


2011



**OFFICE OF
INSTITUTIONAL RESEARCH:
2010-11
ANNUAL REPORT**

“BUILDING THE FUTURE”

CALIFORNIA STATE UNIVERSITY STANISLAUS
PREPARED BY OFFICE OF INSTITUTIONAL RESEARCH

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I. MISSION STATEMENT

The mission of the Office of Institutional Research (IR) is to support the University's dedication to student-centered teaching and learning. IR provides client-centered services and plays a vital role in the provisioning of information for planning and data-driven decision making. In practical terms, IR provides direct and value-added analytical support to the administrative and academic community in areas of analytics, mandated reporting, strategic planning, program assessment, and including the design and development of surveys for decision support research and assessment. In addition, IR provides support for accreditation and the Academic Program Review process as well as delivers analytical support and consultative services to administrative and academic units, and responds to internal and external requests for institutional data.

II. THE IR TEAM

The current configuration of IR began in July 2008 under the leadership of the current director. Since that time, the office has introduced a client-centered, value-added service model to support administrative and academic needs. The success of IR this past year was accomplished through the dedication of a strong and committed team. As in prior years, 2010-11 witnessed increased demands on IR for information analysis and reports. The IR team worked diligently to meet the demand. Below are brief summaries of IR staff members:

Angel A. Sanchez, Ph.D., Director: Currently in his third year as the director of IR, Dr. Sanchez leads a professional team of analysts with expertise in survey design, assessment, planning, consulting, and data analytics. Dr. Sanchez is also assistant professor of Sociology and serves as co-leader of graduate education assessment for the Title V Commitment to Excellence in Graduate Education (CEGE) Project. Dr. Sanchez brings extensive experience and knowledge of social research methods, strategic planning, assessment, and data analysis, and leads IR in providing extensive support services to a wide-range of university-wide projects for administrative, academic, and system-wide purposes.

Before joining CSU Stanislaus, Dr. Sanchez served as co-director of the Division of Analytic Studies at the California State University Office of the Chancellor; as chief administrative officer of the Division of Information Resources and Technology Services at the Kern County Office of Education, serving 42 school districts; as administrative research coordinator, Los Angeles County Office of Education, serving 82 school districts; and as research manager at the National Center for Bilingual Research.

Throughout his professional career Dr. Sanchez has demonstrated strong visionary and leadership skills in service to education. While serving as chief administrative officer, he was appointed to serve as project administrator of the statewide *Building the Future Project* as well as the subsequent *Project GoldenNet*—technology implementation projects designed to help inform policy and bridge the *digital divide* in K-12 schools. He was active and successful in building strategic alliances with Silicon Valley Technology CEOs in support of statewide efforts. Subsequently, Dr. Sanchez was invited by the Governor's Office to serve as a member of the Governor's K-12 Technology Advisory Committee to help inform policy and strategic planning for schools.

Dr. Sanchez earned his bachelor's degree in Sociology at the CSU Stanislaus, and Ph.D. in Sociology at the University of California, Los Angeles. He teaches upper division courses in research methods and research analysis. His research interests include student engagement and assessment, education and society, and college persistence.

Ms. Lisa Saucedo, Research Analyst: Ms. Lisa Saucedo has worked in various positions in the Office of Institutional Research since March 2001 when she entered CSU Stanislaus as a transfer student. She has served as a research analyst since 2005, with previous positions in the department as an administrative analyst, administrative support coordinator, and student research assistant.

Her primary duties include utilizing statistical software programs such as IBM SPSS Statistics, Brio, and PeopleSoft Query to extract information for routine publications and reports and to fulfill data requests; designing and administering online and print surveys for university-wide and program level assessment purposes; tabulating data and creating tables and charts; re-coding variables, cleaning data files, and running frequency distributions and crosstab functions in preparation for analysis; providing data for external reports such as Integrated Postsecondary Education Data System (IPEDS) and several college survey publications including Princeton Review, U.S. News & World Report, and Peterson's; providing documentation and data tables for the Academic Program Review process; updating various CSU Stanislaus publications such as the Fact Book and Campus Data Portfolio; and maintaining data for the IR website.

She received a bachelor's degree in Organizational Communications from CSU Stanislaus in December 2002.

Ms. Ling Zhao, Research Analyst: Ms. Zhao has served as a research analyst since January 2004 and, bringing with her the Statistical Analysis Software (SAS) programming expertise that the unit had been lacking for some time.

Ms. Zhao's primary responsibilities include extensively utilizing SAS, PeopleSoft and Brio to extract information from several databases; update the Campus Data Portfolio, Fact Book, Retention & Graduation Rates and Grade Distribution. She also is responsible for providing data to comply with various reporting requirements; developing and maintaining CSU Stanislaus IR SAS programs and complex data files, and preparing reports and tables for analysis and decision-making.

Prior to working at CSU Stanislaus, Ms. Zhao worked as a major data analyst in the Office of Institutional Research at the Mississippi State University for two years and served as research associate in Microbiology Institute, Chinese Academy of Science for ten years.

Ms. Zhao holds a bachelor's degree in Chemistry and a master's degree in Statistics.

Ms. Lisa Baysinger, Research Technician: Ms. Lisa Baysinger has served as a research technician in the Office of Institutional Research at CSU Stanislaus since January 2009. Ms. Baysinger is responsible for the coordination and submission of Academic Planning Database (APDB) term reports to the Chancellor's Office. Other duties include supporting the design, development and administration of online surveys using Qualtrics Research Suite, and providing support to program and support unit reviews as well as program assessment activities. In addition, Ms. Baysinger provides Qualtrics training support and consultation to campus clients. Ms. Baysinger also provides analytic support using IBM SPSS Statistics and IBM SPSS Text Analytics for Surveys. Key support is also provided in completing ad hoc data requests regarding faculty workload, student/faculty ratio, course subject analysis and numerous other requests primarily using APDB data and PeopleSoft.

Ms. Baysinger previously worked for the City of Modesto, Finance Department where she was responsible for the collection, disbursement and accounting of all city monies received in accordance with Generally Accepted Accounting Principles as well as a variety of other accounting and budget duties.

Ms. Baysinger earned a bachelor's degree in Statistics from CSU California Polytechnic State University, San Luis Obispo. She also earned a master's degree Business Administration from CSU Stanislaus.

Ms. Kelli Payne, Administrative Analyst/Specialist: Ms. Kelli Payne has served as administrative analyst/specialist for IR at CSU Stanislaus since 2007. In addition to her primary duties that include a full range of academic and administrative functions in support of IR, her other duties include operations, procedures and analysis in areas such as, budget analysis; accounting; systems planning, development; office automation planning and coordination; advising management on policy and procedures related to finance, budgets, and related operational functions to meet programmatic goals; acting as an internal resource on policy and procedural matters; and leading or coordinating the collection of university-wide data from the various offices or units in response to external surveys and requests for information; department website administrator and coordinator, financial resources management, and campus-wide relations for IR. Other responsibilities include a range of research and development functions that include analysis of institutional and survey data using IBM SPSS Statistics and IBM SPSS Text Analytics for Surveys, as well as publications development and coordination, writing research reports, and development and implementation of online web-based surveys using Qualtrics Research Suite in support of decision support studies, planning, accreditation, outcomes assessment, program and unit reviews.

