



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 of and collaboration from multiple offices.

I. Past Year Activity: 2016-17

A. Progress in Meeting Annual Goals:

OIRA accomplished a great deal in FY2017. 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) The Multi-State Collaborative (MSC) and assessing undergraduate competencies – this was a focal point again this year, both in terms of collecting additional artifacts to assess but also in persuading CCSU faculty to participate in the assessment retreats to score the artifacts. *Continuous goal*
 - 1) CCSU is now in year three of its participation of the Multi-State Collaborative (MSC), an AAC&U and SHEEO initiative focusing on assessing the learning outcomes written communication, critical thinking and quantitative reasoning across thirteen states. These three learning outcomes are embedded in CCSU's general education program and are specifically identified by NEASC as areas that our undergraduate students must demonstrate competency in (Standard 4.15). Historically, CCSU has found it challenging to demonstrate that these assessments are conducted, as noted by NEASC in 2008, 2011, and again in 2013; participation in the MSC helps us demonstrate progress in these areas.
 - a. CCSU is currently using the MSC initiative to achieve two main objectives. First, CCSU is participating in the national initiative where artifacts from CCSU seniors (90+ credits) are submitted for scoring by non-CCSU faculty (MSC Faculty). The second objective, which is internal to CCSU and is the more critical assessment activity, is to pilot the MSC for general education assessment whereby CCSU faculty (CCSU Faculty) score the artifacts.
 - b. To date, 53 faculty (preliminary) have contributed artifacts to the initiative or have participated in an assessment retreat, with at least 16 faculty (preliminary) participating for the first time this year. Also new this year are the inclusion of capstone artifacts (BUS480) from the School of Business.
 - c. Three assessment retreats have been held so far with the most recent retreat occurring in August 2016. The first three retreats focused on assessing artifacts collected between Fall 2014 and Spring 2016; assignments were collected prior to significant revision based on assessment results. Artifacts collected in academic year 2016-17 are currently being de-identified and organized to be



used for submission to the MSC as well as an assessment retreat planned for August 2017.

- d. During the first three retreats, 23 of CCSU’s faculty scored 809 artifacts across the three learning outcomes. As hoped, student work represents a broad cross-section of disciplines with 86% of majors being represented in these assessments. Faculty participation in this initiative is improving (Table 1).

Table 1 MSC Participation Rate and Progress – artifacts scored by CCSU Faculty during the first three retreats

Learning Outcome:	UG Student Majors	Faculty Contributing Artifacts	Artifacts Scored
Written Communication	38	16	214
Critical Thinking	35	12	225
Quantitative Reasoning	36	6	370
Total (unduplicated)	54 (86%)	30 (18 Dept.)	809

- e. One significant benefit resulting from CCSU’s participation in the national initiative (students who have earned 90+ credit hours) is to bring perspective to the assessment results. The rubrics used for each of the three learning outcomes are based on a 4-point scale, yet artifacts from CCSU students are yielding average scores between 1.9 and 3.0, depending on the rubric component. Assessment scores from senior-level students across the thirteen states and scored by MSC Faculty, are equally low, and sometimes lower (Figure 1, Table 2). The initial expectation of senior-level work to average between 3.0 and 4.0 was clearly unrealistic and having access to the national data helped put the scores and expectations into perspective.

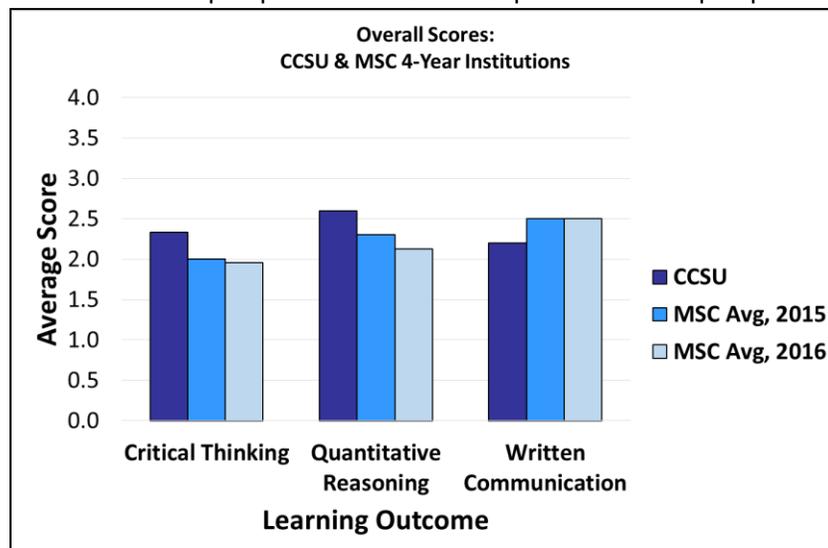


Figure 1 Overall Average Scores for Senior-level CCSU Students Compared to Seniors Nationally



Table 2. CCSU Results from MSC Initiative: CCSU Senior-level Students Compared to Seniors Nationally, by Learning Outcome

Written Communication	Content Development		Context of and Purpose for Writing		Control of Syntax and Mechanics		Genre and Disciplinary Conventions		Sources and Evidence		Overall Avg
	N	Avg	N	Avg	N	Avg	N	Avg	N	Avg	
CCSU Faculty, Overall Score	164	2.3	164	2.4	164	2.3	141	2.2	164	1.9	2.2
By Retreat:											
Retreat 1	47	2.1	47	2.3	47	2.4	47	2.2	47	1.5	2.1
Retreat 2	44	2.4	44	2.4	44	2.1	44	2.3	44	2.2	2.3
Retreat 3	73	2.3	73	2.4	73	2.3	50	2.1	73	1.9	2.2
MSC Faculty - 2016	2.5		2.7		2.5		2.4		2.2		2.5
MSC Faculty - 2015											2.5

