

# Biennial Assessment and Planning Report: 2003-05

## *Office of Institutional Research*

Submitted by: Archer Gravely

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Reviewed and Approved:

By: \_\_\_\_\_  
(Provost and Vice Chancellor for Academic and Student Affairs)

Date:

Date(s) of Departmental Meeting(s) to Review Report: July 27, 2005

Departmental Members Present: Archer Gravely, Ken Wilson, Becky Elkin

### **Part I. Departmental Mission**

#### I. Departmental Mission Statement

The Office of Institutional Research (OIR) provides management information and conducts analytical studies to support planning, policy development, resource allocation, and program evaluation. OIR has primary responsibility for reporting official statistical information on students, faculty/staff, financial aid, and facilities to UNC Office of the President, state, and federal agencies. OIR responds to requests for information from college guide publications, other colleges, and the UNCA community.

#### II. Linkage to UNCA Mission

The Office of Institutional Research supports the UNCA mission by providing management information and assessment results needed to inform departmental and University wide planning efforts, evaluate programs and services, make resource allocation decisions, and comply with state and federal data reporting requirements.

### **Part II. Departmental Goals and Assessment Results**

#### **Goal 1: Provide Accurate and Timely Management Information Reports**

##### A. Strategies and/or action steps

1. Create and maintain accurate electronic files for reporting admissions, enrollments, course work, grades, financial aid, graduates, space utilization, personnel, and student ratings of instruction.
2. Create and maintain accurate and complete internal documentation of electronic databases
3. Work effectively with administrative system file managers (Admissions/Financial Aid, Registrar, Alumni, Human Resources, University Architect, and Academic Affairs) to coordinate the timeliness and accuracy of institutional data used for internal management information and external reporting.
4. Increase the use of the web to reduce costs and increase access to management information.
5. Develop procedures and systems for creating data files and reports enabling the office to function effectively in the event of staff turnover or extended absence.
6. Actively participate in the Banner conversion project to ensure that IR will be able to retrieve and report admissions, enrollment, financial aid, alumni, and personnel data.
7. Develop new internal summary reports of departmental space allocation by function and faculty FTE.

##### B. Assessment procedure(s) for determining the extent to which the goal has been achieved

## 1. Description

The effectiveness of our management information reporting function was assessed using two basic measures.

- A. The extent to which the following major reports were distributed on time with few or no errors:
  - (a) UNCA Fact Book (Jan)
  - (b) Admissions Trend Report (Dec)
  - (c) Graduate Profile (July)
  - (d) Department Profile (April)
  - (e) Student Rating of Instruction reports (Dec/May)
  - (f) Faculty Teaching Load reports (Nov/Mar)
- B. Survey of department chairs and administrators to determine the extent to which they found these reports accurate, timely, and useful.

## 2. Criteria for success

For the first measure (distribute reports on time with few errors), we expect to accomplish this goal one-hundred percent. Any deviation from this standard will cause us to re-examine our process and procedures in an effort to identify opportunities for improvement. For the user satisfaction survey, we expect to have at least 80 percent of our users respond with a "good" or "excellent" rating on the timeliness and accuracy of our work.

## 3. Assessment or data collection schedule

OIR is constantly engaged in discovering ways to improve the accuracy, timeliness, and usefulness of MIS reports. Most of the reports are discussed in our staff meetings prior, during, and after the reporting cycle. Our reporting processes constantly evolve each year as we adapt to improved technology and find ways to enhance the information value and user friendliness of the reports. The MIS user survey was conducted in Fall 1999, Spring 2001, Spring 2003, and Spring 2005. The survey will be repeated on a spring biennial schedule with the next administration scheduled for 2007.

## C. Assessment Results

### 1. Summary and conclusions of assessment results

During the period 2003-05 we have not disseminated the *Department Profile* and *Faculty Teaching Load* reports on time according our internal schedule. These reporting delays were caused by changes made to the SIS after census date and inaccurate faculty data in the HRS system. Additionally, although the *Fact Book* was published on time, the office would benefit from initiating the data collection of non-OIR produced information in October rather than waiting until December/January. Our customer satisfaction survey of academic department chairs and administrators was designed to assess the performance of OIR in providing management information. Response rates for these surveys are shown in the following table.

