



ASSESSMENT REPORT/PLAN

College/Division: Academic Affairs

Academic Year: 2010-2011

Department/Center/Office: Office of Institutional Research

Submission Date: May 30, 2011

SECTION 1: MISSION STATEMENT

The essential mission of the Office of Institutional Research (OIR) is to provide a broad foundation of information and analytical support for use in university planning, assessment and administrative activities that assists the university in accomplishing its mission. OIR assumes primary responsibility for analyzing, interpreting and in some cases collecting data about student populations and faculty census data; transforming and interpreting data into usable information, providing summary reports to inform campus decision-making, planning and assessment. In addition, institutional research is carried on in every division, college, and department of the university. OIR also provides assistance and guidance to others involved in the institutional effectiveness and institutional research responsibilities in order to improve these functions.

SECTION 2: GOALS/OBJECTIVES

1. Submit all reports and data required by state/federal agencies by the required due date free of errors.
2. Provide the university administrators with information that supports institutional strategic planning, policy formation and decision making.
3. Provide timely and accurate responses to the informational needs of various constituencies.
4. Effectively conduct research and analysis designed to answer questions regarding overall institutional goals, university programs, or strategic initiatives.
5. Provide support to campus administration, faculty and staff who are conducting research/assessment within their unit to assess the effectiveness of their specific objectives/goals.

SECTION 3: ASSESSMENT (What assessment tools are you using and how do they address the goals/objectives cited above?):

Faculty Survey of Student Engagement (FSSE): (Conducted in the spring semester) – Objectives 4-5
Institutional Priorities Survey (IPS): (Conducted in the spring semester) – Objectives 2-5
National Survey of Student Engagement (NSSE): (Conducted in the spring semester) – Objectives 2, 4-5
Student Satisfaction Inventory (SSI): (Conducted in the spring semester) – Objectives 2, 4-5
Adult Student Priorities Survey (ASPS): (Conducted in the spring semester) – Objectives 4-5
Second Year Pilot Survey: (Conducted in the fall semester) – Objectives 2, 4 - 5
Collegiate Learning Assessment (CLA): (Conducted in the fall and spring semesters) – Objectives 2, 4-5.
Email receipts from the FED (Integrated Postsecondary Education Data System IPEDS citing no errors) – Objective 1
Email replies and phone conversations from various constituencies providing immediate feedback – Objective 3
Academic Affairs Assessment Survey: (Conducted in the fall semester) - Objective 3

SECTION 4: WHERE ARE THE ASSESSMENTS LOCATED?

All survey results and email replies are maintained in the Office of Institutional Research and on the university server.

SECTION 5: EVALUATION PROCESS (How were the assessments evaluated?)

- The survey results for NSSE/SSI/FSSE/IPS are compiled and disseminated to the President, Provost, Senior Vice Provost, the Office of Marketing and Communications, the Office of Student Affairs, and the deans. The data is posted on the OIR website for university access.
- The survey results for the CLA are shared with the Provosts, Senior Vice Provost, and Vice Provost for Faculty Affairs.
- The Second Year survey results were shared with Student Affairs: Counseling; ASPS results shared with the Office of Non-Traditional Students.

- Results of Academic Affairs Assessment Survey shared with OIR.

SECTION 6: RESULTS (Links directly to Goals/Objectives in SECTION 2)

- The university maintains compliance with Title IV requirements by supplying IPEDS data before the deadline (Objective 1).
- Email/ phone follow-up for informational requests from various constituencies were positive. However, this methodology is becoming more difficult to maintain due to the high volume of requests received in the OIR (Objective 3).
- NSSE and SSI surveys populations were combined with FYE and Honors populations. Ratings on the benchmarks and scales were comparable to the prior year except for SSI, the population was modified to include only day undergraduates. However, the response rates have been declining over the past 3 administrations (Objectives 4-5).
- Comparative statistics were compiled and shared with the administration in the fall semester (Objective 2).

Section 7: USE OF RESULTS (Examples of data-driven decision-making or modifications)

- No modifications are required at this time for Objective 1.
- Online data request form and system generated client satisfaction follow-up is required for more accurate assessment of OIR data requests. (Objective 3).
- Survey scores for NSSE continue to show Enriching Educational Experiences for freshmen as positive and statistically significant at the .001 level when compared against the peer group. Level of Academic Achievement, Student Faculty Interaction and Supportive Campus Environment mean scores for the past three administrations are increasing for seniors and outscored the peer group (Objectives 4-5).
- Survey schedule is planned as an agenda item for the Assessment Support Team (AST) for approval. (Objectives 4-5)
- Results of the Second Year survey was shared with the Sophomore Initiative

Section 8: RESOURCES/TIMELINE/APPROVALS (Based upon the modifications/adjustments included in the USE OF RESULTS section, identify the timeline, resources and approvals required to implement the change.)

- Objective 3: Contacted Webteam and completed online request form to begin design of OIR Online Data Request Form and Client Satisfaction Follow-up Form. Project expected completion date not exceeding 3 months.
- Objectives 4-5: Survey schedule is planned as an agenda item for the Assessment Support Team (AST).

SIGNATURE: DEPT. CHAIR/DIRECTOR

SIGNATURE: DEAN/VICE-PRESIDENT

Name:

Name:

Date:

Date:

Final Approval:

Implementation Date: