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: 2010-11
A. Progress in Meeting Annual Goals:
OIRA accomplished a great deal in an unexpectedly interrupted year with the director leaving at the beginning of September, an interim director for six months and new director who began service to Central Connecticut State University (CCSU) in March 2011. Many of OIRA’s goals were met in 2010-11, but not all could be realized or readily assessed.

- Responded to the concern expressed by the New England Association of Schools and Colleges’ regarding the completeness and quality of data used in assessment activities as well as ensuring that CCSU utilizes the wealth of data available to inform decisions.

- Mandatory reporting and compliance
  - CCSU complied with all mandatory reporting requirements and continued to receive no fines or warnings.
  - Finalized and posted the Net Price Calculator as mandated by Higher Education Opportunity Act and the Voluntary System of Accountability (VSA).
  - Received Faculty Senate approval to publish the Collegiate Learning Assessment (CLA) results, a requirement of the VSA, which enabled CCSU to continue participating in this initiative.
  - Recruited 16 of 30 CCSU seniors who had taken the CLA test their freshmen year to participate as a senior. This is CCSU’s first opportunity to review longitudinal CLA results.

- CCSU had the highest compliance with academic assessment to date with reports from 89% of degree programs.

- The CCSU Faculty Senate is currently reviewing the proposed Academic Program Review.

- The goal of deploying the interactive software, Tableau, to campus did not materialize due to office turnover. The attributes of the software will be re-evaluated and implementation efforts prioritized appropriately.

- The OIRA data warehouse was not migrated from a MS Access database to an Oracle database due to office turnover. The limitations of the MS Access database need to be addressed in the coming year.

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 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 information and faculty workload. OIRA also maintains the campus archives for survey and assessment data.
  o 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.

• Mandatory Reporting – OIRA is responsible for federal, System and compliance reporting.
  o Implemented the federally and VSA required Net Price Calculator.
  o Implemented new federally required race/ethnicity reporting requirements (data collection completed last year).
  o All federal, System and compliance reports were submitted on time.
  o Access to Success reports produced on remediation, student success and student access to college.

• Assessment – OIRA is responsible for coordinating assessment activities on campus, supporting the Academic Assessment Committee (AAC), and coordinating and assessing student and employee surveys.
  o 89% of degree programs submitted assessment reports in 2010-11, the highest compliance to date.
  o The percentage of degree programs submitting assessment reports has risen to 94% since the NEASC visit in October 2008.
  o Initiated discussions with the Center for Africana Studies and interdisciplinary programs regarding program assessment tools.
  o 28 programs were reviewed by the AAC and received feedback in 2010-11.
  o 100% of Student Affairs units have established learning outcomes.
  o Developed new analytic rubric for academic program assessment reports.
  o Results were processed and reports generated for the following surveys:
    ▪ National Survey of Student Engagement,
    ▪ Student Satisfaction Inventory
    ▪ College Employee Satisfaction Survey
    ▪ CIRP Freshman Survey
    ▪ Assisted with an undergraduate advising survey

• 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.
  o Provided program review data for all academic departments.
  o Coordinated CCSU’s Strategic Plan update.
  o 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.
  o Permanent OIRA staff responded to 263 data/information requests submitted by the CCSU community.
C. Administrative Changes:
The Office of Institutional Research is normally 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. In 2010-11 the office had an interim director for six months. Even though this change in staff affected the ability of the office to make progress toward some goals, the office was able to comply with all mandatory reporting and made significant progress furthering assessment on campus.

D. Special Initiatives:
• Net Price Calculator – In compliance with HEOA regulations, the Office of Financial Aid and OIRA researched, tested and implemented a net price calculator. The intent of the law is to provide students and their families an estimate of the net price of education at each institution.