Prior to working at CSU Stanislaus, Ms. Payne worked at the University of California, San Francisco and was responsible for gathering, monitoring, and analyzing critical data for clinical research studies in areas such as psychopharmacology and human physiology and behavior.

Ms. Payne earned a bachelor's degree in Psychology at San Francisco State University. She then went on to complete master's coursework in Human Cognitive Psychophysiology and worked as a graduate researcher in the SF State Cognitive Psychophysiology Lab.

III. PAST YEAR ACTIVITY: COLLEGE YEAR 2010-11

A. KEY OBJECTIVES AND SERVICES PERFORMED

During the 2010-11 college year, IR provided support services—analytical, methodological, and statistical expertise—to the university community. In collaboration with the Office of Assessment for example, IR worked with academic departments on their Academic Program Review process and program assessment activities. All academic departments are engaged in this assessment process through their Program Assessment Coordinator (PAC). The PACs are faculty members appointed by their respective department faculty to plan, design, and implement assessment of program effectiveness and student learning. In addition, IR also provided program and student services assessments to campus and student support services units, including but not limited to the Faculty Mentor Program, Library Services, Housing and Residential Life, and Associated Students, Inc.

During the normal course of its work, IR also executes the following ongoing assessment projects in which the results are available university-wide as well as at the college, department, and degree program level, if applicable:

- National Survey of Student Engagement (NSSE)
- Faculty Survey of Student Engagement (FSSE)
- Graduating Senior Survey
- Graduate School Exit Survey
- Undergraduate Alumni Survey
- Graduate Alumni Survey
- Collegiate Learning Assessment (CLA)
- Voluntary System of Accountability (VSA) College Portrait

In addition, IR is responsible for the delivery of various mandated enrollment system reports and special administrative reports to the CSU Office of the Chancellor (C.O.) as well as to other agencies such as the National Center for Educational Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS), the National Collegiate Athletic Association (NCAA), and accreditation bodies such as the Western Association of Schools and Colleges (WASC) as well as other national and state-level organizations. As the official point of service contact with the C.O. Division of Analytic Studies on Enrollment Reporting Systems (ERS) reporting, IR works together with CSU Stanislaus Office of Enrollment Services, during each term on review and error-checking of ERS census files submitted to the C.O. IR is also responsible for database census reporting each term on faculty workload and course load information to the Academic Planning Database (APDB) also submitted to the C.O. On many levels IR works with the C.O. on a regular basis throughout the year. The census files submitted each term which are the basis for analysis and production of tabular data for the University include: APDB, ERSA (applicants), ERSO (state-supported off-campus [Stockton] student enrollment), and ERSS (state-supported student enrollment). Data files that are submitted annually include, ERSD (degrees conferred), ERST (teaching credentials recommended), and sERSS (self-supported student enrollment).

In addition, IR devoted time and attention to every college and numerous academic departments, committees and other academic and administrative units within the University by providing support and services. See *Appendix A* for a detailed list of services provided by IR during 2010-11. Below, *Exhibit 1* lists the colleges, academic departments, committees and other academic and administrative units served during 2010-11.

Exhibit 1. Office of Institutional Research: Colleges, Academic Departments, Committees, and other Academic and Administrative Units Served during 2010-11.

Colleges

- College of the Arts
- College of Business Administration
- College of Education
- College of Human and Health Sciences
- College of Humanities and Social Sciences
- College of Natural Sciences

Academic Departments or Programs

- Accounting and Finance
- Advanced Studies (including Ed.D. program)
- Agricultural Studies
- Anthropology and Geography
- Art
- Biological Sciences
- Chemistry
- Communication Studies
- Computer Information Systems
- Computer Science
- Criminal Justice
- Economics
- English
- Ethnic and Gender Studies
- History
- Honors Program
- Kinesiology
- Liberal Studies
- Management, Operations, and Marketing
- Mathematics
- Masters of Business Administration
- Music
- Nursing
- Philosophy and Modern Languages
- Physics, Physical Sciences, and Geology
- Political Science and Public Administration
- Psychology and Child Development
- Sociology
- Social Work
- Teacher Education
- Theatre

Other Academic and Administrative units

- Advising Resource Center
- Associate Vice President, Academic Affairs/Accreditation Liaison Officer
- Admissions and Records

- Alumni Affairs and Annual Giving
- Athletics Department
- Auxiliary Business Services
- Budget Office
- Business and Finance
- Capital Planning and Facilities
- Communications and Public Affairs
- Early Assessment Program
- Extended Education and Stockton Center
- Enrollment and Student Affairs
- General Education
- Graduate Studies
- Faculty Center for Excellence in Teaching and Learning
- Faculty Mentor Program
- Financial Aid and Scholarship
- Housing and Residential Life
- Human Resources and Faculty Affairs
- Information Technology
- International Education
- Library Services
- President's Office
- Provost and Vice President, Academic Affairs
- Public Safety
- Psychological Counseling Services
- Research and Sponsored Programs
- Retention Services
- Service Learning
- Student Leadership and Development
- Title V-HSI Grant
- Tutoring Services
- University Advancement
- University Business Services
- Writing Proficiency Screening Test (WPST) Office

Committees

- Academic Affairs Council
- Academic Senate
- Assessment Leadership Team
- Council of Deans
- Graduation Rate Initiative Team
- Strategic Plan Working Group
- Student Success Committee
- University Reorganization Committee
- University WASC Self-Study Team
- WASC Special Visit Research Team

B. KEY ACCOMPLISHMENTS

IR executed a demanding workload of support-services during the 2010-11 college year. During the course of the year, members of the IR team were involved with many different projects. These included a variety of outcomes assessment projects, consultation on research design, survey development and administrations, preparation of decision support materials, retention studies and program evaluations. IR also provided support for faculty and administrators as they prepared several major grant proposals, in addition to an ever increasing number of ad-hoc requests for institutional data. *Exhibit 2* highlights some of IR's key accomplishments.

