UC Merced
Office of Institutional Planning & Analysis

Table of Contents

Mission Statement
UC Merced
Office of Institutional Planning & Analysis

The Office of Institutional Planning & Analysis (OIPA) provides ongoing support for campus planning and decision-making to help advance the educational mission and effectiveness of the institution. OIPA performs these functions:
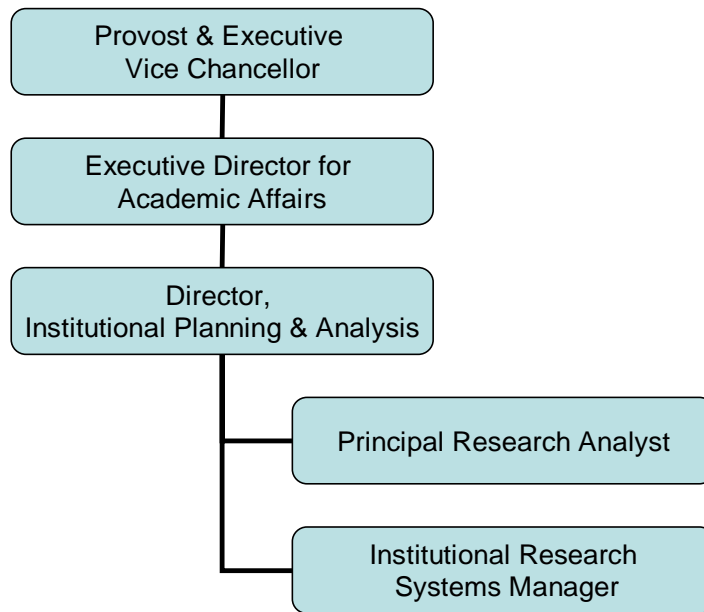
- facilitates decision-making in areas of enrollment management, resource allocation, campus performance/benchmarking, and the setting of campus goals and objectives;

- integrates and analyzes campus and external data;

- complies with federal, State, WASC, and UCOP reporting requirements, serving as the primary source for official campus statistics;

- develops and maintains systems and processes to ensure data integrity, accuracy, and consistency, as well as appropriate and ethical use of campus data;

- helps plan and coordinate internal and external surveys of UC Merced students, alumni, faculty, and staff;

- collaborates with faculty, administrators, and relevant committees to provide mandated and ad hoc data and analyses;

- works with the Office of Information Technology and other units to ensure the security and integrity of the campus' reporting data systems, while also ensuring that appropriate access to data and information is given to faculty and staff so they can perform their jobs.

Short-term plans:
- Hire 2-3 staff members
- Identify data sources (student, human resources, finance/budget)
- Identify critical data needs for mandated reporting
- Begin developing a reporting database on secured server

Long-term plans:
- Integrate data systems for reporting
- Develop OIPA Web site
- Organize a campus survey planning and coordinating committee
- Help identify a campus survey application
- Special studies (e.g., admissions, retention, academic progress, student satisfaction)
- Develop set of appropriate Key Performance Indicators (KPIs) for strategic planning (WASC standard 4.3)
- Identify and collect data to support assessment of student learning objectives
- Set up OIPA Advisory Committee

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│   Provost & Executive   │
│     Vice Chancellor     │
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│  Executive Director for │
│     Academic Affairs    │
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│          Director,          │
│ Institutional Planning & Analysis │
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             ├──────┌─────────────────────────────┐
             │      │  Principal Research Analyst │
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                    │    Institutional Research   │
                    │      Systems Manager        │
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UC Merced Office of
Institutional Planning &
Analysis

Nancy L. Ochsner

Work Tel: 209-381-6900   E-mail: nochsner@ucmerced.edu

Summary of Skills

- Administration, management, planning
- Research design and statistical analysis
- Proposal and report writing
- Questionnaire design
- Oral and written communication (technical and non-technical, policy-oriented)
- Computing (SPSS, some SAS, Excel, Word, PowerPoint, Crystal Reports)