Table1: MIS Survey Response Rates

Survey Year	Pop N	Responses	Percent
1999	32	26	81.3
2001	34	25	73.5
2003	50	40	80.0
2005	52	40	74.1

As shown in Table 1, response rates to the assessment of the IR MIS function have been quite good, as 74% of our administrators and academic department chairs (N=52) participated in the 2005 survey. The survey results (Tables 2-6) suggest that users of our management information reports have a high level of satisfaction with the overall performance of OIR. In 2005, nearly all respondents rated the *accuracy* (97%) and *timeliness* (97%) of all our reports as good or excellent. Respondents also judged overall performance in *communication* (100%) and *responsiveness* (100%) as good or excellent.

Table 2: Assessment of Management Information Reports, 2005  
*Rating of Accuracy*

Report	Rating of Accuracy (Percent)						
	n	Don't Know	Poor	Fair	Good	Excellent	Good/Excell
UNCA Fact Book	40	12.5	0.0	0.0	17.1	82.9	100.0
Department Profile Report	39	23.1	0.0	0.0	26.7	73.3	100.0
Student Rating of Instruction Reports	39	33.3	0.0	7.7	15.4	76.9	92.3
Enrollment/Admission Reports	39	20.5	0.0	0.0	22.6	77.4	100.0
Faculty Teaching Load Reports	39	38.5	4.2	8.3	33.3	54.2	87.5
Adhoc Requests for Information	39	23.1	0.0	0.0	6.7	93.3	100.0
Total Responses	235	25.1	0.6	2.3	19.9	77.3	97.2

Table 3: Assessment of Management Information Reports, 2005  
*Rating of Timeliness*

Report	Rating of Timeliness (Percent)						
	n	Don't Know	Poor	Fair	Good	Excellent	Good/Excell
UNCA Fact Book	38	10.5	0.0	0.0	26.5	73.5	100.0
Department Profile Report	37	24.3	0.0	0.0	28.6	71.4	100.0
Student Rating of Instruction Report	37	32.4	0.0	0.0	28.0	72.0	100.0
Enrollment/Admission Reports	38	23.7	0.0	0.0	24.1	75.9	100.0
Faculty Teaching Load Reports	37	40.5	0.0	0.0	18.2	81.8	100.0
Adhoc Requests for Information	37	27.0	0.0	0.0	18.5	81.5	100.0
Total Responses	224	26.3	0.0	0.0	24.2	75.8	100.0

Table 4: Assessment of Management Information Reports  
 Percent Reporting "Good/Excellent" for Accuracy and Timeliness by Year

Report	Dimension							
	Accuracy				Timeliness			
	1999	2001	2003	2005	1999	2001	2003	2005
UNCA Fact Book	NA	90.9	96.9	100.0	NA	100.0	93.9	100.0
Department Profile Report	85.0	95.5	97.0	100.0	100.0	100.0	93.3	100.0
Student Rating of Instruction Reports	93.8	95.2	93.1	92.3	89.5	89.5	100.0	100.0
Enrollment/Admission Reports	88.9	90.5	92.0	100.0	94.7	94.1	100.0	100.0
Faculty Teaching Load Reports	NA	NA	NA	87.5	NA	NA	NA	100.0
Adhoc Requests for Information	91.3	95.2	100.0	100.0	87.0	100.0	100.0	100.0
Total Responses	89.6	93.5	96.0	97.2	92.6	96.8	97.3	100.0

Table 5: Overall Assessment of IR Office in Responding to Your Information Needs, 2005

Dimension	n	P E R C E N T					
		Don't Know	Poor	Fair	Good	Excellent	Good/Excell
Communication	40	0.0	0.0	0.0	25.0	75.0	100.0
Responsiveness	40	0.0	0.0	0.0	17.5	82.5	100.0
Accuracy	40	7.5	0.0	2.7	24.3	73.0	97.3
Timeliness	40	10.0	0.0	2.8	11.1	86.1	97.2