Exhibit 2. Office of Institutional Research: Key Accomplishments for 2010-11

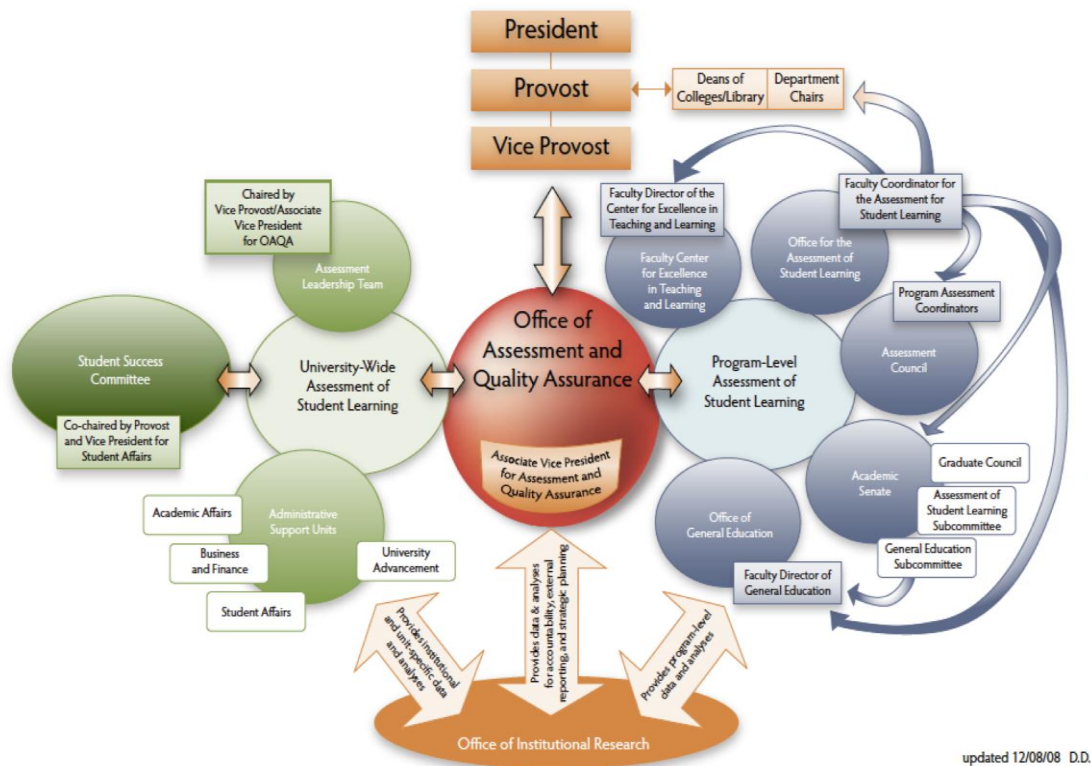
- Academic Planning Database (APDB) data provided additional and enhanced support of such activities as the review and approval of newly proposed degree programs, the continued evaluation of existing programs, as well as provided improved information regarding the structure, workload and productivity reporting regarding faculty assigned time.
- APDB data also improved the capacity to conduct annual analysis of facility utilization.
- Coordinated with Enrollment Services to capture, audit, and maintain frozen enrollment data sets regarding admissions, enrolled students, and degrees awarded used for budget and institutional analysis.
- Collaborated university-wide on activities and in-house special projects such as the iStrategy Data Warehouse and the redesign of the IR website.
- Consulted, developed, and administered several academic department and administrative unit sponsored informational and/or assessment surveys that resulted in a variety of new processes, assessment feedback to programs, and improved strategic planning efforts.
- Conducted Enrollment Reporting System (ERS) management and reporting to the CSU Chancellor's Office for the purpose of monitoring student applicants, enrollment and degrees conferred as well as for target enrollment planning.
- Developed new *Analysis Brief* publication series, and compiled various annual publications containing institutional data including the CSU Stanislaus Fact Book, the Campus Data Portfolio, Quick Facts, and the Common Data Set that are intended to serve as resources for the university community, as well as for public information, for federal and state reporting, grant documentation, student research, and strategic planning.
- Provided and/or verified data for federally-mandated reporting requirements and/or federal grant funding such as the National Center for Education Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS) and the National Collegiate Athletic Association (NCAA).
- Provided deliverable institutional data for several external or commercial publications resulting in recognition in the Princeton Review's "Best 373 Colleges" as well as inclusion in the U.S. News and World Report's "Best Colleges" rankings.
- Provided comprehensive support through analyses and written reports for development of institutional and team grant proposals such as Title V Part A and B funded grants.

- Provided institutional data for various state accrediting agencies for annual surveys and/or accreditation reviews in support of certifying the educational excellence of the University's academic programs.
- Responsible for the systematic gathering of data through university-wide assessment projects such as the National Survey of Student Engagement (NSSE), the Faculty Survey of Student Engagement (FSSE), and the Collegiate Learning Assessment (CLA) for the purpose of improving student learning outcomes and engagement.
- Served as a data analysis and research consultant to a variety of campus academic departments, administrative offices, governance committees, and individuals such as the Graduation Rate Initiative Team and the Office of the Provost in support of evidence-based assessment and for the overall purpose of improving institutional effectiveness and quality.
- Supported the University's efforts to enhance the quality of academic programs by preparing disaggregated data for degree programs undergoing the Academic Program Review (APR) process.
- Validated the accuracy and reliability of institutional data submissions to the CSU Chancellor's Office.
- Worked with the CSU Chancellor's Office on system improvements in APDB management and reporting to the CSU Chancellor's Office.

In addition to IR's key accomplishments during 2010-11, the ongoing task each year, at the university-wide level, is to solicit feedback and through various needs assessment interviews, group meetings, and campus survey of clients, to continuously adjust and adapt to new needs in serving the university community. As illustrated in *Exhibit 3*, IR is a key anchor point for information flow and informed decision-making, thus making IR a vital component in the policy-practice feedback loop of the University.

Exhibit 3. Feedback Loop

California State University | Stanislaus
 Integrated Infrastructure for the Assessment of Institutional Effectiveness
 Creating an Organization Committed to Learning and Improvement
 2008



Moreover, after first assessing staff capacity, talents, and competencies to execute the critical work of IR, the office began initiating an “inventory of needs,” which consist of one-on-one interviews with college deans, department chairs, university program assessment coordinators, and support services unit managers to inventory the University’s data and information needs, as well as to gather feedback and assess the effectiveness of relationships of IR to other university offices (administration and faculty).

As always a key objective is to build relationships by engaging in face-to-face meetings. This approach set in motion a process of relationship building with key clients and constituencies. This could only be realized by engaging in discussions with people in an informal way; listening to concerns and ideas.

Through these discussions, a favorable opinion regarding IR’s development of new services for the University was revealed, resulting in a broadening of effective, meaningful, and open communications with key university constituencies. Thus, an important accomplishment is the favorable response and confidence the campus community has in the leadership and direction of IR.

Additionally, IR’s relationship-building efforts have resulted in the University’s greater use of institutional data for data-driven decision making purposes which is evident by the increased use of data analysis for program reviews and assessments, demand for student retention and graduation rate performance data,

surveys for strategic planning purposes, and overall requests for data and analysis to measure the performances of programs and student support services. The evidence shows an increased use of IR services in areas of survey design, data analysis, focused interviews, special tabulations of data, participation in university governance and special project committees. In addition, there is an increased use of IR data by faculty and governance groups for university-wide planning, decision making, and program assessment. There is an increased output of reports and tabular data that are posted on the IR web page (see *Appendix B*). Data and findings have been made more available to faculty and staff. Schedules for the delivery of reports and data have been made and are posted on the IR web page.