Quantitative Reasoning	Application /Analysis		Assumptions		Calculation		Communication		Interpretation		Representation		Overall Avg
	N	Avg	N	Avg	N	Avg	N	Avg	N	Avg	N	Avg	
CCSU Faculty, Overall Score	179	2.6	84	2.0	189	2.9	165	2.1	179	2.7	160	3.0	2.6
By Retreat:													
Retreat 1	69	2.6	69	2.1	78	2.8	78	2.7	69	2.6	69	2.8	2.6
Retreat 2	46	2.7	15	1.4	48	3.1	29	1.9	46	2.8	46	3.1	2.7
Retreat 3	64	2.6			63	2.9	58	1.5	64	2.8	45	3.2	2.6
MSC Faculty - 2016	2.2		1.5		2.3		2.3		2.4		2.3		2.1
MSC Faculty - 2015											2.3		

Critical Thinking	Conclusions and Related Outcomes		Evidence		Explanation of Issues		Influence of Context and Assumptions		Student's Position		Overall Avg
	N	Avg	N	Avg	N	Avg	N	Avg	N	Avg	
CCSU Faculty, Overall Score	167	2.3	167	2.4	167	2.4	167	2.1	167	2.4	2.3
By Retreat:											
Retreat 1	51	2.2	51	2.4	51	2.3	51	1.8	51	2.3	2.2
Retreat 2	42	2.3	42	2.3	42	2.3	42	2.0	42	2.2	2.2
Retreat 3	74	2.3	74	2.6	74	2.6	74	2.4	74	2.4	2.5
MSC Faculty - 2016	1.9		2.0		2.1		1.8		1.9		2.0
MSC Faculty - 2015											2.0

f. Key results from the retreats:

- This year, the assessment retreat focused on scoring work from the same three learning outcomes but expanding the student population to include all levels of undergraduate students, not just seniors. This was possible because of the groundwork done in the first two years that gave us confidence that our processes were appropriate – we were able to demonstrate consistency between MSC Faculty and CCSU Faculty when scoring the same artifact and we operationalized our norming sessions.
 - Figure 2 is an example of the type of information CCSU is gaining from this initiative. For this learning outcome, artifacts from freshmen, sophomores and seniors were scored in the August 2016 retreat. While this is not a longitudinal study, the results demonstrate that senior-level students are able to more clearly articulate conclusions and related



implications than students at the freshmen level. However, 25% of seniors scored less than 2.0 on this component of the rubric; CCSU needs to figure out how to move students from demonstrating inconsistent conclusions using only some of the information (score = 1) to having the ability to draw logical conclusions that reflect the student's informed evaluation and ability to place evidence and perspectives in priority order (score = 4).

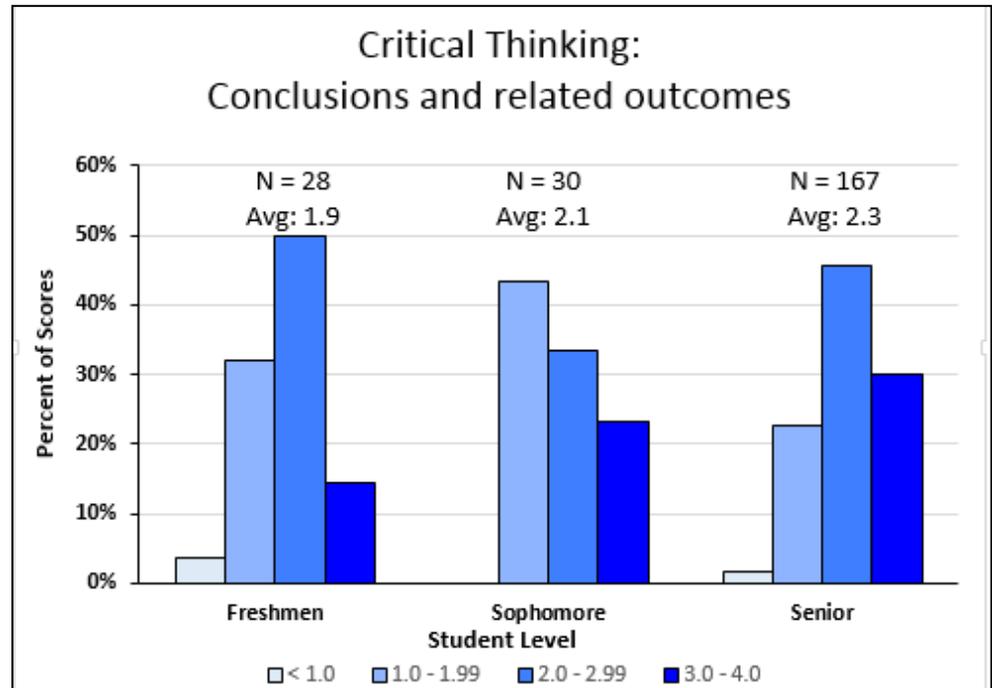


Figure 2 Critical Thinking by CCSU Student Level

- The assessment of Quantitative Reasoning is a little more challenging in that the evaluator needs an answer key in order to score the work. CCSU does not yet have enough convincing evidence that senior-level work for this learning outcome can always be appropriately scored by faculty from an unrelated discipline. Additionally, the Assumptions component appears to be problematic in that discipline specific knowledge may be needed in order to appropriately determine if the student has correctly addressed/identified the assumptions. For these reasons, the Assumptions component was not scored in the third retreat (Table 2).
- Embedded in the second and third retreats were artifacts that had also been scored in the first retreat. The intent for these artifacts is to serve as a “control artifacts” from one retreat to the next; the faculty are not alerted to which artifacts serve as the controls. OIRA staff have not had time to truly evaluate the results from these control artifacts and may need to select other artifacts that reflect a greater variety of scoring challenges.