• New Race/Ethnicity Reporting Requirements – As mandated by the Department of Education, CCSU implemented the new reporting requirements for race/ethnicity. This was the third of a three-part process to comply with the new requirements, the first two being acquiring and storing the new information. Reporting the new race/ethnicity information required confirmation that all tables were processing data correctly and modification of all programs utilizing the new data fields.

E. Significant Accomplishments:
• CCSU Master Plan Initiative – OIRA provided data and projections.

• Access to Success – OIRA has provided data to the System Office and to the CCSU Access to Success committee.

• Rubric – Redesigned AAC rubric to improve consistency and quality of feedback on assessment reports.

• Legislative requests – provided data in response to the re-organization of public higher education in Connecticut.

• OIRA staff members participated in or were selected to serve in the following capacities:
  o ConnAIR Secretary/Treasurer in 2010-11 and Vice President of ConnAIR for 2011-12
  o CCSU Faculty Senate for 2010-11 to 2012-13.
  o CCSU Health and Safety Committee
  o IPEDS Advisory Group 2010-11 and 2011-12
  o National IPEDS Trainer 2010-11 and 2011-12
  o Presented HEOA Net Price Calculator Requirement to ConnAIR, NEAIR, and the CSU Chief Financial Officers

F. Progress with Assessment:
• Due to turnover this past year, the only assessment possible this year are an analysis of OIRA web traffic and the productivity of staff members who remained constant.
  o The number of visits to the OIRA web (Figure 1) site increased by 22% over FY2010. This increase follows a recent redesign of the web site that expanded the amount of information available. Fast Facts, followed by the Fact Book were the two pages most
heavily visited. This is indirect evidence that campus and the public are utilizing the data produced by OIRA.

Figure 1. OIRA Web Site Visits

- When limiting the productivity counts (Figure 2) to staff who were constant between 2009-10 and 2010-11, office productivity increased considerably between the two years, with the largest change occurring in internal CCSU reporting. The category “OIRA” includes all normal in-house reports that are updated on a regular basis (e.g. Fact Book and Fast Facts).
Figure 2. OIRA Reporting Distribution

- **OIRA**: 145 reports in FY2011, 115 reports in FY2010
- **Academic Department**: 45 reports in FY2011, 24 reports in FY2010
- **CSUS/System/DHE**: 37 reports in FY2011, 20 reports in FY2010
- **Functional Office**: 22 reports in FY2011, 11 reports in FY2010
- **College Guide**: 19 reports in FY2011, 10 reports in FY2010
- **Administrative Office/Department**: 17 reports in FY2011, 12 reports in FY2010
- **AIR/ConnAIR/NEAIR**: 15 reports in FY2011, 13 reports in FY2010
- **IPEDS**: 9 reports in FY2011, 13 reports in FY2010
- **President/Provost**: 12 reports in FY2011, 1 reports in FY2010
- **Athletics**: 11 reports in FY2011, 7 reports in FY2010
- **Data Exchange**: 8 reports in FY2011, 9 reports in FY2010
- **Student Surveys**: 3 reports in FY2011, 6 reports in FY2010
- **Academic Affairs**: 8 reports in FY2011, 6 reports in FY2010
- **Other**: 4 reports in FY2011, 5 reports in FY2010
- **Government**: 4 reports in FY2011, 5 reports in FY2010
- **Dean/Dean's office**: 2 reports in FY2011, 5 reports in FY2010
- **NEASC/NERCHE/NEBHE**: 3 reports in FY2011, 3 reports in FY2010

**Number of Requests/Reports**

- **FY2011**
- **FY2010**
II. Planning for 2011-12

A. Goals:
   • Assessment Activities –
     o Augment the assessment web page to include campus-wide assessment information.
     o Research the use of E-portfolios as an assessment tool - research software, strategies, best practices, and possible content.
     o Develop an assessment database to store rubric scores from Academic and Student Affairs as well as individual course assessment data.
     o Develop a survey database to store survey results from both student and employee surveys.
     o Secure approval for and implement academic program review process.
   