In addition to the one-on-one meetings with key constituencies, the *Office of Institutional Research Point of Service Survey* was sent to a sample of IR clients in spring 2011 with an additional sample of clients that will be surveyed during fall 2011. Preliminary results from the spring 2011 sample include a total of 69 responses from CSU Stanislaus faculty, staff, and administrators; 60 percent were staff and administrators while 40 percent were faculty members. As displayed in Table 1, the majority of responses were positive, in that, they appear to affirm IR’s professional presence in the campus community and the office’s responsive to clients’ needs. During fall 2011, IR plans to provide a more detailed report across a variety of aspects of IR services. Our goal is that the open-ended text responses will provide additional information-response to IR’s strategic directions and development of services for the University.

Table 1. *Summary of Responses Regarding IR Professionalism and Customer Service Orientation, Spring 2011 Sample of Clients:*

Please rate the following client service aspects of IR:	Excellent/Good responses (%)
Ability to schedule a meeting within a reasonable time period	100.0
Friendliness, courteousness	98.4
Professionalism of IR staff	98.4
Willingness to listen and understand client's needs	98.2
Client service oriented	96.5
Knowledgeable staff	95.0
Delivery of information or services in a timely manner	94.8
Overall quality of service	94.7
Ability of IR to meet my data needs	93.0
Usefulness of IR data	91.4
Dependability and accuracy of data	91.1
Ability of staff to demonstrate creativity and initiative	85.1
Dissemination of information	77.6

IV. FUTURE PLANS AND GOALS: COLLEGE YEAR 2011-12

A. GOALS

Future goals include the ongoing development of IR’s capacity to nurture the growth of a data-driven decision making environment. This means improving operational efficiencies and thereby impact office productivity. An additional objective is for IR to establish a strong professional presence by elevating the scholarship activities of the individual team members. Together these actions will enhance the service-provisioning excellence of IR to the university community. The following is a brief outline of plans and objectives for 2011-12:

1. *Prioritize and adjust goals for college year 2011-12.*

- Identify priorities and goals for the upcoming 2011-12 college year during a series of strategic planning and development meetings during summer and fall 2011.
- Conduct a second administration of the *Office of Institutional Research Point of Service Survey*, the client satisfaction survey in which results will be used in IR's strategic planning (to be administered fall 2011).
- Continue to participate in one-on-one meetings with college deans and department chairs and inventory needs.
- Engage in periodic briefings to Deans Council and Academic Affairs Council.
- Share strategic planning ideas with key leaders regarding the development of IR services to support faculty research and scholarship activities, and leading to discussion of conceptual framework for development of a Stanislaus applied and academic research institute.
- IR will update the IR Master Calendar of project activity, task scheduling, and reporting.
- Continue to inform the campus community about the newly developed online Data Request Form in order to strengthen the IR director's ability to organize data requests, improve efficiencies, as well as improve delivery time of ad hoc data requests and accuracy of information collected and distributed.

2. *Expand professional development opportunities for IR team members*

- Participate in Statistical Analysis Software (SAS) training offered by SAS Institute Inc. (Summer 2011)
- Create training opportunities for team members to advance their analytic skills using IBM SPSS Statistics.
- Engage in the training of IR team members in IBM SPSS Text Analytics for Surveys, a new analytic tool introduced during college year 2010-11 for qualitative-content analysis of survey text data.
- Receive additional training from the Office of Information Technology on the new iStrategy Data Warehouse.

3. *Adapt assessment products and services to the changing demands of IR*

- Procure a university-wide site license for the Qualtrics Survey Software, and introduce survey design training for faculty and academic programs.
- Initiate and administer Qualtrics user accounts to key faculty and staff. This initiative will support faculty research and scholarship activities, as well as support faculty sponsored master's and doctoral work of their students on quantitative studies and theses. A practical outcome of this initiative is to reduce the overhead of survey design work in IR by enabling departments to develop survey-item competencies, allowing more time and resources for IR to engage in data analysis, report writing and the support of scholarship activities.
- The University will work with one common web survey application that will result in the establishment of a library of survey questionnaires and question item-bank for the campus community. In consultation with IR, each department or program may then access the survey and item-bank and select question items to modify or edit to fit the intended purpose.

4. *Continue efforts in collaboration*

- IR will continue its close working relationship and collaboration with Enrollment Services on enrollment management and planning.
- Collaborate with the Department of Geography, on the installation and training of IR team members in the use of geographic information systems or computer mapping technology such as ArcGeographic Information Systems (ArcGIS) Suite to develop the skill and capacity to provide visual depiction of data analyses geocoded to a base map for the purpose of enrollment

management, strategic planning, and identifying areas in the community representing underserved students.

- Collaborate with faculty in researching and producing the CSU Stanislaus Environmental Scan, as well as updating the Economic Regional Impact Report. These comprehensive reports will be designed to build awareness and intelligence about events and trends that occur in the external social, economic, educational, and political environment, specifically in the six-county service area of the University.
- Continue to work with the Office of Research and Sponsored Programs in development of grant funding opportunities, as well as in development of cost-recovery or revenue through services opportunities for IR.
- Establish IR's representation on university committees such as the Institutional Review Board (IRB), Dean's Council, Assessment Leadership Team, etc. in order to cultivate ongoing involvement with strategically important campus activities and to gain a robust view of the University through multi-organizational involvement.

5. *Raise the profile of IR through increased statistical reporting and publications*

- Introduce the publication of statistical reports from the APDB data system. The objective is to provide relevant information on faculty workload activities to Academic Affairs, deans, managers-analysts, and department chairs.
- Resume publication of IR *Analysis Brief*.
- Publish online Campus Data Portfolio, displaying AY enrollment and trend tables.
- Publish online university and program retention and graduation rates.
- Continue posting university reports and tables on the IR website.

V. CONCLUDING REMARKS

The IR staff is enthusiastic about the accomplishments of 2010-11 and looks forward to continued efforts in advancing the University's mission and the mission of the office. With the increasing demands for information used in planning and data-driven decision making comes an increase in the breadth of tasks, skills, and functions placed on IR; we are encouraged about our progress and excited about the future challenges and opportunities during the upcoming year.

Respectfully submitted,

Office of Institutional Research

VI. APPENDICES

Appendix A. Office of Institutional Research Services Provided During CY 2010-11

- Academic Planning Database (APDB) management and reporting to the CSU Chancellor's Office.
- Collaborated university-wide on activities and in-house special projects such as the iStrategy Data Warehouse and the redesign of IR website.
- Compiled various annual publications containing institutional data intended to serve as resources for the university community, as well as for public information, for federal and state reporting, grant documentation, student research, and strategic planning.
 - Analysis Brief
 - 2009-10 Fact Book
 - 2010 Campus Data Portfolio
 - CSU Stanislaus Fact Sheet for the Office of Communications and Public Affairs
 - Undergraduate Alumni Survey Summary Report
 - Writing Proficiency Screening Test (WPST): Summary Report
- Consulted, developed, and administered academic department and administrative unit sponsored assessment surveys.
 - Biological Sciences Student Learning Outcomes Direct-Assessment, Freshmen and Senior Surveys
 - College of Education Student Exit Survey
 - College of Education Faculty Survey
 - College of Education: Educational Leadership Assessment Survey
 - College of Education: Liberal Studies Senior Surveys
 - Client Evaluations of Psychological Counseling Services
 - College Reorganization Survey
 - English Department End of Semester Questionnaire
 - English Department Senior Exit Survey
 - Faculty Mentor Program Student Satisfaction Survey
 - Faculty Mentor Program Mentor Survey
 - Housing and Residential Life Mid-Semester
 - Housing and Residential Life Year-End Survey
 - Housing and Residential Life Non-Returning Resident Exit Survey
 - Nursing Department Student Cell Phone Usage Survey
 - Office of Institutional Research Point of Service Survey
 - Political Science Student Exit Survey
 - Social Work Graduate Student Surveys
 - Student-Athlete Priority Registration Survey
 - University Bookstore Survey
 - University Library Student-User Survey
 - University Strategic Planning Survey (for Fall 2011)