- One caveat to the above results is that we still have yet to identify a way to ensure how well an assignment aligns with a given rubric. While this challenge is not unique to CCSU, we are not aware of any procedure that mitigates this issue. Historically, the instructor has had the final say as to whether an assignment aligns with each component of a rubric. One possible approach to improving the level of agreement would be to host assignment-alignment workshops for participating faculty.
- Early in Spring 2017, faculty were invited to participate in one of three MSC debriefing/update sessions. There were three goals for each of these sessions: 1) solicit input from faculty on how to improve this project; 2) share the overall results with all faculty in attendance and, for participating faculty, provide them a copy of how well their students preformed (Table 3); and 3) have a candid discussion about this initiative. Faculty were reminded that these scores do not reflect on their course, but rather the skills a student has accumulated over the course of their academic career.
 - As a whole, faculty supported the continuance of this project and made recommendations as how best to communicate this information beyond participating faculty and Faculty Senate. To help make this a more manageable project with respect to resources, primary focus should be placed on assessing seniors followed by freshmen. When resources allow, score work from sophomores and juniors. It was agreed that CCSU benefits from this project and it should continue. Faculty recommended that OIRA approach each Dean about making a brief presentation on the initiative to their department chairs.
- g. In Fall 2016, Martha Kruey and Dr. Broadus-Garcia were encouraged to spearhead the collection of artifacts for information literacy and civic/community engagement, respectively. These learning outcomes were chosen because they aligned with specific NEASC related tasks/needs. Information literacy was selected because it is one of the undergraduate competencies that NEASC specifically identifies in Standard 4.15. Adding a fourth competency to our assessment efforts should demonstrate to NEASC that this initiative can be appropriately scaled up to eventually cover all the competencies listed in 4.15. Civic/community engagement was selected because it is one of CCSU's Elements of Distinctiveness and it is specifically mentioned in our General Education objectives.
 - To date, only a few artifacts for civic/community engagement and information literacy have been collected in 2016-17. Currently there are not enough artifacts to warrant an assessment retreat, but eventually, CCSU should have enough artifacts to begin building the baseline scores.



Table 3 Example of Assessment Result Provided to Participating Faculty

Overview of Artifacts Scored by CCSU Faculty										
Overall Scores by Term and Student Level	Critical Thinking									
	Conclusions and		Evidence		Explanation of		Influence of		Student's position	
	N	Avg	N	Avg	N	Avg	N	Avg	N	Avg
Fall 2014	164	2.2	164	2.3	164	2.3	164	2.0	164	2.2
Freshmen	16	1.7	16	1.8	16	2.1	16	1.7	16	1.8
Sophomore	21	2.0	21	2.1	21	2.1	21	2.0	21	2.0
Junior										
Senior	127	2.2	127	2.4	127	2.4	127	2.0	127	2.3
Fall 2015	49	2.3	49	2.5	49	2.5	49	2.4	49	2.4
Freshmen	12	2.2	12	2.3	12	2.3	12	2.0	12	2.0
Sophomore	7	2.3	7	3.0	7	2.4	7	2.6	7	2.7
Senior	30	2.4	30	2.5	30	2.7	30	2.6	30	2.4
Spring 2016	12	2.4	12	3.1	12	2.7	12	2.8	12	2.9
Freshmen										
Sophomore	2	2.0	2	2.8	2	2.5	2	2.8	2	2.8
Senior	10	2.5	10	3.2	10	2.7	10	2.8	10	3.0
Grand Total	225	2.2	225	2.4	225	2.4	225	2.1	225	2.3
Faculty Member X	15	2.3	15	2.6	15	2.9	15	2.3	15	2.5
Fall 2014	15	2.3	15	2.6	15	2.9	15	2.3	15	2.5
Course & Section	15	2.3	15	2.6	15	2.9	15	2.3	15	2.5
Senior	15	2.3	15	2.6	15	2.9	15	2.3	15	2.5

- h. As part of the MSC initiative, AAC&U is willing to train faculty on using the VALUE rubrics. This benefits the institution in that these faculty are then able to come back to CCSU and train additional faculty on the use of these rubrics. To date, CCSU has one or two faculty members specifically trained to lead norming sessions for each of the following learning outcomes: written communication, critical thinking, civic/community engagement, or quantitative reasoning.
- i. Participation in the MSC has many advantages and some challenges for CCSU:
 - Participation demonstrates the willingness of CCSU faculty to comply with a Connecticut State Colleges and Universities (CSCU) initiative.
 - MSC model dovetails nicely with the required assessment activities in the College Portrait (part of the Voluntary System of Accountability or “VSA”); results from our retreats are now included in the College Portrait.
 - The first two years of the MSC were grant funded and we were able to offer mini-grants to faculty who participated in the assessment retreats. At this time, it does not seem likely that another grant will be awarded and suspect that future participation in the MSC may require institutions to cover expenses associated with the nation-wide initiative.
 - The three learning outcomes identified in the MSC initiative are also identified as undergraduate competency requirements in the NEASC Standards, specifically Standard 4.15. Results from the MSC initiative will be



used to demonstrate our assessment of these competencies and in addressing the required area of emphasis that was noted in the 2013 feedback from NEASC. The results from the other MSC states helps to put CCSU results into context.

- MSC presents a very different approach to assessing institution-wide programs like general education and undergraduate competencies. This encourages the adoption of several ideas:
 - General education/undergraduate competencies are university-wide programs - shifting the emphasis away from departmental ownership (territorial concerns) and toward the idea that multiple academic departments can and do contribute to the general education program.
 - Using a single, common rubric to assess each unique learning outcome – faculty can more efficiently use their time by focusing assignments and assessment efforts on one common rubric for each learning outcome rather than creating and scoring two different artifacts for separate but similar objectives, tasks or rubrics.
 - Students learn foundational concepts throughout their undergraduate career and these outcomes are not solely the responsibility of 100- and 200-level courses but are the cumulative effect of all courses and many of these outcomes can be assessed at levels in multiple disciplines.
 - Creates a more sustainable process for academic departments through reduced departmental workload, improves the coordination of general education/undergraduate competencies by using common standards, and should result in improved understanding of a common goal/product, resulting in a more cohesive university-wide program.
- j. Implementing the MSC shifts the bulk of the assessment workload from the academic departments to the Director and Administrative Assistant in OIRA. A small number of faculty (15-20) who choose to participate in assessment retreats also have an increased workload for the two-day retreats.
- The added workload for OIRA is the result of:
 - Considerable outreach to faculty to agree to participate in the project and then reminders to submit the artifacts
 - De-identification, recoding, and uploading artifacts into Taskstream
 - Organizing assessment retreats, including the development of appropriate training/norming sessions for faculty prior to scoring
 - Analyzing and communicating the results
- b) Academic Assessment Committee (AAC)
- 1) Worked with the AAC to implement the assessment policy on Embedded Certificate Programs (n=21) – this policy formally acknowledged that many certificate programs are wholly embedded (a subset of coursework and learning outcomes) in a degree



program. It was agreed that assessing these programs separately from the degree program is redundant and will no longer be required.

- 2) CCSU did not have a strong year with respect to documenting 2015-16 assessment activities (due Sept. 2016) in academic programs. As of May 31, 2017, academic departments had submitted reports on only 56% of their programs, down from 75% last year and 84% in 2013-14 (Table 4). CCSU’s goal is 100% compliance, however this may be unrealistic as representatives from well-respected institutions, such as University of Massachusetts Amherst, have stated at assessment conferences that they are pleased when they have 80% compliance with reporting. *Continuous goal*

Table 4. Number of academic programs and percent compliance toward submission goal of 100%

School/College	2012-13 Report		2013-14 ¹ Report		2014-15 ² Report		2015-16 ³ Report	
	N	%	N	%	N	%	N	%
CCSU	90	93%	125	84%	127	75%	129	56%
CLASS ^{4,5}	38	92%	48	79%	47	74%	49	57%
SOB	3	100%	6	100%	6	100%	6	100%
SEPS	17	100%	27	96%	28	71%	29	69%
SEST ⁴	32	91%	44	80%	46	74%	45	40%

¹First year all certificate programs required to report on assessment activities. In previous years six-year certificates and post-master's certificates were eventually phased in.

²Embedded Certificate Policy went into effect in 2014-15

³ Compliance rate reflects those reports submitted to OIRA by May 31, 2017

⁴ In 2014-15 several departments moved from CLASS to SEST; data in this table reflect the current organizational structure.

⁵ In 2014-15 the certificate program in American Studies and the degree program in Special Studies were not included in the compliance statistics. Special Studies is exempt from reporting due to the low number of students and the nature of the program and American Studies is expected to be discontinued as it has never had any enrollment.

- 3) Continued to reach out to departments about assessment activities, needs and concerns. Several faculty accepted offers of assistance; frequent topics included assessment reports, interpretation and presentation of data, and creating a sustainable assessment cycle and the Program Review process. *Continuous goal*
- 4) Revising AAC Scoring Rubric - Some revisions to the AAC scoring rubric have been captured for the degree program portion of the rubric, however this project was not completed and remains a goal. If CCSU faculty agree to use the MSC model to assess general education learning outcomes using a single rubric for each learning outcome, which has been preliminarily agreed to by the Faculty Senate, revising the general education portion of the rubric will no longer be needed since several of the VALUE rubrics will be used instead. *Continuous goal*
- 5) AAC Training and Inter-rater Reliability – Continue to begin each new academic year with an overview of the committee, the rubric and expectations, followed by a norming session where the members discuss what they see in a report and come together in how to score the report. *Continuous goal*



- 6) Expand the distribution of assessment results – Integrating an assessment summary and analysis into the AAC report to Faculty Senate did not materialize. *Remains a Goal*
- 7) Continue to recommend that undergraduate competencies and general education be assessed using a set of common rubric across all departments, do the assessments on a cyclical basis, and to implement a formal reporting structure. This goal might be achieved via the MSC model, but Faculty Senate has not yet voted to adopt this model and it remains a pilot study. *Remains a Goal*
- c) Enhancing the assessment portion of the OIRA website, a long-time goal, has been partially implemented. The goal of augmenting the website to include campus-wide assessment information and resources continues. *This remains a goal*

2. Institutional Research

- a) Continue to support and be responsive to the data needs of CCSU administrators, staff and faculty. A few examples are highlighted below. *Continuous goal*
 - 1) Updated the CCSU Strategic Plan; this included updating both the metrics and the enabling activities.
 - 2) Benchmarked information from the Equity in Athletics Disclosure website.
 - 3) Updated trend documents used to gauge academic department productivity – report combines enrollment by major, credit hour productivity and faculty information into one document.
 - 4) Compiled data for President Miller’s 10-year report: Reflecting on the Past & Renewing Momentum
 - 5) Compiled national data for several reports and presentations for President Toro: State of Affairs: The Pipeline; information on salaries by gender; percent of population with a baccalaureate, etc.
 - 6) Reassigned time and faculty load reports were revised and evaluated for accuracy; changes will be implemented in 2017-18
 - 7) First in the World/RAM grant – compiled and summarized a significant amount of information in support of the grant and continue to work with Dr. Paige on this years-long project.
 - 8) Continue to work with Human Resources to record and store Standardized Occupation Classification codes (SOC codes). The SOC codes of full-time employees are now stored in a queryable location in CORE, however, a similar field has not been identified for part-time employees.
 - 9) Developed enrollment projections – presented one pathway that shows how CCSU can reach an enrollment goal of 15,000 students by 2022 (Table 5) with annual enrollment targets.
- b) All Federal, System/Board of Regents, and compliance reporting requirements were met and submitted on time. *Continuous goal*
 - 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.
- c) Reimagined the OIRA website. The OIRA website needed to be transformed into a more easily navigated website with three distinct areas – institutional data, assessment, and consumer information and disclosures. The redesigned website should be easier for the CCSU community to navigate, it should be easier for the office to maintain and update, and it was largely completed in time for reports to be linked to in the NEASC 10-year Self-Study. This was a huge undertaking that required a lot of background work and was completed with considerable help from Marketing and Communications staff.

Table 5 CCSU Enrollment Projections

Metric	Level	Student Type	Enrollment Status	% of F2016 Enrollment	Row	Calculation	Projections					
							Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Enrollment, Headcount	UG	First-time, degree-seeking (cohort)	FT	11%	(a)	(a*1.03)	1,296	1,335	1,375	1,416	1,458	1,502
	UG	First-time Transfer (degree-seeking)	FT	7%	(d)	(d*2t)	895	968	1048	1134	1227	1328
		Other Transfer & non-degree			(e)	(e*2t)	31	34	37	40	43	47
	UG	Continuing	FT	46%	(f)	(f*t)	5648	5879	6121	6372	6633	6906
	UG	Total - FT	FT	64%	(g)	(a+b+d+e+f)	7,870	8,216	8,580	8,961	9,362	9,782
	UG	Total - PT	PT	17%	(h)	(h*t)	2,081	2,166	2,255	2,348	2,444	2,545
	UG	Total UG	Total	81%	(i)	(g+h)	9,951	10,383	10,835	11,309	11,806	12,326
Sem. Cr. Hrs	UG	PT SCH	PT		(u)	(u*t)	14,121	14,700	15,303	15,932	16,585	17,266
Enrollment, Headcount	Grad	First-time, degree-seeking	FT	2%	(j)	(j*2t)	271	293	317	343	372	402
	Grad	Continuing	FT	3%	(l)	(l*2t)	346	375	405	439	475	514
	Grad	Total - FT	FT	5%	(m)	(j+k+l)	617	668	723	782	846	916
	Grad	Total - PT	PT	14%	(n)	(n*t)	1735	1807	1881	1958	2038	2122
	Grad	Total grad	Total	19%	(o)	(m+n)	2,353	2,475	2,604	2,740	2,885	3,038
Sem. Cr. Hrs	Grad	PT SCH	PT		(v)	(u*t)	8,201	8,538	8,888	9,253	9,633	10,028
Enrollment, Headcount	UG + Grad	All	FT	69%	(p)	(g+m)	8,487	8,884	9,303	9,743	10,208	10,698
	UG + Grad	All	PT	31%	(q)	(h+n)	3,816	3,973	4,136	4,306	4,483	4,667
	UG + Grad	All	Total	100%	(r)	(p+q)	12,303	12,857	13,439	14,049	14,691	15,364

- d) Continue 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*
- e) 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*
- f) 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 CCSU 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*
- g) Identity Finder continues to be run on a regular basis to ensure data are secure. *Continuous goal*
- h) Continue to work with other functional offices, in particular the Office of the Registrar, to ensure the data definitions are accurate and program changes are captured accurately. *Continuous goal*



- i) 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 distant 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 those goals will be the first step.
- j) Worked with the Office of Veteran Affairs to identify reporting formats and data definitions that answer most of the commonly asked questions concerning CCSU's veteran/military-connected population, align with the federal reports on veteran students, and to make this information publically available. The [Military Fact Sheet](#) is now available on the OIRA website and will be updated regularly. *Continuous goal*
- k) Continue to work with offices of the Registrar and Financial Aid in working through discrepancies in Gainful Employment while maintaining the disclosures component of Gainful Employment. *Continuous goal*

3. Student Success Team

- a) Continue to support the implementation of Academic Maps. Marketing and Communications implemented a new process that allows for Academic Maps to be easily updated. Implementation of Degree Works provides an opportunity for academic maps to be assigned to students and customized based on individual program planning with their academic advisor. Maintaining the Maps and accuracy of academic information across the CCSU web site will be ongoing. *Continuous goal*
- b) SST members did an in-depth review of student surveys, in particular the National Survey on Student Engagement (NSSE) and the Student Satisfaction Inventory (SSI) results. The goal was to identify one or two questions where SST members could develop a plan of action based on survey results. *Continuous goal*
 - 1) One possible area to follow up on is to encourage students to engage in classroom discussions and to come to class having done the homework. This can be something stressed during orientation, FYE courses, etc.

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, student engagement and satisfaction, as well as other productivity or projection measures used for budgeting or resource allocation. 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) Complete College America
 - 4) CSRDE Student Retention, STEM Retention , and Community College Transfer Retention Reports Data analyses on historically difficult courses
 - 5) Enrollment Projections
 - 6) Faculty activity and load reports
 - 7) Data requests for the President and Cabinet Members
 - 8) Online fact book
 - 9) A variety of retention and graduation rate reports
 - 10) SB40 Remediation analysis, number of students requiring or electing to enroll in remedial coursework
 - 11) Housing Occupancy Trend Report for CFO
- 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) OHE Financial Aid Data request – State mandate (via the BOR)
 - e) CUPA Administrative and Faculty Salary Surveys – University initiative
 - f) Faculty Load Summary – BOR report
 - g) Weekly finance enrollment tracking report – University initiative
 - h) Gainful Employment Disclosure requirements met – Federal mandate
 - i) NCES surveys: – Federal mandate
 - 1) Beginning Postsecondary Students Longitudinal Study
 - 2) High School and Beyond – Federal mandate
 - j) HEOA Net Price Calculator – Federal mandate
 - k) IPEDS – Federal mandate
 - 1) Academic Libraries
 - 2) Admissions
 - 3) Completions
 - 4) Institutional Characteristics
 - 5) IC Header
 - 6) Human Resources
 - 7) Fall Enrollment
 - 8) 12-month Enrollment
 - 9) Financial Aid
 - 10) Finance
 - 11) Graduation Rate
 - 12) Graduation Rate 200
 - 13) Outcomes Measures
 - l) National Study of Costs and Productivity (Delaware) – BOR & University initiative
 - m) NCAA Graduation Success Rate – NCAA initiative
 - n) CCSU Strategic Plan update – University initiative



- o) Voluntary System of Accountability and Student Achievement Measure – National initiatives
- 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) Summarized and distributed results from the first three assessment retreats covering three general education learning outcomes.
 - b) Collected nearly 800 artifacts for use in upcoming assessment retreats and expanded the number of learning outcomes to include information literacy and civic engagement.
 - c) Summarized and distributed the results for the following surveys: CCSU Commencement Survey, CCSU Advising Survey, the SSI and the year-to-year comparison for the College Employee Satisfaction Survey.
 - d) Implemented new senior survey to capture needed information for the VSA.
 - e) Created a new survey for students who graduated three to five years earlier.
 - f) Provided many departments with information on DFW rates for their courses.
- 4. Dissemination of University Information**– OIRA is responsible for assisting CCSU units with data related to their programs. These data are typically made public on the OIRA website, and can be 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 multiple reports summarizing student and faculty information. Examples include enrollments, degrees awarded, time to degree, as well as faculty information and instructional productivity by major and/or academic department.
 - 2) Completed, and/or coordinated the update of CCSU’s Strategic Plan update.
 - 3) Compiled comparative data for each of the metrics embedded in the BOR’s Strategic Plan. This included providing contextual benchmark information from the other CSUs and peer institutions.
 - 4) 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.
 - 5) Transfer student graduation and retention statistics are now broken out by School/College
 - 6) CUPA faculty and administrative salary submissions
 - 7) AAUP faculty salary submission
 - 8) Delaware Study
 - 9) College guide surveys including U. S. News & World Report
 - 10) Voluntary System of Accountability, Common Data Set, and Student Achievement Measures (SAM)



- b) Updated the Program Productivity document providing trend data on program enrollments, degree productivity, student credit hours, and number of faculty; report distributed to Provost and academic deans.