Table 6: Overall Assessment of IR Office in Responding to Your Information Needs by Year  
(Percent Responding *Good/Excellent*)

Dimension	1999		2001		2003		2005		All Years	
	n	Percent	n	Percent	n	Percent	n	Percent	n	Percent
Communication	26	84.6	24	95.8	37	91.9	40	100.0	127	93.7
Responsiveness	25	92.0	24	91.7	35	94.3	40	100.0	124	95.2
Accuracy	23	91.3	22	90.9	31	93.5	37	97.3	113	93.8
Timeliness	25	96.0	23	91.3	35	97.1	36	97.2	119	95.8
Overall	99	90.9	93	92.5	138	94.2	153	98.7	483	94.6

## 2. Use of results to improve the department

The 2005 survey results confirm that administrators and department chairs perceive that OIR is doing an excellent job in providing accurate and timely management information to the university community. However, our internal discussions and review of reporting problems suggest that the *Department Profile* and *Faculty Teaching Load* reporting processes are not as timely as we would like. These are complex reports, and errors are often caused by changes in faculty teaching activity, split assignments across departments, faculty leave arrangements, etc. that do not get posted to the official SIS or HRS electronic databases. We can reduce the number of these unreported changes by providing a more complete set of faculty status and teaching load edits early in the fall semester to help us catch these data problems before we produce the reports. A more systematic approach to editing individual faculty information will improve nearly all of our reports dealing with faculty information.

## Goal 2: Conduct analytical studies to support UNCA's planning and assessment efforts

### A. Strategies and/or action steps

1. OIR will participate in the following UNC system survey and UNCA standard survey research projects:
  - (a) New Student (yearly)
  - (b) Sophomore (biennial)
  - (c) Graduating Senior (every semester)
  - (d) Alumni (biennial)
  - (e) National Survey of Student Engagement (every three years)
  - (f) UCLA Higher Education Research Institute (HERI) Faculty survey (every three years)
  - (g) Student Activities Survey (biennial)
  - (h) Program Assessment (annual)
2. Develop annual and biennial enrollment projections of headcount, FTE, and student credit hours by discipline for both resident credit and distance education
3. OIR will design and conduct a number of research projects:
  - (a) Alumni longitudinal survey designed to assist Alumni operations, career planning and develop measures of community service
  - (b) Update peer comparisons
  - (c) Analysis of Undergraduate Research participants

- (d) Analysis of factors associated with “Best Teacher” nominations made on the Graduating Senior survey
  - (e) Conducted analysis of grade inflation and new plus/minus grading system
  - (f) Use of National Student Clearinghouse to: (1) track alumni enrollment in graduate school; (2) determine which schools enroll non-enrolling students accepted at UNCA; and (3) determine where our drop-outs enroll.
4. We will conduct additional survey projects via the web. The use of the web to conduct surveys has time, labor, and cost savings, but creates problems in response rates and confidentiality.
  5. Every two years, student survey results will be summarized into one comprehensive document with comparative statistics for common questions.
  6. We will continue to use the web to disseminate and archive the results of analytical studies and as a way of quickly communicating information to a large audience at lower costs.
  7. OIR will participate in the OP Survey Research Group charged to review and improve the UNC system survey program.
  8. OIR will provide analytical support to the new standing committee on Enrollment Management and Retention
  9. OIR will provide analytical support to the Faculty Senate Task Force on Student Rating of Instruction

## B. Assessment procedure(s) for determining the extent to which the goal has been achieved

### 1. Description

We will conduct a one-page mail survey of key UNCA academic and administrative users every two years to assess the extent to which our analytical studies are perceived to: (1) be methodologically sound; (2) meet the information needs of the University community; and (3) are communicated effectively. The *Assessment of Institutional Research Analytical Studies* survey was conducted in 1999, 2001, 2003, and 2005. The survey will be repeated in the Spring of 2007. A second assessment procedure is to monitor the response rates to the survey projects administered<sup>1</sup> by OIR.

### 2. Criteria for success

- (a) We expect to find at least 80% of administrators and faculty rate the IR Office as “good” or “excellent” in *designing, conducting, and communicating* analytical studies.
- (b) We expect to have a survey response rate of at least 65% on all our survey projects. Additionally, we expect that our response rates for the UNC system survey projects will exceed the overall system average.

