Institutional Research and Analytical Studies – Annual Report 2006-07

Goals for 2007-08

➢ Complete and submit the Institutional Proposal and begin the Capacity and Educational Effectiveness reviews (WASC Steering Committee.) Integrate university planning and the 50th Anniversary initiatives with WASC preparation. Share and use the findings from the spring 2007 all-campus WASC survey.

➢ Complete the research (year 2) about the Second Language Graduation Requirement, including surveys of freshmen and transfer students. Work with the Academic Senate Ad Hoc Committee, the SLGR Advisory Board, the College Deans and others to use the findings and support informed decision-making.

➢ Continue to provide high quality enrollment projections and analyses for enrollment planning, enrollment management, and specifying the implications of enrollment growth. Better align enrollment planning with overall budget planning. Hire the Director of Academic Forecasting and Budget Planning (new position.)

➢ The office core responsibilities: continue to meet the demand for standard and ad hoc projects and products. Continue to replicate and critique CO and other outside agency analyses to ensure that CSUF is represented accurately. Key examples of core responsibilities are: the IR & AS website improvements, the WASC data portfolio, the Statistical Handbook and other standard tables and trends analyses, Program Performance Review and professional accreditation support and other custom and/or ad hoc analytical requests, facilitating graduation studies, Accountability reporting, external surveys, USNWR rankings reports, NCAA reports, IPEDS (federal reports), faculty tables, faculty salary equity, space and classroom studies, course repetition studies, special program monitoring and analysis (e.g. Nursing, Ed D), and data base development oversight.

➢ Continue to respond to President's Advisory Board priorities on academic matters.

➢ Migrate to CMS by summer 2008. Participate in the development of the Student Module. Review current array of research data bases for possible stream-lining and/or improvements, create omnibus code (applicable across many years of data) for key variables such as major, degree, credential student, admissions basis; develop alternative methods for producing and checking tables and data bases; continue to increase skills and become fluent in multiple hardware and software environments. Hire new RT-III (replacement.) Provide appropriate supervision and support to professional staff, and strengthen the professional team.

See next page for review of 2006-07 accomplishments

Highlights and Accomplishments of 2006-07:

➢ Numerous presentations for PAB, Academic Affairs/Academic Senate retreat, UPC, Facilitating Graduation visit, Deans and Chairs, President's Enrollment Management Advisory Group, Community College's Vice Presidents-Academic Affairs' meetings, PRBC and other committees on accountability, student profiles, university planning, enrollment growth and projections, re-benching FTES, enrollment and budget planning, graduation rates, faculty flow, etc.

➢ Second Language Graduation Requirement research (year 1)

➢ WASC Steering Committee work --- outreach, presentations, data gathering, web-based survey development, administration, and analysis of results.

➢ Access to Excellence participation (campus and system meetings) and facilitator roles.

➢ Completed critical review of IR&AS website and began website revisions to improve usability.

➢ Completed UPI funded project that Reviewed Past UPIs.

➢ New products: a series of posters on progress of undergraduates to graduation posted in new display case beside MH-136; snapshots of new students for fall 2006.

➢ Statistical support and analyses for the third round of the campus faculty salary equity initiative.

➢ Uncovered, reported and resolved multiple data errors in Chancellor's Office proposed data submissions that had potential adverse financial and reputation related implications. Office has been recognized by Chancellor's Office staff for our persistent review of materials they produce and our efforts to provide the highest level of data accuracy. Key examples are a CO error that would have under-reported CSU and campus graduation rates in all national venues, and a CO error in over-reporting FTES in special Nursing programs.

➢ Participated in campus CMS discussions related to the student system. Insights have allowed us to plan ahead in order to ensure data quality in extracts required by the Chancellor's Office and IR&AS.

➢ Staff development: improved skills with software that will be utilized for research once the university transitions to CMS.

➢ The office core: accomplished all standard projects and products, including Statistical Handbook, various website tables and trends analyses, facilitating graduation studies, grade reports, academic status reports, student profile summaries, external surveys, USNWR ranking reports, IPEDS (federal reports), faculty tables, space and classroom studies, and database oversight (including detailed critiques of ERS files for the Chancellor's Office and improvements in APDB report review and submission).

➢ Improved assignment of space type codes for nursing course offerings to reflect the correct space type utilized. Appropriate coding makes it possible to justify funding for future space needs of the nursing programs.

➢ Generated local summaries of DOF projected high school graduates for local enrollment projections; used CDE, CPEC, and CSUF data to analyze CSU destinations of LA Basin High School graduates focusing on high schools where CSUF is in direct competition for new freshmen with the smaller CSU campuses in the region. The analysis was used to support modifications to our impaction plan.

➢ Numerous custom and ad hoc analyses were produced for the President's Office, the VP Academic Affairs, VP Student Affairs, VP administration and Finance, Chief Information Technology Officer, Academic Senate leadership, PRBC, college deans, department chairs, academic support units, non-academic offices, individual faculty and staff, external colleagues such as Chancellor's Office counterparts, and clients such as higher education organizations, business and industry, media, parents and other private citizens.