C. Administrative Changes:

The office is comprised of four full-time staff and hourly student workers. The full-time employees include a Director, two Institutional Research Specialists, and an Administrative Assistant. OIRA's long serving administrative assistant retired this year and we were fortunate to refill the position. Three undergraduate students are essential to the office's ability to keep up with the increasing workload in that they proof survey submissions, review reports for data entry errors, update the website and help organize assessment artifacts.

D. Special Initiatives:

1. NEASC 10-Year Self-study

- a) Serve on Steering Committee
- b) Support all standard teams with data and analyses, as appropriate
- c) Chair of Standard 2, Planning and Evaluation.
 - 1) A draft of the description statement has been written and is currently being revised. Will need to add a section on academic program review and bring back the section covering SST since it is one clear example of how CCSU has identified an issue (contradictory academic information across the CCSU website) and took corrective action.
 - 2) A draft of the appraisal statement has been partially written.
- d) Team member for Standard 8, Educational Effectiveness.
 - 1) A draft of the description statement has been written and is currently being revised. All available supporting assessment data have been analyzed and summarized, to date. There will be another year of information available in the fall, with the expectation that these results will be needed as supporting evidence for this standard, both in the description and appraisal sections.
- e) Team member for Standard 5, Students.
 - 1) A draft of the description and appraisal sections have been completed. OIRA has provided reports and supporting evidence for use in this standard.
- f) The Data First Forms and the E-Series reports are required documents in the self-study and are nearly completed. In the fall, an additional year of information will need to be added.
- g) Drafted a survey to be given to students who graduated three to five years prior. NEASC strongly advises institutions to include these type of data in their self-studies.

2. BOR Student's First Planning/Implementation Teams

- a) Two OIRA members currently serve on this System-wide team, charged with consolidating all institutional research and assessment offices and reimagining the organizational structure such that a hybrid organizational model is developed.
 - 1) Activities to date include conducting a project inventory to facilitate the discovery of common tasks/reports/activities across all 17 institutions



- 2) Discussions have begun on what activities can be more efficiently done by “teams of excellence” and how many “teams” will be needed.

3. Connecticut Work Study pilot program

- a) CCSU is participating in a state-run work study program where “at risk” students who met specific criteria (had unmet financial need combined with low expected family contribution and were on their second semester of academic probation) had an opportunity to work on campus for pay. OIRA was asked to assist with summarizing the participation, retention and academic progress of the selected students in comparison to the student body.

E. Significant Accomplishments

Implemented the Multi-State Collaborative model, now in its fourth year, and used the opportunity to assess undergraduate competencies. For the first time, CCSU has information about how students are performing in critical thinking, written communication and quantitative reasoning. CCSU’s work on the MSC initiative, and how we have adapted the model for internal use, has been highlighted in many ways:

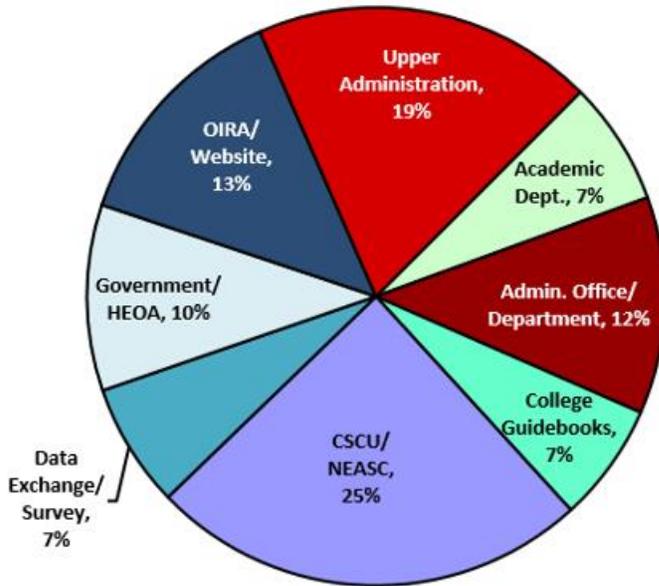
1. Profiled by The Chronicle of Higher Education: [The Next Great Hope for Measuring Learning](#) (Oct. 16, 2016).
2. Invited to present at the NEASC Annual Meeting and Conference (Dec. 7, 2016)
3. Presented at AAC&U’s conference on general education and assessment (Feb. 2017)
4. CCSU was mentioned in AAC&U’s publication: *On Solid Ground* (2017)
5. A CCSU faculty was featured in AAC&U’s webinar: [Beyond the "A" Word](#) (April 17, 2017)
6. CCSU was invited to present at The Art of Assessment (a Taskstream conference, June 13, 2017)
7. CCSU was invited to present at the American Association of State Colleges and Universities (AASC&U) Academic Affairs Summer Meeting (July 2017)