### 3. Assessment or data collection schedule

The *Assessment of Institutional Research Analytical Studies* survey was conducted in Fall 1999, Spring 2001, Spring 2003, and Spring 2005. The next administration of this biennial survey project is scheduled for Spring 2007.

## C. Assessment Results

### 1. Summary and conclusions of assessment results

The survey response rates for the 1999-2005 survey projects are shown in Table 7. The survey findings are provided in Tables 8-9. The results suggest that we are perceived to be doing a very good job in designing, conducting, and communicating analytical studies.

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<sup>1</sup> The UNC Alumni Survey, National Survey of Student Engagement (NSSE), and HERI Faculty Survey are not administered by the UNCA Institutional Research Office and are not included in this measure.

Table 7: Survey Response Rates

Survey Year	Pop N	Responses	Percent
1999	86	52	60.5
2001	95	75	78.9
2003	65	43	66.2
2005	81	66	81.5

Table 8: Assessment of Analytical Studies Function, 2005

Dimension	n	PERCENT					
		Don't Know	Poor	Fair	Good	Excellent	Good/Excell
Design of Analytical Studies	66	25.8	2.0	0.0	30.6	67.3	98.0
Analysis of Data	66	24.2	2.0	0.0	26.0	72.0	98.0
Communication of Results	66	6.1	1.6	8.1	27.4	62.9	90.3
Response to Your Questions/Concerns	66	10.6	3.4	3.4	16.9	77.3	93.2

Table 9: Assessment of Analytical Studies Function by Year  
(Percent Responding "Good" or "Excellent")

Dimension	1999		2001		2003		2005		All Years	
	n	Percent	n	Percent	n	Percent	n	Percent	n	Percent
Design of Analytical Studies	52	93.5	74	82.5	43	90.3	66	98.0	235	90.5
Analysis of Data	52	85.4	74	86.2	43	91.4	66	98.0	235	89.9
Communication of Results	52	81.6	75	86.1	43	87.5	66	90.3	236	86.5
Response to Questions/Concerns	51	89.6	75	92.5	43	94.7	66	93.2	235	92.5
Total Responses	207	87.4	298	86.9	172	91.0	264	94.5	941	89.8

The UNCA OIR has also performed well in conducting UNC system survey research projects. We have taken a leadership role in helping to define and shape these projects. Additionally, we have worked collaboratively with the Registrar's Office, Information Technology Services, and Student Affairs, to develop procedures for ensuring very high response rates in excess of 80%. Our response rates also exceed the UNC system averages as shown in Table 10.

Table 10: Response Rate (Percent) to Institutionally Administered UNC System Surveys

AY	New Student		Sophomore		Graduating Senior	
	UNCA	UNC	UNCA	UNC	UNCA	UNC
1996-97	89.9	81.9	95.3	55.7	NA	NA
1997-98	92.4	83.0	94.4	61.7	84.3	66.5
1998-99	85.0	83.7	NA	NA	89.0	NA
1999-00	82.5	NA	89.2	72.5	89.0	67.9
2000-01	86.1	NA	NA	NA	87.8	NA
2001-02	83.3	NA	96.0	70.6	82.8	72.2
2002-03	88.8	NA	NA	NA	84.4	NA
2003-04	90.2	NA	93.7	53.0	77.9	67.4
2004-05	87.6	NA	NA	NA	NA	NA

## 2. Use of results to improve the department

The four 2005 survey measures for the UNCA survey range from a low of 93.2% to a high of 98.0% in the percent of respondents assigning a “good” or “excellent” rating to our performance in accomplishing this goal. Overall, we think that we are doing an excellent job in this area, but we still have room to improve in decreasing the time between the end of the data collection and the communication of the survey results. Part of this delay is due to the number of mandatory UNC-OP projects resulting in more data than time to analyze and report. Additionally, UNC-OP is often very late in providing us with UNC system comparisons so we may need to release survey project findings in stages. The first stage would provide a quick report on the major UNCA findings and we would follow-up with how we compare to the other UNC schools when these data are made available. UNCA’s success in achieving high response rates to UNC system surveys (Table 10) confirms the effectiveness of our data collection procedures for conducting these studies.