   • Institutional Research Activities –
     o Improve OIRA’s efficiency in compiling data and creating reports. Introduce two additional data tools, SAS and Tableau, into the OIRA arsenal. SAS is a very powerful and flexible tool that, once learned, will increase OIRA’s efficiency in compiling data and preparing reports (this is a multi-year transition and on-line training is necessary). Tableau will advance our ability to portray information.
     o Improve the quality of reports and information shared with the campus community by cross training staff. Cross training can be implemented by discussing information requests before data are compiled and by having another staff member proof the report by reviewing the query and data entry. This policy change should improve everyone’s understanding of questions asked and improve understanding of data elements that are used. Over time, this process should result in reports that more correctly address the questions at hand, reduce the error rate and reduce the redundancy of effort by increasing the staff’s awareness about other OIRA projects.
     o Prioritize discretionary reporting, focusing on requests from CCSU upper administration first.
     o Comply with new reporting and submission requirements that stem from the reorganization of public higher education in Connecticut. Considerable changes to reports and data submissions are anticipated.
     o Develop a succinct dashboard that quickly conveys CCSU’s history or progress toward goals.

B. Collaborations:
   • Assessment Activities –
     o Edit and refine newly developed rubric for use in academic program assessment, paying particular attention to the general education section (AAC).
     o Refine academic assessment feedback structure to provide more distinct and useable information to the departments (AAC).
     o Develop routine on-campus assessment workshops to assist departments in the assessment process (AAC).
     o Work with Student Affairs to develop consistent rubrics and identify metrics for use in assessment activities.
     o Work with AAC to support ongoing development and use of program assessment practices that are efficient and effective.
Develop a sustainable timeline for assessment activities across Academic and Student Affairs (AAC).

Continue to work with
- CSU Assessment Committee
- Human Resources on employee surveys
- Student Affairs on student surveys

Institutional Research Activities –
- Identify and implement tools needed to comply with new federal Gainful Employment regulations (Office of Financial Aid and School of Graduate Studies).
- Comply with new federal reporting requirements for distance education by 1) reviewing and identifying courses that currently meet the federal distance education definition, 2) develop appropriate coding for course identification in Banner, and 3) ensure distance education courses can be programmatically differentiated from on-ground courses (Registrar and Office of Information Technology).
- The OIRA Data Warehouse is approaching the maximum size limit. OIRA will work with the Office of Information Technology to identify a resolution, most likely by either creating a new MS Access database or converting to an Oracle database. Migrating to a new database will entail rewriting all queries and will take more than one year to complete.
- Continue to work with functional offices to audit and clean the student and course data used for System Office and federal reporting (Registrar, undergraduate and graduate admissions, Office of Financial Aid).
- Coordinate updating CCSU’s Strategic Plan and develop a system to effectively and efficiently accomplish this task (multiple offices).
- Review metrics and pilot alternative data presentation for Annual Reports and proposed Program Review Process.

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.
- Develop tracking system to categorize reports and identify work-load issues.
- Client Usage Survey –investigate implementing a web-based survey to obtain client feedback.
### Appendix 1: Strategic Indicators and Assessment Data

#### A. Programs/Unit Functions

<table>
<thead>
<tr>
<th>Subcategory</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.1 Data Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.1.1 Data files audited, captured, compiled, and frozen</td>
<td>26</td>
<td>30</td>
</tr>
<tr>
<td>A.2 Internal Reporting(^1), (^2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.2.1 Number of internal requests/reports processed</td>
<td>180</td>
<td>263</td>
</tr>
<tr>
<td>A.3 Obligatory Reporting(^1), (^3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.3.1 Number of mandatory or essential requests/reports processed</td>
<td>54</td>
<td>90</td>
</tr>
<tr>
<td>A.4 Voluntary Reporting(^1), (^4)</td>
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<tr>
<td>A.4.1 Number of voluntary requests/reports processed</td>
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<td>20</td>
</tr>
<tr>
<td>A.5 Assessment</td>
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<td></td>
</tr>
<tr>
<td>A.5.1 Number of Undergraduate Programs with Outcomes Identified (Strategic Plan Indicator 1.1.1)</td>
<td>53</td>
<td>56</td>
</tr>
<tr>
<td>A.5.2 Number of Graduate Programs with Outcomes Identified (Strategic Plan Indicator 1.1.2)</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>A.5.3 Percentage of degree program assessment reports submitted(^5)</td>
<td>84%</td>
<td>89%</td>
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#### B. Administration

