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 2018-19

A. Institutional Strategic Goals (Interim Strategic Plan). The OIRA contributes to the University Interim Strategic Plan primarily through tracking progress and identifying areas of success and areas that need more attention. Below are the goals and objectives that OIRA has contributed to.

a) Goal: Increased Student Enrollment –
   • OIRA tracks student enrollment every fall and spring semester
     o Tracking is done every week between student priority registration and the third-week census for that semester.
     o Reports are generated, data are summarized, and the information is shared with the campus community. This year, the Enrollment Management Council was also updated at each meeting. Figure 1 is an example of a presentation made in June.

   ![Figure 1. Total FT Undergraduate Enrollment Comparison to One Year Prior & F2019 Target](June 15, 2018 to June 14, 2019)

   o A variety of enrollment reports are made available to the campus community via the OIRA website.
   • OIRA, with the guidance of the President, sets the goals for fall enrollment.
   • OIRA tracks, benchmarks, and reports out on retention rates.
     o Retention data is analyzed, summarized and shared with the Enrollment Management Council, the Student Success Team, and the campus community as a whole via the OIRA website. Retention rates by gender, race/ethnicity, full-time...
transfer students, part-time first-time students, student athletes, and retention by school are all available on the OIRA website.

b) Goal: Maintaining Academic Excellence –

- OIRA tracks, benchmarks, and reports out on six-year graduation rates for first-time full-time degree-seeking students (FTFT) and for full-time transfer students (FTTR).
  - Graduation rate data is analyzed and reported on. Graduation rate data by gender and race/ethnicity for FTFT were made available on the OIRA website and were also shared with the Student Success Team. Graduation data are also presented for FTTR students.
  - OIRA participates in the Consortium for Student Retention and Data Exchange, an organization that allows institutions to benchmark retention and graduation rate information for three populations of students: FTFT, FTTR students entering with 30 or more credits, and FTFT students who started their career at CCSU in a science, technology, engineering or math (STEM) major.
  - Benchmarking these data helps to put CCSU’s graduation and retention rates into perspective.

- OIRA tracks and shares SAT scores and percent of the incoming class who are in the top ten percent of their graduating class.

- OIRA continues to play a prominent role in the assessment of general education learning outcomes. The Office coordinates the collection, scoring and compilation of assessment results.
  - In January, OIRA hosted the fifth assessment retreat for scoring five general education learning outcomes. Results for Civic/community Engagement and Information Literacy were collected for the first time.

- OIRA provided support to the Academic Assessment Committee as they evaluated full-assessment reports for academic programs.

B. Annual Goals. OIRA accomplished a great deal in FY2019. Most of the annual goals set last year were met and those that were not fully realized are still priorities.

a) Assessment of General Education. One of OIRA’s ever-present charges is to continue to make progress on assessment of student learning outcomes.

- Hosted an assessment retreat in January 2019 where artifacts (n=374) for five different learning outcomes were assessed.
  - Quantitative Reasoning
  - Written Communication
  - Critical Thinking
  - Community Engagement (new this year)
  - Information Literacy (new this year)

- Ensured the next General Education learning outcome was selected.
  - Met with faculty to identify the next learning outcome (sixth of ten) to be assessed; Scientific Reasoning was selected.
  - Met with faculty from science-based departments to identify and finalize the rubric.
  - Faculty have begun submitting artifacts (beginning Spring 2019).
This brings the number of General Education learning outcomes being assessed to six.

- Recruited faculty to participate and submit artifacts to be used in general education assessment of six learning outcomes:
  - Quantitative Reasoning
  - Written Communication
  - Critical Thinking
  - Community Engagement
  - Information Literacy
  - Scientific Reasoning (new in Spring 2019)

This year, over 440 artifacts (preliminary count) have been collected for use in assessment retreats.

b) **Assessment of Academic Programs.** Worked with the Academic Assessment Committee (AAC) to achieve the following:

- Reduce reporting burden for programs with discipline specific accreditation. Successfully reduced the reporting burden for accredited programs.
  - Beginning in 2019-20, academic programs that are externally accredited will no longer submit either a full or interim assessment reports. Instead, program faculty will submit the accreditation reports (self-study), feedback from the accrediting agency and a summary assessment report.