## Goal 3: Respond to requests for information on students, faculty, and staff in a timely and accurate manner

### A. Strategies and/or action steps

1. In consultation with other UNCA departments, prepare the *Common Data Set* for use by college guidebook editors.
2. Complete college guidebook and other external survey requests on time with accurate information.
3. Respond promptly and accurately to on-campus requests for ad hoc reports and data.
4. Produce the UNCA Fact Book, Graduate Profile, Department Profile, Weekly Admission Reports, and standard enrollment reports.

### B. Assessment procedure(s) for determining the extent to which the goal has been achieved

#### 1. Description

- a) Compare due dates with completion dates for major external surveys.
- b) Survey key UNCA users every two years (same survey used for Goal 1) to assess the satisfaction with ad hoc on-campus requests for studies and information. (See last item in Tables 2-4).

#### 2. Criteria for success

We will complete 100% of external survey projects on time and give supporting offices (e.g. Admissions) sufficient time to provide qualitative information and review the data before the surveys are submitted. We expect to find at least 80% of administrators and faculty rate OIR as “good” or “excellent” in *timeliness* and *accuracy* of ad hoc requests for information.

### 3. Assessment of data collection schedule

The analysis of our record in responding to external surveys and the survey of academic department chairs and administrators was conducted in 1999, 2001, 2003, and 2005. These assessment procedures will be repeated every two years.

## C. Assessment Results

### 1. Summary and conclusions of assessment results

During 2003-04 and 2004-05, we completed, on time, with almost no errors, more than 85 external survey and edit requests from college guides such as *US News and World Report Best Colleges*, *Princeton Review*, *The Fiske Guide to Colleges*, etc. We responded to numerous requests from other external agencies (e.g. COPLAC, SACS, NSF) with requests for comparative data. During the regular school year we average five to ten ad hoc data requests per week from faculty, staff, students and the external media. We can generally provide the data the same day it is requested or shortly thereafter. The MIS survey of academic department chairs and administrators (Tables 2-4) indicate a 100% good/excellent rating on both *timeliness* and *accuracy* in responding to ad hoc requests for information.

### 2. Use of results to improve the department

Our assessment survey results indicate a very high level of customer satisfaction in responding to requests for information from the university community. OIR has been using the web as a primary vehicle for disseminating information about UNCA since the late 1990's. Our staff discussions indicate that it is time for us to review and reorganize the way information is presented on the OIR web site.

## **Goal 4: Prepare and submit electronic data files on students, personnel, and facilities as required by UNC Office of the President on time with few or no errors**

### A. Strategies and/or action steps

1. OIR will take an active role in advising UNC-OP on development of new and reshaping existing reporting requirements
2. OIR will prepare and submit the following electronic data files listed in the following table..

Table 11: Data Files Required by UNC Office of the President

File	Due Dates	Number of Files
Student Data Preliminary File	September	1
Student Data, Resident and Extension	October, March, July, August	4
Financial Aid	November	1
Graduated Student Sub-file	September, June	2
Personnel Data	November	1
Student Courseload, Resident Credit	September, March, June, August	4
Student Courseload, Extension	December, May, June, August	4
Student Course Grade, Res Credit	January, June, August (2)	4
Student Course Grade, Extension	January, June, August (2)	4
Course Description Table, Res. Credit	September, January, March, June, August (2)	6
Course Description Table, Ext.	December, January, May, June, August (2)	6
Room Inventory	December	1
Building Inventory	December	1
Room Utilization	December	1
Freshman Survey	November	1
Sophomore Survey	May (bi-yearly)	1
Graduating Senior Survey	May (bi-yearly)	1
Name/Address of Non-enrolled applicants	November	1
Name/Address for Alumni Survey	March (bi-yearly)	1
Total		45

3. OIR will increase the amount of staff cross-training and office procedure documentation to ensure the ability of our office to produce critical files and reports in the event of staff turnover or illness.
- B. Assessment procedure(s) for determining the extent to which the goal has been achieved
1. Description
 