F. Assessment:

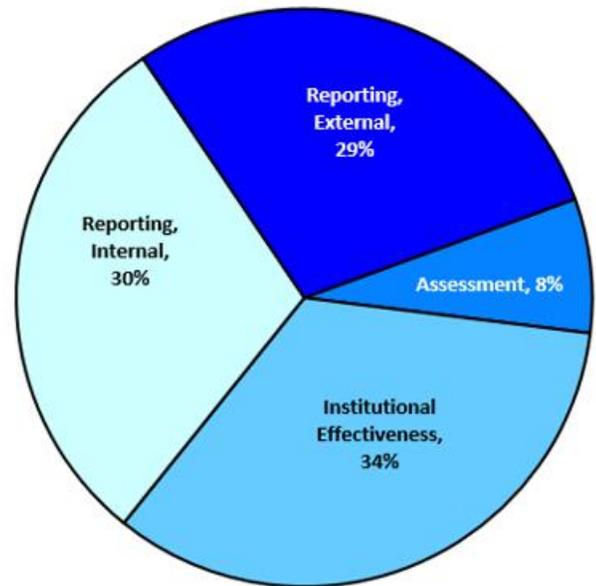
1. **OIRA Project list** – OIRA routinely tracks the number of reports/projects that have been requested. Summarized in Figure 3a are the number of requests that the office received, broken out by who requested the information. Figure 3b summarizes the reports by the initiative the information will be used for. In 2016-17, OIRA completed 346 projects, surveys or requests, an 11% increase over 2015-16 and a 42% increase over 2013-14. This increase in workload is equivalent to one FTE staff member. Each request, regardless of the number of questions asked, is counted only once. For example, updating the Strategic Plan is reflected in these counts one time.



3a) OIRA Distribution of Projects/Reports
FY2017 (N=346)



3b) OIRA Projects List by Type of Activity
FY2017 (N=346)



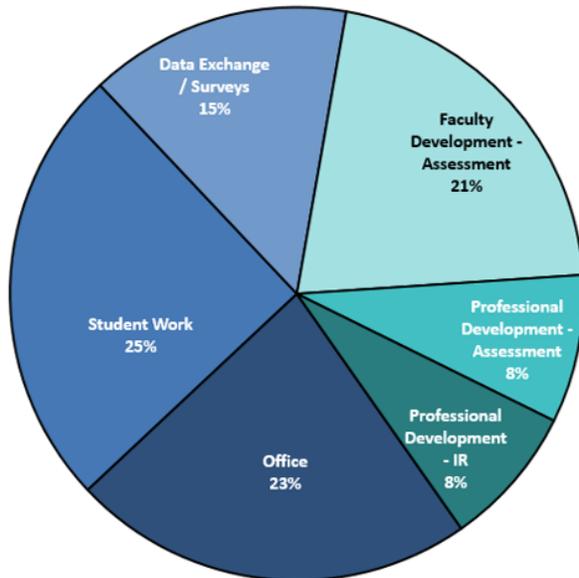
Figures 3a & 3b. OIRA Projects – Distribution by Office and by Type of Activity

2. OIRA Budget – The original FY2016 budget for OIRA was \$38,265. In addition to our normal operating budget, OIRA had access to an additional \$7,058 – mostly resulting from being reimbursed by the BOR and some remaining grant money from our prior participation the MSC. Approximately \$34,000 was spent in FY2017. Figure 4 summarizes the distribution of expenditures. Below is a brief overview of the OIRA budget:

- a) Provided professional development opportunities for faculty focusing on assessment (21%).
 - 1) Assessment retreat and stipends (15 faculty members)
 - 2) AAC&U General Education and Assessment - annual conference, one faculty member
- 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 and obtaining information via data exchanges to assist with institutional effectiveness (15%) and providing professional development opportunities for OIRA staff (16%). The single largest expense was for student workers to help with the additional workload (25%).
- c) OIRA was unable to host a second assessment retreat in June 2017. This resulted in the office not spending the \$8500 set aside for the retreat.



OIRA FY2017 Budget: \$38,265
Supplemented with Reimbursements (BOR &
NEASC) and Remaining MSC Grant Funds: \$7,058



Estimated amount Spent: \$34,277

Figure 4. OIRA Distribution of Expenditures

II. Planning for 2017-18

A. Goals

1. Assessment – Going Forward

- a) General Education
 - 1) Host an assessment retreat in the summer of 2017 and analyze the results in time for inclusion into the Self-study.
 - 2) Continue to collect artifacts from a broad cross-section of majors and academic departments.
 - 3) Continue to collect artifacts from all levels of undergraduate students, focusing first on artifacts from seniors and then from freshmen level students.
 - a. Eventually compare the average scores of lower level students to the average scores from seniors for each learning outcome.
 - 4) Host assessment retreats to score information literacy and civic/community engagement, providing enough artifacts have been collected.
 - 5) Develop a communication strategy that goes beyond sharing results with the MSC participants and Faculty Senate; follow up on the recommendation to share results at Council of Chairs meetings for each school/college
 - 6) Continue to stress that using the MSC model assesses what a student knows, and does not assess the instructor or the course.
 - 7) Update Faculty Senate with the most recent results; report is due to Senate no later than spring 2018.



- 8) Consider hosting faculty development workshops focusing on aligning assignments with corresponding rubrics to be used.
- b) Academic Assessment Committee (AAC)
 - 1) If the MSC model is approved by Faculty Senate as a method for assessing general education and is no longer considered a pilot program, I'll recommend that the AAC consider revising how general education learning outcomes are assessed and reported on.
 - 2) Work with the AAC to further reduce reporting requirements while maintaining quality assessments.
 - a. One possibility is for accredited programs to use their self-study and resulting accreditation letter to fulfill the reporting requirement in the fifth year (full report). In the interim years, the program would submit a brief summary report which provides the minimum information needed for NEASC reporting (E Series report). The AAC would no longer provide feedback to these programs.
 - 3) The scoring rubric used to evaluate assessment reports needs minor revisions to improve the utility of the process. This item has been on the agenda for a while, but the AAC has yet to make this a priority.
 - a. The academic program portion of the scoring rubric needs minor revisions that should provide greater clarity and improve inter-rater reliability; this is not likely to happen in the near future.
 - 4) Continue to encourage the AAC to host at least one, preferably two, assessment workshops per year.
 - 5) Host at least one assessment retreat each year focusing on general education and/or undergraduate competencies (described earlier).
- c) Academic programs
 - 1) Accredited programs - develop an organized repository for accreditation letters, complete with a summary documenting the accrediting agency, timeframe accredited and any significant findings.
 - 2) Non-accredited programs – develop a repository for Program Review feedback letters, complete with recommendations from the external reviewer.
 - 3) Encourage the Curriculum Committee to consider requiring updated Academic Maps when a department makes curriculum changes.
 - 4) Encourage departments to post their undergraduate learning outcomes on the web page as Academic Maps

2. Institutional Research

- a) Continue to work with offices of the Registrar and Financial Aid in working through any discrepancies in Gainful Employment while maintaining the disclosures component of Gainful Employment (prior to this past year, OIRA has only been involved in the disclosures component of Gainful Employment).
- b) Support the University Planning and Budget Committee (UPBC) and the President in revising and improving the University's Strategic Plan.