- Coordinated the evaluation of 16 assessment reports for academic programs and achieved 78% compliance with reporting, which compares favorably with prior years.

- Implemented the use of Aqua (assessment software) for AAC use in evaluating assessment reports.

c) **Met OIRA’s reporting obligations.** OIRA continues to support and be responsive to the data needs of CCSU administrators, faculty and staff. To that end, OIRA completed 376 requests, reports or projects. All Federal, System/Board of Regents, and compliance reporting requirements were met and submitted on time. Please see Appendix 1 for sample listing of reports (a complete listing is available upon request).

- OIRA routinely tracks the number of reports and projects that have been requested. Summarized in Figure 2a are the number of requests that the office received, broken out by who requested the information. Figure 2b summarizes the reports by the initiative the information will be used for. Each request/project, regardless of the number of questions asked, is counted only once and does not reflect the amount of effort. For example, the Main Survey in the *US News and World Report Best Colleges* suite of surveys is reflected in these counts one time yet there were 340 questions in this survey.
  - Approximately 50 percent of the reports and projects were done at the request of upper administration (23%), an administrative or academic department (16%), or were uploaded to the OIRA website/completed in exchange for access to national data (11%).
  - Thirty one percent of the requests were to entities external to CCSU and 35% were institutional effectiveness in nature.
C. Special Initiatives.

a) OIRA coordinated CCSU’s efforts to ensure compliance with the Gainful Employment disclosure requirements. The offices involved included the following: Registrar, Financial Aid, Graduate Admissions, and Graduate Studies. CCSU met the July 1, 2019 deadline for disclosures.

b) OIRA spent considerable time evaluating trends in retention rates this year. Retention by major for the four most recent cohorts (Fall 2015 through Fall 2018) were presented to the Council of Deans, the Enrollment Management Council and the Student Success Team (Figure 3). Other examples of retention analyses included, but were not limited to: SAT scores, high school GPA, credits earned/attempted, first semester GPA, etc.

Figure 3. Fall 2017 Retention and Attrition Rates by Major

<table>
<thead>
<tr>
<th>March 11, 2019</th>
<th>First-time, Full-time Fall 2017 Cohort</th>
<th>Attrition Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>Major</td>
<td>Initial Enrollment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gone</td>
</tr>
<tr>
<td>Shared</td>
<td>International Studies</td>
<td>5</td>
</tr>
<tr>
<td>Anthropology</td>
<td>Undecided (Arts &amp; Sciences)</td>
<td>49</td>
</tr>
<tr>
<td>Art</td>
<td>Anthropology</td>
<td>1</td>
</tr>
<tr>
<td>Art Education</td>
<td>Art</td>
<td>1</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication</td>
<td>4</td>
</tr>
<tr>
<td>Criminology &amp; Criminal Justice</td>
<td>Criminology</td>
<td>15</td>
</tr>
<tr>
<td>Design (Graphic/Information)</td>
<td>Graphic/Information Design</td>
<td>5</td>
</tr>
<tr>
<td>Dept Total</td>
<td></td>
<td>51</td>
</tr>
<tr>
<td></td>
<td></td>
<td>93</td>
</tr>
</tbody>
</table>


c) The Director of Institutional Research and Assessment served on the Presidential Task Force on Sexual Misconduct, Bullying and Campus Climate.