- Comprehensive support through analyses and written reports.
 - Collaborated with the Office of Research and Sponsored Programs (ORSP) in writing analysis and assessment component to Title V Part A and Part B funded grants.
 - Collaborated with the ORSP in writing analysis and assessment component to Title V STEM grant proposal submitted to Title V.
 - Collaborated with ORSP in writing grant proposal incorporating GIS analysis targeting STEM student pipeline to improve marketing and applications to CSU Stanislaus.

- Disaggregated data prepared for degree programs undergoing the Academic Program Review (APR) process.

<ul style="list-style-type: none"> ○ Fall 2011 programs at the seven-year point in the APR cycle: <ul style="list-style-type: none"> ▪ Child Development (BA) ▪ Ecology and Sustainability (MS) ▪ Environmental and Resource Studies (Minor) ▪ Latin American Studies (Minor) ▪ Political Science (BA) ▪ Social Sciences (BA) 	<ul style="list-style-type: none"> ○ Programs in the middle or concluding review cycle due this AY 2010-11: <ul style="list-style-type: none"> ▪ Agricultural Studies (BA) ▪ Applied Leadership (BA) ▪ Cognitive Studies (BA) ▪ Computer Science (BS) ▪ Geography (BA) ▪ Gerontology (Minor) ▪ History (BA, MA) ▪ Kinesiology (BA) ▪ Marine Sciences (MS) ▪ Permaculture (Minor) ▪ Sociology (BA) ▪ Special Major (BA/BS)
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- Enrollment Reporting System (ERS) management and reporting to the CSU Chancellor's Office for the purpose of monitoring student applicants, enrollment and degrees as well as for target enrollment planning.

- Institutional data provided for various state accrediting agencies for annual surveys and/or accreditation reviews.
 - Business School Questionnaire (BSQ) for the Association to Advance Collegiate Schools of Business (AACSB)
 - Credential Processing Center Accreditation Review
 - Higher Education Arts Data Services (HEADS) Data Surveys for the National Association of Schools of Art and Design (NASAD), National Association of Schools of Music (NASM), and National Association of Schools of Theatre (NAST)
 - National Association of Schools of Public Affairs and Administration (NASPAA)

- Provided and/or verified data for federally-mandated reporting requirements and/or federal grant funding.
 - National Center for Education Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS) Surveys:
 - IPEDS Fall Collection Surveys (Institutional Characteristics, Completions, and 12-Month Enrollment)
 - IPEDS Winter Collection Surveys (Human Resources)
 - IPEDS Spring Collection Surveys (Finance, Financial Aid, Graduation Rates, and 200% Graduation Rates)
 - National Collegiate Athletic Association (NCAA) Submission of Graduation Rates
 - Application for Designation as an Eligible Institution for Title V Programs (designation allows us to apply for new grants in FY 2011)
 - Hispanic-Serving Institutions (HSI) Grants for Students in Science, Technology, Engineering, or Mathematics Articulation Program Profile (HSI-STEM)

- Provided deliverable institutional data for external or commercial publications.
 - 2010 ACT Institutional Data Questionnaire
 - College Board's Annual Survey of Colleges
 - College Bound 2010 National College Admissions Trends Survey
 - College Scope Directory Updates 2011-12
 - Council of Graduate School (CGS)/ Graduate Record Examinations (GRE) Board Survey of Graduate Enrollment
 - National Study of Instructional Cost and Productivity: Delaware Study
 - National Science Foundation (NSF) and National Institute of Health (NIH) Survey of Graduate Students and Post-doctorates in Science and Engineering
 - Peterson's 2010-11 Survey of Undergraduate Institutions
 - Princeton Review's 2010-11 Common Data Set and Review Data Set Surveys
 - U.S. Department of Agriculture (USDA) Food and Agricultural Education Information System (FAEIS) Enrollment Survey
 - U.S. News and World Report's Business Schools Survey
 - U.S. News and World Report's Best College: Main Survey
 - Voluntary System of Accountability (VSA) College Portrait
 - Wintergreen Orchard House Survey 2011

- Responsible for the systematic gathering of data through University-wide Assessment projects.
 - Project management for National Survey of Student Engagement (NSSE) administered by the Center for Postsecondary Research (CPR) at Indiana University.
 - Project management for Faculty Survey of Student Engagement (FSSE) administered by the Center for Postsecondary Research (CPR) at Indiana University.
 - Collegiate Learning Assessment (CLA) prepare student sampling frame, recruit participants, and proctor test.
 - Individual Development of Educational Assessment (IDEA)
 - Three-Year Graduate Alumni Survey
 - Three-Year Undergraduate Alumni Survey

- Supported and provided institutional data or analysis for evidence-based planning and data-driven decision-making for data requests including class size, headcount enrollments, retention and graduation rates, and super senior analysis.
 - Annual Headcount and Full-Time Equivalent (FTES) enrollment by college, department, and degree program or major
 - Applications and admissions data for various departments/degree programs
 - Average class size
 - Class size for President Shirvani
 - Course headcount enrollment for various departments
 - Course grade distributions
 - Degrees awarded by program
 - Enrollment trend analysis
 - Faculty Mentor Program student data
 - First-generation college students (undergraduate and graduate data)
 - FTF Cohort Super Senior Analysis
 - General Education course data
 - Grade point average by race/ethnicity
 - Headcount enrollment for various departments
 - Headcount enrollment by race/ethnicity and gender
 - Major FTES by subject -5 year history
 - Mean and median SAT/ACT scores for first-time freshmen
 - Promise Scholar data
 - Quantitative data for the Veteran's Assessment for the Chancellor's Office
 - Retention and graduation rates for various departments
 - STEM majors and degrees
 - Student credit hours by student level
 - Student-faculty ratio data

- Title V-Hispanic Serving Institutions (HSI) Grant
 - Undergraduate units attempted
 - Undergraduate transfer cohort analysis
 - Western Association of School and Colleges (WASC) reports
 - WPST data and prepare tables and written report
- Validated the accuracy and reliability of institutional data submissions to the Chancellor's Office.
 - Quality Improvement Project report to Chancellor's Office
 - Graduation Rate Initiative Analyses and Reports

Appendix B. Office of Institutional Research Website (list of links)

Institutional data are collected and analyzed by the Office of Institutional Research (IR). IR is responsible for maintaining accurate, current, and relevant university data related to planning, managing, operating, or auditing various administrative and academic functions of the University. IR is also responsible for providing data to oversight agencies and information to external audiences, for responding to mandatory federal and state reporting requirements, for managing enrollment analysis projects for the university, and provides research and analysis of special studies as needed.

UNIVERSITY PROFILE *(The following list of tables and charts contain fall-to-fall trends of student enrollment, annual degrees conferred, and fall-to-fall faculty and staff headcounts as published in the end of year Campus Data Portfolio.)*

General

Undergraduate Degree Programs Offered
Graduate Degree Programs Offered
Accredited Programs

Student Enrollment

Headcount Enrollment
Headcount Enrollment by College and Degree Level
Headcount Enrollment by Demographic Characteristics and Degree Level
Headcount Enrollment by Residence
Headcount Enrollment by College, Demographic Characteristics and Degree Level
Headcount Enrollment by CSU Degree Program and Degree Level
Headcount Enrollment by Degree Program, Demographic Characteristics and Degree Level
Headcount Enrollment by Credential Objective
Headcount Enrollment by Residence Status and Degree Level
Headcount Enrollment by Campus, College, and Degree Level
Stockton Off-Campus Center Headcount Enrollment
Stockton Headcount Enrollment by Demographic Characteristics and Degree Level
Stockton Headcount Enrollment by CSU Degree Program and Degree Level
Annualized Full-Time Equivalent Students (FTES) by Campus
Annualized Full-Time Equivalent Students (FTES) and Headcount by Campus

New Undergraduate Student Enrollment

First-Time Freshmen Headcount Enrollment
First-Time Freshmen Headcount Enrollment by Demographic Characteristics
First-Time Freshmen Headcount and Average SAT by College
First-Time Freshmen Headcount and Average SAT by CSU Degree Program
First-Time Freshmen Headcount Enrollment by Residence
First-Time Transfer Headcount Enrollment
First-Time Transfer Headcount Enrollment by Demographic Characteristics
First-Time Transfer Headcount Enrollment by CSU Degree Program
First-Time Transfer Headcount Enrollment by College and Term
First-Time Transfer Headcount Enrollment by Transfer Institution and Term

Student Achievement

Degrees Conferred

Degrees Conferred by Degree Type

Degrees Conferred by Demographic Characteristics and Degree Level

Degrees Conferred by College, Demographic Characteristics, and Degree Level

Degrees Conferred by College and CSU Degree Program

Degrees Conferred by College, Demographic Characteristics, and CSU Degree Program

Annual Retention and Graduation Rates for First-Time Full-Time Freshmen

Annual Retention and Graduation Rates for First-Time Full-Time California Community College Upper-Division Transfer Students

Faculty and Staff

Full-Time Faculty and Staff

Full-Time Faculty and Staff by Primary Occupational Activity, Race/Ethnicity, and Gender

Part-Time Faculty and Staff by Primary Occupational Activity, Race/Ethnicity, and Gender

Full-Time Faculty and Staff by Academic Rank, Race/Ethnicity, and Gender

New Full-Time Permanent Hires by Primary Occupational Activity, Race/Ethnicity, and Gender

First-Time Freshmen and First-Time Transfer Retention and Graduation Rates

These tables provide annual retention rates and cumulative graduation rates for First-Time Full-Time Freshmen and First-Time Full-Time California Community College (CCC) transfer student cohorts that entered CSU Stanislaus from fall 1990 to 2008. As appropriate, the cohort groups may be tracked up to seven years. Each row represents events for a single cohort. The first-time full-time freshmen retention and graduation rates follow IPEDS guidelines. The criteria for tracking first-time full-time transfer retention and graduation rates were developed internally. Tables are available for download in both PDF and Excel file formats.

First-Time Full-Time Freshmen (FTF)

FTF Fall 1990-Fall 2008 Cohort 1-, 2-, and 3-year (fall-to-fall) retention and 4-, 5-, 6-, and 7-year graduation rates as of Fall 2009.pdf (Excel)

FTF Fall 1990-Fall 2008 Cohort 1-, 2-, and 3-year (fall-to-fall) retention and 4-, 5-, 6-, and 7-year graduation rates as of Fall 2009 by ethnicity.pdf (Excel)

FTF Fall 1990-Fall 2008 Cohort 1-, 2-, and 3-year (fall-to-fall) retention and 4-, 5-, 6-, and 7-year graduation rates as of Fall 2009 by gender.pdf (Excel)

FTF Fall 1996-Fall 2008 Cohort 1-, 2-, 3-, 4-, 5-, and 6-year (fall-to-fall and spring-to-spring) retention and continuation rates and 4-, 5-, 6- and 7-year graduation rates as of Fall 2009 by degree program at entry.pdf (Excel)

First-Time Full-Time CCC Transfers (FTT) (with 60 or more transferable units)

FTT Fall 1990-Fall 2008 Cohort 1-, 2-, and 3-year (fall-to-fall) retention and 2-, 3-, 4-, 5-, 6-, and 7-year graduation rates as of Fall 2009.pdf (Excel)

FTT Fall 1990-Fall 2008 Cohort 1-, 2-, and 3-year (fall-to-fall) retention and 2-, 3-, 4-, 5-, and 6-year graduation rates as of Fall 2009 by ethnicity.pdf (Excel)

FTT Fall 1990-Fall 2008 Cohort 1-, 2-, and 3-year (fall-to-fall) retention and 2-, 3-, 4-, 5-, and 6-year graduation rates as of Fall 2009 by gender.pdf (Excel)

FTT Fall 1996-Fall 2008 Cohort 1-, 2-, 3-, 4-, 5-, and 6-year (fall-to-fall and spring-to-spring) retention and continuation rates and 4-, 5-, 6- and 7-year graduation rates as of Fall 2009 by degree program at entry.pdf (Excel)

CSU Statistical Abstract

The CSU Statistical Abstract is an end-of-year report consisting of system-wide and campus enrollments, student profile, new students, academic and support programs, education access and outcomes, instruction, and resources.

CSU Statistical Abstract 2007-2008

CSU Statistical Abstract 2006-2007

Common Data Set

The Common Data Set (CDS) initiative is a joint effort between the higher education community and publishers to improve the quality and consistency of data reported by colleges and universities. The goal is to develop standard data items and definitions to be used in higher education surveys. The publishers include the College Board, Peterson's, and U.S. News & World Report. Information and data in the CDS include general information, enrollment and persistence, admissions (first-time, first-year freshmen and transfer), academic offering and policies, student life, annual expenses, financial aid, instructional faculty, class size, and degrees conferred.

Common Data Set 2010-2011

Common Data Set 2009-2010

Common Data Set 2008-2009

Common Data Set 2007-2008

Common Data Set 2006-2007

Common Data Set 2005-2006

Common Data Set 2004-2005

Common Data Set 2003-2004

Common Data Set 2002-2003

Common Data Set 2001-2002

Common Data Set 2000-2001

Federal Reporting

IR is mandated to collect, maintain, and report data to federal agencies. One agency in particular is the Integrated Postsecondary Education Data System (IPEDS). IPEDS is a system of survey components that collects data from postsecondary education institutions. IPEDS collects institution-level data on students (enrollment and graduation rates), student charges, program completions, faculty, staff, and finances.

