditures&lt;sup&gt;5&lt;/sup&gt;</strong></td>
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<tr>
<td>B.2.1 Gen &amp; Admin Budget Pool and Budget Pool-Discr. Pers. Serv.</td>
<td>$33,201</td>
<td>$29,140</td>
<td>$26,678</td>
<td>$37,629</td>
<td>$39,000</td>
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<tr>
<td>B.2.2 Total expenditures, including salary and benefits</td>
<td>$434,273</td>
<td>$519,227</td>
<td>$523,432</td>
<td>$434,741</td>
<td>$423,249</td>
</tr>
<tr>
<td>University 12-mo. FTE Enrollment</td>
<td>9,602</td>
<td>9,537</td>
<td>9,628</td>
<td>9,797</td>
<td>9,932</td>
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<tr>
<td>B.2.3 Total Expenditures per FTE Enrolled Student</td>
<td>$45</td>
<td>$54</td>
<td>$54</td>
<td>$44</td>
<td>$43</td>
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## C. Co-Curricular Activities/University Service

<table>
<thead>
<tr>
<th></th>
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<tr>
<td><strong>C.1 Committee Service</strong></td>
<td></td>
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<tr>
<td>C.1.1 Number of University/System Committee assignments</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>12</td>
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</table>

## D. Professional and Scholarly Activity

<table>
<thead>
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</thead>
<tbody>
<tr>
<td><strong>D.1 Professional Association Activities</strong></td>
<td></td>
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</tr>
<tr>
<td>D.2.1 Number of Professional Association Leadership/Support Activities or Awards</td>
<td>NA</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
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<tr>
<td><strong>D.2 Scholarly Activities</strong></td>
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<td></td>
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<tr>
<td>D.2.1 Number of Professional Presentations</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>

<sup>4</sup> Departure of AVP Salahud-Din and move of Director Do to ITS in middle of year; each is attributed ½ of a position for 2006-07.

<sup>5</sup> 2008-09 figures are as of July 2, 2009.
II. Planning for 2009-2010

A. Goals
Goals for 2009-10 are listed below; numerical targets are provided where appropriate.

*Develop interactive web-based technology for internal reporting*
- Identify and cost out technology requirements
- Maintain or decrease internal reporting activities from 930

*Continue to meet external reporting requirements*
- Comply with all new portions of the Higher Education Opportunity Act for reporting and disclosure; continue to receive no fines or warnings
- Limit increase in additional (voluntary) external reporting
- Facilitate auditing of CSU System IR Repository to eliminate double-reporting procedures

*Implement program review procedures*
- Secure Faculty Senate approval and budget for program review process
- Make preparations for eight programs to be reviewed in 2010-11
- Develop a web-based, database-driven collection system for department annual reports submitted in spring 2010

*Advance assessment practices for general education*
- Increase percentage with developed general education assessment strategies to 70% or higher (metric available December 2010)
- Develop general education assessment website to communicate results and track progress (functional by December 2009)

*Advance assessment practices in degree programs*
- Increase percentage with developed use of results to 50% or higher (metric available December 2010)
- Develop short-form program-level assessment reports for programs with quality assessment practices as determined by the AAC.

*Initiate outcomes-based assessment protocols in Student Affairs*
- To address Strategic Plan objective 1.1 and to meet requirements from the System Office and NEASC, OIRA will develop and provide training for Student Affairs staff to conduct outcomes-based assessment

B. Collaboration
See last item under II.A about assessment in Student Affairs.

C. Assessment
Additional assessment activities for 2009-10 include creation and administration of follow-up surveys to OIRA clients to develop qualitative metrics for service and how information is being used. The OIRA Director also plans to participate in a 360-degree evaluation of his performance; this instrument will be administered through the Center for Public Policy and Social Research (CPPSR).
## Appendices

### Appendix A1. Top OIRA Clients (Internal) by Number of Completed Requests/Projects

<table>
<thead>
<tr>
<th>Client*</th>
<th>2005-06</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Assessment Committee</td>
<td>3</td>
<td>121</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provost</td>
<td>7</td>
<td>13</td>
<td>23</td>
<td>57</td>
</tr>
<tr>
<td>School of Education and Prof. Studies (Dean's Office)</td>
<td>5</td>
<td>3</td>
<td>10</td>
<td>26</td>
</tr>
<tr>
<td>President</td>
<td>4</td>
<td>9</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>Engineering</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>22</td>
</tr>
<tr>
<td>School of Business (AACSB-related)</td>
<td>1</td>
<td>22</td>
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<td></td>
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<tr>
<td>English</td>
<td>5</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assoc VP (Academic Affairs)</td>
<td>3</td>
<td>7</td>
<td>7</td>
<td>17</td>
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<tr>
<td>Physics and Earth Science</td>
<td>1</td>
<td>5</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>4</td>
<td>6</td>
<td>16</td>
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<tr>
<td>Faculty Diversity Committee</td>
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<td></td>
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<td>15</td>
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<tr>
<td>Students</td>
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<td></td>
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<td>Admissions</td>
<td>4</td>
<td>2</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>History</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>School of Engineering &amp; Technology (Dean's Office)</td>
<td>12</td>
<td>6</td>
<td>5</td>
<td>11</td>
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<tr>
<td>Manufacturing and Construction Management</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>11</td>
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<tr>
<td>Psychology</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>11</td>
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<tr>
<td>Athletics</td>
<td>18</td>
<td>6</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>UPBC</td>
<td></td>
<td></td>
<td></td>
<td>11</td>
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<tr>
<td>Advising</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>10</td>
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<tr>
<td>School of Arts and Sciences (Dean's Office)</td>
<td>5</td>
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<td></td>
<td>9</td>
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<tr>
<td>Marketing and Communications</td>
<td>4</td>
<td>6</td>
<td>1</td>
<td>9</td>
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<tr>
<td>Faculty Ad Hoc Advising Committee</td>
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<tr>
<td>Mathematical Sciences</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>9</td>
</tr>
</tbody>
</table>