<table>
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<th>Subcategory</th>
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<tr>
<td>B.1 Personnel</td>
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</tr>
<tr>
<td>B.1.1 Number of full-time positions</td>
<td>4</td>
<td>4(^6)</td>
</tr>
<tr>
<td>4B.1.2 Number of part-time positions</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>B.2 Budget and Expenditures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.2.1 Gen &amp; Admin Budget Pool and Budget Pool-Discr. Pers. Serv.</td>
<td>$32,300</td>
<td>$39,700</td>
</tr>
<tr>
<td>B.2.2 Total expenditures, including salary and benefits</td>
<td>$445,752</td>
<td>$432,156</td>
</tr>
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</table>

#### C. Co-Curricular Activities/University Service

<table>
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<th>2010-11</th>
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</thead>
<tbody>
<tr>
<td>C.1 Committee Service</td>
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<td></td>
</tr>
<tr>
<td>C.1.1 Number of Committee assignments</td>
<td>20</td>
<td>16</td>
</tr>
</tbody>
</table>

#### D. Professional Activity

<table>
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<tr>
<th>Subcategory</th>
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<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.1 Professional Association Activities</td>
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</tr>
<tr>
<td>D.1.1 Number of leadership/support activities or awards</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>D.2 Scholarly Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D.2.1 Number of Professional Presentations</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

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\(^1\) OIRA had an interim director for six months in 2010-11. These counts represent only those reports generated by staff who were consistent between the two years.

\(^2\) Internal reports include any request made from a CCSU office, department or a report needed to update the OIRA web site.

\(^3\) Obligatory reports include all compliance reporting, data exchanges (AAUP, CUPA, etc), and any report that would negatively affect CCSU if not completed.

\(^4\) Voluntary reporting includes information compiled for entities outside CCSU such as businesses. These requests are completed as time permits.

\(^5\) Reports reference the previous year’s assessment results. Per the Academic Assessment Policy approved in Spring 2008, reviews completed beginning with the 2009-10 review cycle reflect a sample of about a third of the University’s academic programs. In an effort to provide feedback to programs most in need of assistance, the sample included a disproportionate number of programs that are less advanced in assessment practices.

\(^6\) OIRA had an interim director for six months in 2010-11
Appendix 2. Research/Analysis Reports Prepared & Distributed 2010-11

- Academic Assessment report for the CSU Board of Trustees
- Academic Advising Quality Metrics from the national Survey of Student Engagement
- Advising Loads at CCSU, Fall 2005-Spring 2010
- Analysis of Findings from the College Employee Satisfaction Survey
- Educational Loan Debt of Bachelor’s Degree Recipients at CCSU
- CCSU Results from the University of Delaware National Study of Instructional Costs and Productivity
- Comparative Faculty Salary Data from the CUPA-HR National Faculty Salary Survey
- Four-Semester Grade Distribution Analysis

Appendix 3: Committee and Professional Service in 2010-11

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 (union representative)
- SUOAF Minority Recruitment and Mentoring Committee (MRMC)
- SUOAF/AFSCME, Steward
- SUOAF/AFSCME, Social Committee

System Committees
- Institutional Research Advisory Council
- System Assessment Committee

State/National Committees
- Institutional Research Advisory Council (CSU System)
- CSU System Dual Admission Task Force
- Connecticut Association for IR (ConnAIR) web contact