Postsecondary institutions provide information to the U.S. Department of Education through IPEDS annually. These data are used at the federal and state level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by students and parents to aid in the college search process.

IPEDS Data Feedback Report 2010

IPEDS Data Feedback Report 2009

IPEDS Data Feedback Report 2008

IPEDS Data Feedback Report 2007

IPEDS Data Feedback Report 2006

IPEDS Data Feedback Report 2005

IPEDS Data Feedback Report 2004

Voluntary System of Accountability

The Voluntary System of Accountability (VSA) communicates information on the undergraduate student experience through a common web reporting template, the College Portrait.

Voluntary System of Accountability Committee on Educational Policy

Voluntary System of Accountability Participation Agreement
Link to College Portrait at, <http://www.collegeportraits.org/CA/CSUStanislaus>

University-Wide Assessment Findings Distribution

The distribution of findings and recommendations provides the chance to improve developmental practice and the organizational performance associated with it. Effective and efficient distribution can help to build meaning and understanding, develop support, and generate learning opportunities.

The Office of Institutional Research systematically disseminates assessment information to various governance committees and individuals for review and response. Executive summaries are categorized below by year of campus distribution.

UNDERGRADUATE

Collegiate Learning Assessment (CLA)

2006/07 Collegiate Learning Assessment Executive Summary.pdf

General Education Data extracted from Individual Development and Educational Assessment (IDEA)

2005/06 General Education Data extracted from IDEA Aggregate.pdf

2004/05 General Education Data extracted from IDEA Aggregate.pdf

General Education Data extracted from Graduating Senior Survey

2006/07 General Education Data extracted from Graduating Senior Survey.pdf

2005/06 General Education Data extracted from Graduating Senior Survey.pdf

2004/05 General Education Data extracted from Graduating Senior Survey.pdf

General Education Data extracted from the National Survey of Student Engagement (NSSE)

2005/06 General Education Data extracted from NSSE.pdf

2003/04 General Education Data extracted from NSSE.pdf

2002/03 General Education Data extracted from NSSE.pdf

Graduating Senior Survey

2006/07 Graduating Senior Survey Executive Summary.pdf

2005/06 Graduating Senior Survey Executive Summary.pdf

2004/05 Graduating Senior Survey Executive Summary.pdf

Individual Development and Educational Assessment: Aggregate Data (IDEA)

2005/06 Aggregate IDEA Summary of Findings.pdf

Overall Findings for Aggregate IDEA Student Evaluations: Comparison of 2004/05 and 2005/06.pdf

2004/05 Aggregate IDEA Summary of Findings.pdf

National Survey of Student Engagement (NSSE) and Faculty Survey of Student Engagement (FSSE)

2005/06 Undergraduate National Survey of Student Engagement Summary.pdf

2003/04 Undergraduate National Survey of Student Engagement Summary.pdf

2002/03 Undergraduate National Survey of Student Engagement Summary.pdf

2003-2006 National Survey of Student Engagement Benchmark Reports.pdf 2006/07 Undergraduate Faculty Survey of Student Engagement Executive Summary.pdf

2006/07 Campus Faculty Survey - FSSE addendum.pdf

Comparison of 2006/07 Undergraduate FSSE and 2005/06 Undergraduate NSSE Executive Summary.pdf

Undergraduate Alumni Survey

2002/03 and 2003/04 Undergraduate Alumni Survey Executive Summary.pdf

Undergraduate Assessment Evaluation by Dr. Mary Allen 2007-08

2007/08 Dr. Mary Allen Report.pdf

Writing Proficiency Screening Test

2003/04 - 2006/07 Graduation Writing Assessment Requirement (GWAR) Summary of Findings.pdf

GRADUATE

Graduate Alumni Survey

2006/07 Graduate Alumni Survey (Class of 2002/03 and 2003/04) Executive Summary.pdf

Graduate Assessment Evaluation by Dr. Mary Allen 2007-08

2007/08 Dr. Mary Allen Report.pdf

Graduate School Exit Survey

2004-05 Graduate School Exit Survey Summary.pdf

2005/06 and 2006/07 Graduate School Exit Survey Summary.pdf

Graduate National Survey of Student Engagement (NSSE) and Faculty Survey of Student Engagement (FSSE)

2007/08 Graduate National Survey of Student Engagement Summary.pdf 2007/08 Graduate Faculty Survey of Student Engagement Summary.pdf

2006/07 Campus Faculty Survey - FSSE addendum.pdf

Graduate Individual Development and Educational Assessment: Aggregate Data (IDEA)

2005/06 Aggregate IDEA Summary of Findings.pdf

Overall Findings for Aggregate IDEA Student Evaluations: Comparison of 2004/05 and 2005/06.pdf

2004/05 Aggregate IDEA Summary of Findings.pdf

STAFF/ADMINISTRATOR SURVEY

2007/08 Staff and Administrator Survey.pdf

Core Indicators of Educational Quality can be found at
<http://www.csustan.edu/ir/Pages/CoreIndicators.html>

Appendix C. Office of Institutional Research Website (screen shots)

GO
A-Z Directory | Calendars | Catalog | Class Schedule | Online Learning | Contact Us | Maps |

California State University Stanislaus

Quick Links ▾

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Welcome to the Office of Institutional Research

The Office of Institutional Research (IR) at California State University, Stanislaus is the central repository for student information, including but not limited to, applicants, enrollments, degrees awarded, grades, entrance exam scores, demographics, and courses. IR serves the University community, as well as, academic and administrative units alike by providing accurate, relevant, and timely information in support of institutional effectiveness, decision making, and planning. IR also responds to external data requests, fulfills federal and state enrollment reporting requirements, and coordinates and analyzes institutional survey research.

Data compiled by the Office of Institutional Research are available by accessing the links listed on this page.

Need a little more assistance?

If you have any problems accessing, understanding, or finding data on our website, please feel free to contact the Office of Institutional Research at ir@csustan.edu or 209.667.3281.

If you need specific or customized institutional data, please fill out the online [Data Request Form](#) and an IR staff member will contact you as soon as possible to discuss your request.

Quick Facts...

Student Enrollment	
Headcount	8,305
Term FTES	6,726.4
First-time freshmen	1,029
First-time transfer	956
Average class size	31.6
Degrees Awarded & Graduation Rates	
Degrees conferred (2009/10)	1,678
Graduation rate (6 yr.)	50.2
Freshmen retention rate (1yr.)	85.8
Faculty & Staff	
Student-to-Faculty ratio	22:1
Faculty headcount	443
Staff headcount	482

Note: Figures as of fall 2010 census date, unless otherwise noted.

Updated: 05/11/2011



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About Us

The purpose of the CSU Stanislaus Office of Institutional Research (IR) is to provide University administrators, faculty and students with meaningful services and information in support of data-driven decision-making. The services and information provided by IR help to improve the University's institutional effectiveness.