D. Significant Accomplishments.
   a) Creative Activity

   b) Service to the University
      • Successful reaccreditation site visit. OIRA’s primary and overarching goal was to ensure a successful reaccreditation visit by a team representing the New England Commission of Higher Education (NECHE) and a generally positive report resulting from the site visit while maintaining the other responsibilities of the office.
        o OIRA took the lead in finalizing the submission of the self-study. This included but was not limited to the following:
          ➢ Adjusted the narrative and exhibits to include more detail about enrollment goals.
          ➢ Finalized the narrative.
          ➢ Finalized the Data First Forms and incorporated data from the forms into the narrative.
          ➢ Finalized the E-Series forms (assessment progress and accreditation status/findings).
          ➢ Finalized all exhibits and appendices.
          ➢ Confirmed all links were correct.
          ➢ Spearheaded a new layout for CCSU’s self-study report.
        o OIRA took the lead in organizing the team site visit.
          ➢ Ensured the visiting team met with appropriate CCSU representatives.
          ➢ Organized nearly 40 separate meetings with over 400 CCSU representatives invited.
        o OIRA took the lead in fact-checking the visiting team’s report.
        o OIRA took the lead in responding to the visiting team’s report.
          ➢ Developed and drafted the responses to each of the visiting team’s concerns.
          ➢ The resulting response was 81 pages (16 pages of content supported by 17 appendices).
        o OIRA took the lead in drafting President Toro’s remarks to the Commission.

      • University enrollment goals.
        o Expanded the 2023 enrollment goals to provide additional detail on enrollment growth. Enrollment goals were set for each of the following groups:
          ➢ Academic programs for degree-seeking students (Figure 4)
          ➢ Each school/college
          ➢ Student demographics (age group, in/out-of-state, and international)
➢ By student level

Figure 4. Enrollment Goals by Program - Degree-seeking Students

- Served on Search Committees.
  - Chaired the search committee for the Director of Marketing
  - Served on the search committee for the Assessment Coordinator

c) Service to Professional Organizations
- Connecticut Association of Institutional Research, secretary/treasurer
- Connecticut Association of Institutional Research, webmaster
- Served on a NECHE visiting team for the ten-year reaccreditation of the University of Maine

d) The top three most significant accomplishments in OIRA in FY2019
- Achieved NECHE reaccreditation
  - Successfully submitted the self-study
  - Successful reaccreditation site visit
  - Generally positive report from the Commission
  - Assessment is mentioned as a strength and no longer a weakness
- Successfully held an assessment retreat shortly after the NECHE site visit
- Submitted all required and compulsory reports on time while maintaining the quality of the reports. This is a significant achievement this year because of the significant amount of additional work associated with the NECHE reaccreditation.

e) Please see Appendix 2 for additional listing of service to the University and profession.

E. Administrative Changes.

a) Personnel: Historically, the office has been staffed with four full-time personnel and hourly student workers. The full-time employees include a Director, two Institutional Research Specialists, and an Administrative Assistant. Early in 2018, OIRA received permission to create a new “assessment coordinator” position. In August 2018, while the new position description was being evaluated, a person was hired into a temporary position. With this position, the office now has five full-time employees. OIRA has had two undergraduate students this past year and they are essential to the office’s ability to keep up with the increasing workload. The student workers proof survey submissions, review reports for data entry errors, update the website and help organize assessment artifacts.

b) Budget: The annual budget is just over $41K (Figure 5). Most of the budget (40%) is allocated toward data exchanges and survey participation (e.g., CUPA HR data) and student
help. This year NECHE was a rather large expense, mostly due to the reliance on student labor in creating charts used in the self-study and organizing the team visit. In FY2020, student help will again focus on more traditional activities needed in the office. The last year was extremely busy with NECHE reaccreditation, leaving little time for professional development or for assessment retreats. This year, only one retreat was completed. Ideally, OIRA should host two assessment retreats a year with expected expenses of approximately $8,700 per retreat, depending on the number of faculty participants. OIRA also has a history of promoting professional development for faculty in the area of assessment. It is clear from the NECHE report that these efforts have had a positive effect on developing a culture of assessment. In FY2020, OIRA will return to the model of promoting professional development for faculty, assuming funds are available.