Our ability to perform this critical function is reflected in the lack of errors identified by the edits performed by UNC-OP and the extent to which all of the files are submitted on time.
  2. Criteria for success
 

We expect to submit all UNC-OP electronic data files on time with few errors.
  3. Assessment or data collection schedule
 

During the last two years, we submitted 45 electronic data files each year at various points in time. UNC-OP provides us with immediate feedback on errors, missing or inconsistent data on each file. Each data file has to pass an extensive automated edit process prior to acceptance by OP.
- C. Assessment Results
1. Summary and conclusions of assessment results
 

Over the last two years, we have provided UNC-OP with approximately 45<sup>2</sup> electronic data files each year. This reporting load continues to increase in the number of files, data elements included in the files, and changes to element definitions and file structure. During 2003-04 and 2004-05, we submitted all files on time with few errors. UNCA is viewed as one of the more capable institutions in the state in reporting accurate data on a timely basis.
  2. Use of results to improve the department
 

UNCA has met the OP reporting responsibilities by submitting highly accurate files on time over the last two years. We are clearly achieving this goal to a high degree of excellence. We put a lot of effort into these activities and they directly support the data quality of the IR extract files and our ability to report and analyze management information for UNCA use. A major reason for our high level of performance in this area is that we have very experienced and talented staff who have been doing this work for many years. However, given that our small staff has one person for each major function, we are very vulnerable should we have employee turnover or serious illness. The amount of

<sup>2</sup> In 1986, we provided UNC General Administration with two electronic data files each year.

complex work required by OP is such that an employee absence of less than a month could cause a severe problem, especially since OP reporting requirements are due in virtually each of the twelve months of a calendar year. Our challenge is to find the time for cross-training and to ensure that we have excellent documentation to enable us to perform multiple roles in a crisis. The Banner conversion project will provide us with the opportunity to revise and update our internal documentation for building the OP files and creating our internal MIS system.

### **Part III. Organizational and Resource Issues**

- I. Have there been changes in department organization, leadership or staffing over the last two years? Describe the impact of any changes on the effectiveness of the department in achieving its goals.

Not applicable.

- II. Describe key relationships to other UNCA academic and administrative departments and/or external agencies. How do these relationships impact your department's effectiveness?

The IR Office works routinely with all academic units and most administrative units. We provide student rating results, management information, and assessment results to academic departments. We work extensively with the owners of administrative data systems (Human Resources, Registrar, Admissions/Financial Aid, and Financial Affairs) and Information Technology Services (ITS) to create the frozen extract census files that we use for official reporting and research. A major strength of our office is the very positive relationships we have forged with both the owners of these data systems upon whom we depend and the users of our data. The IR Office is somewhat unique in our relationship with ITS in that we do not depend on them to run reports or create files for us. We have an excellent working relationship with ITS that is primarily focused on hardware, networks, and system changes to administrative data systems.

We also work extensively for UNC Office of the President in providing approximately 45 electronic data files each year and in participating in numerous survey projects. We try to be very proactive with UNC-OP so as to have a voice in helping to define new reporting and assessment projects and modify existing processes as appropriate.

- III. What have been the major accomplishments of the department over the last two years?

1. Implemented procedures for obtaining 80%+ response rates to UNC System mandated surveys (New Student, Sophomore, and Graduating Senior) with minimal aggravation to students.
2. Provided analytical support to four campus task forces: Tuition Increase, Faculty Salary, Enrollment Growth, and Student Rating of Instruction
3. Completed 45 OP files each year on time with few errors
4. Completed more than 85 external surveys and data requests on time with almost no errors
5. Coordinated UNCA's response to the Update to the UNC Long-Range Plan
6. Provided analytical and MIS support to assist enrollment management efforts
7. Developed an accurate database of faculty and student participation in service-learning back to 2000
8. Developed UNCA's response to OP on UNCA's non-compliance with the BOG standard teaching load

- IV. In what areas does the department need to improve?