The Office of Institutional Research has staff that is knowledgeable in survey design, assessment, and data analytics and is available to provide support or assist with a diverse range of projects including the following services.

What we do...

1. Support and provide data for evidence-based planning and decision-making
2. Report detailed student characteristics (e.g., race/ethnicity, gender, geographic origin)
3. Supply national survey data (IPEDS)
4. Provide data for college guidebook surveys (e.g., U.S. News & World Report, Princeton Review, and Peterson's)
5. Produce the Campus Data Portfolio
6. Conduct student surveys (e.g., Alumni Survey, Exit Surveys, National Survey of Student Engagement (NSSE), etc.)
7. Conduct staff and faculty surveys (e.g., Faculty Survey of Student Engagement (FSSE), Staff & Administrator Survey, etc.)
8. Provide data and analysis for internal and external data requests
9. Academic Planning Database (APDB) management and reporting
10. Support the development of institutional and departmental assessment efforts
11. Provide demographic and statistical profiles of students, supporting matriculation needs with selected program data and analyses
12. Validate the accuracy and validity of college data submissions to the Chancellor's Office,
13. Facilitate access to focused literature reviews and resources on particular topics of interest, and
14. Periodically initiating specific in-depth, longitudinal studies of college programs and services.
15. Serve as a consultant to campus departments, committees, and individuals.
16. Assist in the development of clearly articulated educational outcomes.
17. Assist in the identification of appropriate assessment strategies and the



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Accreditation

Accreditation is a voluntary, non-governmental quality assurance process established in order to assist institutions in developing and managing high quality standards and criterion for educational programs through regular assessment, planning, implementing, monitoring and reassessment. CSU Stanislaus has been continuously accredited since 1963 by the [Western Association of Schools and Colleges \(WASC\)](#), one of the leading official academic commissions, recognized by the U.S. Department of Education, responsible for the accreditation of public and private universities, colleges, secondary and elementary schools in the United States. California State University, Stanislaus was recently reaccredited by the Western Association of Schools and Colleges (WASC) for nine years.

Links to the accreditation efforts, including timelines, reports, and data can be accessed [here](#).

Institutional Review Process

Institutional Proposal

[Full Report.pdf](#)

[Summary Data Form.pdf](#)

[Data Elements.pdf](#)

Capacity and Preparatory Review

[Full Report.pdf](#)

[Summary Data Form.pdf](#)

[WASC Required Data Exhibits](#)

Educational Effectiveness Review

[Full Report.pdf](#)

[WASC Summary Data Form.pdf](#)

[Required Data Exhibits](#)



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Assessment

Assessment is a process that entails the systematic gathering of information and the analysis of information for the purpose of improving student learning and development. The Assessment process is not static, but dynamic and ongoing, and involves multi-methodological approaches. Ultimately, data and information are used to enhance the decision-making process in fulfillment of the University mission.

University-wide Assessment

[University-wide Assessment Methods](#)

- [University-wide Assessment Methods Administration.pdf](#)
- [Inventory of University-wide Assessment Methods.pdf](#)
- [University-wide Assessment Survey Schedule.pdf](#)

[Core Indicators of Educational Quality](#)

[Synthesis of University-wide Reports and Surveys - Core Indicators:Trends and Progress \(2008\).pdf](#)

Distribution of University Wide Assessment Methods

[Distribution of University Wide Assessment Methods](#)

Program Level Assessment

[Academic Program Review](#)

[Support Unit Reviews](#)

[Program Level Survey Instruments](#)

Benchmarked and Disaggregated Data

[Benchmarked and Disaggregated Data Review: Information on Student Achievement \(2009\).pdf](#)

Peer Institutions



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Institutional data are collected and analyzed by the Office of Institutional Research (IR). IR is responsible for maintaining accurate, current, and relevant university data related to planning, managing, operating, or auditing various administrative and academic functions of the University. Institutional Research is also responsible for providing data to oversight agencies and information to external audiences, for responding to mandatory Federal and State enrollment reporting requirements, for managing enrollment analysis projects for the University, and provides research and analysis of special studies as needed.

Links below include but not limited to enrollment headcounts and full-time equivalent students (FTES), retention and persistence rates, graduation rates, and faculty, staff, and student demographic data.

First-Time Freshmen and First-Time Transfer Retention and Graduation Rates

These tables provide annual retention rates and cumulative graduation rates for First-Time, Full-Time Freshmen and First-Time, Full-Time California Community College (CCC) transfer student cohorts that entered CSU Stanislaus from fall 1990 to 2008. As appropriate, the cohort groups may be tracked up to seven years. Each row represents events for a single cohort. The first-time, full-time freshmen retention and graduation rates follow IPEDES guidelines. The criteria for tracking first-time, full-time transfer retention and graduation rates were developed internally. Tables are available for download in both PDF and Excel file formats.

First-Time Full-Time Freshmen (FTF)

- FTF Fall 1990-Fall 2008 Cohort 1-, 2-, and 3-year (fall-to-fall) retention and 4-, 5-, 6-, and 7-year graduation rates as of Fall 2009.pdf (Excel)
- FTF Fall 1990-Fall 2008 Cohort 1-, 2-, and 3-year (fall-to-fall) retention and 4-, 5-, 6-, and 7-year graduation rates as of Fall 2009 by ethnicity.pdf (Excel)
- FTF Fall 1990-Fall 2008 Cohort 1-, 2-, and 3-year (fall-to-fall) retention and 4-, 5-, 6-, and 7-year graduation rates as of Fall 2009 by gender.pdf (Excel)



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Data Request Form

If you are unable to locate the information you are looking for on the Office of Institutional Research (IR) website, or if you would like to request additional services from IR, please submit an IR request form. Provide as much detail as possible in order to expedite your request. Upon receipt of your request, an IR staff member will contact you as soon as possible.

* Required Fields

* First Name:

* Last Name:

* Email Address:

* Phone Number:

College/Department/Program:

If contact person is different from above please check here

Date Needed: Select Date

Type of Request:

Description of Request:

office, ~~clock~~



stop spam.
next time

IR

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CALIFORNIA STATE UNIVERSITY, STANISLAUS

MEMORANDUM

DATE: July 28, 2011

TO: James T. Strong, Provost

FROM: Angel A. Sanchez, Director

SUBJECT: Office of Institutional Research, Annual Report 2010-11

Submitted for your review and assessment is the Office of Institutional Research, Annual Report 2010-11. The Annual Report is a synthesis of activities and accomplishments during the past year, and equally important describes future goals and initiatives. As presented in previous discussions with you, I am fully dedicated to "*building the future*" when it comes to the development of IR to deliver excellent service to the university community. IR's reputation and professional presence continues to grow and improve. While there are still more organizational and operational developments to construct, I am however confident our march toward excellence will render great returns on investment.

Upon conclusion of your review, I respectfully request a performance review letter from you assessing and commenting upon the work and services of the Office of Institutional Research. Thank you.