### Appendix A2. Top OIRA Clients (External) by Number of Completed Requests/Projects

<table>
<thead>
<tr>
<th>Client*</th>
<th>2005-06</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>System Office</td>
<td>40</td>
<td>29</td>
<td>34</td>
<td>59</td>
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<tr>
<td>IPEDS</td>
<td>9</td>
<td>8</td>
<td>8</td>
<td>12</td>
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<tr>
<td>DHE</td>
<td>6</td>
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<td>8</td>
<td>6</td>
</tr>
<tr>
<td>AIR</td>
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<tr>
<td>NEASC</td>
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<tr>
<td>NSSE</td>
<td>4</td>
<td>1</td>
<td>4</td>
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</tr>
<tr>
<td>DHE Special Advisory Committee</td>
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<td></td>
<td>4</td>
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<tr>
<td>ECSU</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Petersons</td>
<td>2</td>
<td>2</td>
<td>3</td>
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</tr>
<tr>
<td>CLA</td>
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<td></td>
<td>3</td>
</tr>
<tr>
<td>National Science Foundation</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

*Lists are not comprehensive.*
Appendix A3. Research/Analysis Reports Prepared and Distributed

Academic Assessment Report 2007-08 to the CSU Board of Trustees (July 2008)

Educational Loan Debt of Bachelor’s Degree Recipients at CCSU (September 2008)

Examination of Time To Degree Completion: Bachelor’s Degree Recipients 2004-05, 2005-06, 2006-07, and 2007-08 (October 2008)

Non-Instructional Load Credits of CCSU Full-Time Faculty 2007-08 (October 2008)

Examination of Donors Giving $250+ in FY07 or FY08 (October 2008)

New Undergraduate Students, Undeclared Majors, and Major Changes (October 2008)

Fall 2008 Enrollment Report for the Board of Trustees (November 2008)

Programmatic and Gender Differences in Graduation and Retention Rates (December 2008)

Analysis of Findings from the National Survey of Student Engagement (NSSE): Central Connecticut State 2008. (January 2009)

Demographic Distributions of Full-Time Faculty and Non-Faculty Employees at CCSU Fall 1993-08 (January 2009)

CCSU Results from the University of Delaware National Study of Instructional Costs and Productivity (January 2009)

Analysis of Proportions of Bachelor's Degrees Awarded to the Number of Undergraduate Fall Entrants (February 2009)

Selected Learning Outcomes in Undergraduate Geography Programs (February 2009)

SAT Scores in Connecticut in 2008 by Race/Ethnicity (March 2009)

Alignment of FY2010 Budget Proposals with Strategic Plan Objectives (March 2009)

Comparative Faculty Salary Data from the CUPA-HR National Faculty Salary Survey, 2008-09 (March 2009)
Appendix B. University and CSU System Committee Service

B. Hosch, Director
Academic Assessment Committee
AAUP Market Adjustment Committee
Enrollment Management Team
Institutional Research Advisory Council (CSU System)
Provost’s Council
Retention and Graduation Council
System Assessment Committee (CSU System)
University Planning and Budget Committee

P. Bunce, IR Specialist
Banner Coordinating Team
Institutional Research Advisory Council (CSU System)
Race/Ethnicity Data Collection Team
SUOAF/AFSCME, Steward
CSU System Dual Admission Task Force

K. Chung, Planner/Analyst
SUOAF Minority Recruitment and Mentoring Committee (MRMC)

C. Morano, Administrative Assistant
Academic Assessment Committee (guest, takes minutes)
Academic Center for Student Athletes (NCAA Assessment Committee)
Committee for the Concerns of Women, Co-Chair
Appendix C. Conference and Training Activities Funded

Connecticut Association for Institutional Research Fall Meeting, Farmington, CT
  P. Bunce
  O. Chung
  B. Hosch
  A. Joslyn
  C. Morano

New England Educational Assessment Network Symposium, Worcester, MA
  M. Fallon (Psychology)
  K. Wall

Northeast Association for Institutional Research, Providence, RI
  P. Bunce
  O. Chung
  B. Hosch

New England Association of Schools and Colleges, Annual Meeting, Boston, MA
  B. Hosch

New England Educational Assessment Network Symposium, Worcester, MA
  J. Sikorsky
  R. Wood

Connecticut Association for Institutional Research Spring Meeting, Middletown, CT
  P. Bunce
  O. Chung
  B. Hosch
  A. Joslyn
  C. Morano

Appendix D1. Professional Association Leadership Activities and Service

Paula Bunce, ConnAIR Past President.
Kathy Chung, ConnAIR, website management and hosting.
Braden Hosch, AIR Connections Vendor Presentation Review Panel

Appendix D2. Scholarly Presentations

Hosch, B. (2008). Institutional and student characteristics that predict graduation and retention rates. Annual Conference of the North East Association for Institutional Research, Providence, Rhode Island.*


*Peer reviewed.