II. Planning for 2019-20

A. Goals.
   a) Strategic Planning. Ensure the 2019 Strategic Plan is completed, has clearly articulated objectives and strategies that are appropriate for CCSU. The objectives should be supported by key performance indicators that are associated with a stated goal which, when achieved, moves the University forward. When possible, objectives and goals should be aligned with elements identified in the NECHE self-study.
      • OIRA will play a critical role in helping to identify appropriate key performance indicators and setting goals using benchmarked information.
b) **NECHE.**
   - Using the Projection section of the CCSU self-study, develop a project list of items that CCSU committed to doing and require follow-up. Work with appropriate divisions and personnel to ensure these commitments are kept.
   - Within a year, and with the help of the steering committee, develop a draft of the next interim report to NECHE, due Fall 2020. The report will address the following areas of emphasis:
     - Progress made on the Strategic Plan including implementation (Standard 2.5).
     - Progress made toward achieving stated enrollment goals.
     - Documenting compliance with Title IV (Standards 5.13 and 5.14) and Title IX requirements.
   - Form workgroups or teams to focus on the areas of concern (emphasis) identified by the review team with particular emphasis placed on areas to be addressed in the fifth-year report, due Fall 2023. In addition to covering the areas addressed in the interim report, the fifth-year report will also include the following areas of emphasis:
     - Clarification of expectations associated with Students First and the impact of shared services (Standard 3.6)

c) **Support to the University.** Continue to support the University and meet its needs, be it with data to make informed decisions or with support to continue building a culture of assessment.

B. **Needs.** OIRA is well situated with respect to staffing and budget.
Appendix 1. Examples of Research/Analysis Reports Prepared & Distributed 2018-19. A complete listing is available upon request.

- AAUP Faculty Salary Survey
- CCSU Results from the National Study of Instructional Costs and Productivity (Delaware)
- Common Data Set
- CUPA Administrative and Faculty Salary Surveys
- Comparative Faculty Salary Data from the CUPA-HR National Faculty Salary Survey
- Consortium for Student Retention and Data Exchange – Main, Transfer and STEM surveys
- 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
- Federal mandates
  - Consumer Information and Required Disclosures maintenance and updates
  - National Postsecondary Student Aid Study
  - HEOA Net Price Calculator
  - IPEDS
    - Academic Libraries
    - Admissions
    - Completions
    - Institutional Characteristics
    - IC Header
    - Human Resources
    - Fall Enrollment
    - 12-month Enrollment
    - Financial Aid
    - Finance
    - Graduation Rate
    - Graduation Rate 200
    - Outcomes Measures
  - Gainful Employment Disclosure requirements met
- National Study of Costs and Productivity (Delaware)
- NCAA Graduation Success Rate
- Retention and Graduation Rate Summaries
- OHE Financial Aid Data request
- Program inventory report for the CSU Board of Trustees
- 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.
- Student Achievement Measure
Appendix 2: Committees and Professional Development/Service in 2018-19

- **Campus Committees and Service**
  - Academic Assessment Committee
  - Banner Coordinating Team
  - NECHE 10-year Self-study
  - Student Success Team
  - SUOAF/AFSCME, Social Committee
  - University Planning and Budget Committee
  - Enrollment Management Council
  - General Education Assessment Retreat
  - Strategic Planning Steering Committee
  - Sexual Misconduct, Bullying and Campus Climate Task Force member
  - Director of Marketing search committee, chair
  - Assessment Coordinator search 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

- **State/National Committees and Service**
  - ConnAIR Web host, registration and contact
  - IPEDS Lead Educator, Curriculum Development Team
  - NECHE Review Team for the University of Maine

- **Training**
  - Diversity Training (Sexual Harassment & Title IX Training)
  - NECHE Accreditation Workshops

- **Meetings and Conferences**
  - ConnAIR, Biannual conference
  - New England Educational Assessment Network