1. Develop internal procedures and documentation for generating the 45+ electronic data files required by UNC-OP in case our Applications Programmer II position becomes ill or we have turnover in this position.
2. Decrease the time between completing a survey research project and the communication of the results to the university community.
3. Increase our proficiency in developing web survey projects and have at least two staff trained to perform these tasks.
4. Find ways to improve the timeliness of the *Department Profile* and *Faculty Teaching Load* reports

- V. How does the current level of resources (personnel, equipment, facilities, and budget) affect the ability of the department to achieve its goals? Include any significant changes (increase or decrease) in your resource level during the past two years.

The 2004-05 9K operating base budget was adequate for achieving our basic goals and accomplishment of routine reporting and survey projects. This amount does not provide for non-regular expensive survey projects such as a long overdue longitudinal alumni survey. Nor does it provide for the replacement of computers. In Spring 2005, OIR received an additional \$7,200 to replace three desktop computers, the office server, and new software.

#### **Part IV. Changes in Department Goals**

- I. If new or modified goals have emerged, attach an amended departmental goal statement (see Part I), including required information about assessment.

Not applicable

- II. If new resources are needed, attach a resource request indicating:  
A. Specific resource requested

Approximately \$5-7K to purchase a new optical scanner for scoring student rating of instruction forms. We have just started investigating the various machines that will best meet our needs, thus the variable cost estimate.

- B. Justification for the resource, based on your departmental goals and assessment.

A major concern is the replacement of the OIR Scantron Optical Scanner which is approximately fourteen years old. The scanner is used to score 20,000 Student Rating of Instruction forms annually and we had two major malfunctions last year. We had one major malfunction for the first thirteen years. The first incident occurred during the middle of processing the Fall 2004 student ratings and required shipping the scanner to Omaha, NE *twice* for repairs. The second malfunction occurred the very next semester and was repaired by ITS staff. We are concerned that due to the age of this machine, we will have an increasing number of malfunctions and will not be able to process Student Rating of Instruction forms/reports on a reliable or timely basis. The Student Rating of Instruction Task Force will likely recommend a new rating form to the Faculty Senate in 2005-06 and given the significant graphic production costs for designing and producing a new unique UNCA rating form, there will be financial advantages to replacing this scanner as we adopt a new rating form.

## Appendix A: Survey Comments

### Assessment of Institutional Research Management Information Reports: Comments/Suggestions

- I appreciate the format and timely distribution of IR data. The on-line information even helped me prepare for my UNCA Career Center Director interview.
- Always prompt
- Office has been excellent to work with, responsive to my requests and also patient with me. Thanks!
- There is no room for gray areas in any of the reports. If faculty work more than their 12 hours, then it needs to be reported, not subtracted from release time.
- Ken Wilson does a good job with my reports.
- Our department and Institutional Research have a good working relationship.
- Thank you.
- Excellent response to adhoc requests.

### Assessment of Institutional Research Analytical Studies: Comments/Suggestions

- Haven't used Institutional Research in my year at UNCA
- Good information & timely results
- I very much appreciate the information IR gathers and reports to the UNCA community. I also enjoy and appreciate our placement and internship data gathering collaborations.
- Always a can-do attitude; could help more with how to get results posted on web; excellent department! Excellent staff!
- I am always pleased with the support from these folks.
- A major request went unfilled, because IR didn't have the time.
- It is impossible for me to conceive of a more open, receptive and competent Office of Institutional Research than the one we have. Individually and collectively, its members are the best!
- IR is a pleasure to work with. Discussing my program needs and outcomes - and then how to capture the data needed to assess and improve our overall program is essential. It is truly a blessing and an advantage to have an office that helps us evaluate the work that we do. Hopefully, it aids us in being more effective for students.
- Fine work
- The IR Office does a great job. I have been disappointed with the lack of analysis of the Freshman Colloquium, but I'm not sure that's the fault of the IR Office.
- We did not use this service 2003-2005.
- Thank you.
- In response to my query on some analytical data, I was told by your office to "go to the library and look it up". I'm not sure what the purpose of your office is. Is there a way you could find to be more clear about this rather than just continually sending out more surveys for a very busy faculty to fill out?