- c) Support UPBC and the President in developing metrics and comparison groups for benchmarking.
- d) Continue to complete all required reporting with a high degree of accuracy (state, federal and other obligatory reports).
- e) Continue to improve the readability, usefulness and quality of reports generated by OIRA.
- f) 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.
- g) 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.
- h) Continue to support and be responsive to the data needs of CCSU administrators, staff and faculty.
- i) Continue to protect personally identifiable data housed in OIRA computers and databases by running Identity Finder on a regular basis.

3. Student Success Team – Going Forward

- a) NSSE– Results from the 2016-17 administration of NSSE should be available in early fall. Recommend that the SST review the results with an eye toward using the information in the NEASC self-study and to identify areas that CCSU is doing well and what areas need to be improved or investigated.
- b) Continue to review retention and graduation rate information, this year with special focus on non-traditional students.
- c) Assist the Enrollment Management Council with implementing initiatives.
- d) Consider how best to efficiently and effectively use the new Student Success Center and make a recommendation to President Toro.

4. NEASC – Going Forward

- a) Finish writing the appraisal for Standards 2 and 8.
- b) Write the projections sections for Standards 2 and 8.
- c) Actively and fully participate in the NEASC Steering Committee, including reading and providing feedback on the appraisal and projections sections for each standard and checking for internal consistencies within and between standards and Data First Forms.
- d) Finalize the Data First Forms
- e) Finalize, administer, and analyze the commencement survey graduated students.
- f) Analyze the data from the commencement survey and from the survey administered to students who graduated three to five-years ago (when data become available).

B. Needs

1. **Two Full-time staff members** – Given the CCSU System Office’s goal of consolidating all offices of institutional research and assessment across the 17 institutions, it is unclear what needs this office will have in the future. Therefore, the needs addressed below are based on the assumption that a reorganization for OIRA at CCSU will not happen in the immediate future.



For several years, OIRA has indicated that another Institutional Researcher is needed to support institutional research and institutional effectiveness initiatives and this continues to be the case. Support is needed to assist with increasing amounts of mandatory and compulsory reporting. Over the past three years, the workload of the office has increased considerably - up 42% in since 2014 – for a four-person office this is significant (Table 6). Implementing the MSC pilot study, which will hopefully transition from a pilot study to being fully adopted by the Faculty Senate, has centralized the assessment of general education learning outcomes, moving them from an academic departmental activity to being coordinated by OIRA. This is the single largest increase in OIRA’s workload. If CCSU would like to scale this project up, or include additional learning outcomes, additional staff will be needed beyond student workers. The additional workload of NEASC has also been significant, however, this is cyclical with two to three years of preparation time every five years. The office currently can easily fully employ two additional full-time staff – one focusing on assessment and program review and the other to assist with NEASC and institutional effectiveness initiatives such as strategic planning and making greater use of survey data.

Table 6 Requests Completed by ORA

Fiscal Year	N	Percent Change		
		1-Year	2-Year	3-Year
2014	243			
2015	277	14%		
2016	313	13%	29%	
2017	346	11%	25%	42%

Appendix 1. Examples of Research/Analysis Reports Prepared & Distributed 2016-17

- 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
- Degrees and certificates awarded, 5-year trend
- Educational Loan Debt of Bachelor’s Degree Recipients at CCSU
- Faculty Activity Reports
- Faculty Data Report
- Faculty Load Summary
- Retention and Graduation Rate Summaries
- Program inventory report for the CSU Board of Trustees
- Departmental and program productivity – 5-year trend on enrollments, credit hours generated, and faculty counts.
- Semi-Annual Statistical Reports
- Student Applications and Admissions
- Student Credit Hours, Headcount, and Faculty by Department
- Student to Faculty Ratios
- Student Enrollment – by High School, Transfer Institution, Connecticut Town, etc.
- Student Performance Metrics – FTFT, EOP, Transfer, etc.



Appendix 2: Committees and Professional Development/Service in 2016-17

- Campus Committees
 - Academic Affairs Director's Meeting
 - Academic Assessment Committee
 - Banner Coordinating Team
 - Committee on Academic Advising
 - First in the World/RAM
 - NEASC 10-year Self-study
 - Steering Committee,
 - Standard 2, chair
 - Standard 8, team member
 - Standard 5, team member
 - Data First Forms
 - E Series reports
 - Student Success Team
 - SUOAF/AFSCME, Social Committee
 - University Planning and Budget Committee
- System/Board of Regents Committees and Service
 - BOR Institutional Research Council
 - BOR Assessment Director's meeting
 - BOR Student's First: IR and Assessment Planning Team
 - Student Learning Outcomes Advisory Group
 - Charter Oak Assessment Committee
- State/National Committees and Service
 - ConnAIR Web host, registration and contact
 - IPEDS Lead Educator, Curriculum Development Team
- Training
 - Diversity Training (Sexual Harassment & Title IX Training)
 - IPEDS Train-the-Trainer
 - Security Awareness Training
 - VSA and SAM Training
- Meetings and Conferences
 - American Assoc. of Colleges & Univ. (AAC&U), General Education Assessment, presenter
 - AAC&U Leap States Summit
 - Association of Institutional Researchers (AIR), Annual Conference
 - Banner Modernization & Standardization Kickoff meeting
 - ConnAIR, Biannual conference
 - Information Builders Higher Education User Group
 - New England Association of Schools and Colleges (NEASC),
 - Annual Conference, invited presentation
 - Self-study workshop
 - Data First Forms workshop