Professional Experience

University of California, Merced   2005-present
Director, Institutional Planning & Analysis
- Reporting to Executive Director for Academic Affairs
- Develop founding Office of Institutional Planning and Analysis
- Responsible for the development and management of the campus' research information systems to support mandated and ad hoc reporting and decision support
- Participate in application for WASC accreditation
- Coordinate enrollment projections and enrollment management analyses
- Coordinate survey research, including campus participation in NSSE

University of Maryland, Baltimore County   1986-2005
Director, Institutional Research
- Reporting to the Vice Provost, organize and manage information to help make resource decisions
- Manage office of seven professionals
- Responsible for the development and management of the campus' research information systems to support mandated and ad hoc reporting and decision support
- Key player in the campus' strategic planning, assessment, and performance accountability efforts, including chair of Campus Assessment Coordinating Committee
- Lead enrollment projections committee
- Serve on campus Planning Leadership Team and support various planning task forces (enrollment management, student affairs, advisement, research, curriculum, etc.)
- Coordinate survey research (design, implementation, and analysis)
- Comply with accreditation requirements, helping to plan accreditation reviews and writing reports. Co-chair of Middle States Self Study (2004-2006)
- Serve on the IT Steering Committee; chair the Data Management Council
- Lead campus efforts to implement Data Warehouse and improve campus reporting environment for analysis and decision-making

Nancy L. Ochsner

Office of Institutional Studies, University of Maryland, College Park   1981-1986
Research Analyst
> Lead researcher in the areas of affirmative action analyses, sex equity studies (e.g., promotion and tenure; faculty salary equity), and miscellaneous short-term projects.

American Society of Allied Health Professions, Washington, D.C.   1980-1981
Consultant
> Research consultant to a project to analyze survey responses of a sample of allied health professionals. Set up data analyses and computer programs.

New Jersey Department of Higher Education, Office of Planning and Research, Trenton, NJ.1980
Assistant Director
> Lead researcher on several projects, including a study of applicants, enrollees, and persisters at NJ's public colleges and a study of the role of Blacks and Hispanics in NJ higher education.

Higher Education Research Institute, UCLA, Los Angeles, CA.   1975-1980
Research Associate
> Participated in grant writing and research analysis for several projects in the area of higher education and employment issues. Developed questionnaires. Designed research analyses, developed computer programs, and wrote up results.

Education

ABD   University of Maryland, Baltimore County; Policy Sciences (Evaluation Track). 1990-95

MA   University of California, Riverside; Education (Statistics and evaluation track).   1975
(courses also taken at the Los Angeles and Berkeley campuses as an intercampus exchange student, 1974-75)

BA   DePauw University, Greencastle, Indiana; Psychology, honors.   1972

Projects Managed

Student retention analyses (1986-present). Undergraduate and graduate student retention tracking and "drop-out" surveys. Identification of factors associated with increased risk for dropping out (freshman and transfer cohorts; master's and doctoral student cohorts).

Assessment of undergraduate initiatives designed to increase retention/graduation rates (1986-present). Assessment of special courses and programs (ENGL 100Y; Learning Resources Center; First Year Seminars; etc.).

Migration of legacy research databases to PeopleSoft (Oracle database) environment (2001-present). Evaluation and selection of reporting tools. Coordination of data administration policies.

Academic Integrity Surveys. Design, coordination, analysis, and report writing of three surveys of academic integrity (students, faculty, TAs) (2001-04).

Nancy L. Ochsner

Managing For Results. Planning and data collection coordination for report to the State and the Legislature (1999-present).

Academic Program Reviews (1990-present). Presentation of data used in academic program reviews (departments on 7-year cycles).

Equal Educational Opportunity Implementation Plan Updates for the University of Maryland, College Park. Statistical analysis and draft of text. (1985-86).

Study of Academic Dismissals at the University of Maryland, College Park. Research design and statistical analysis. (1985-86).

Improving Prediction of Academic Success at the University of Maryland, College Park. Research design and statistical analysis. (1985-86).

Affirmative Action Plan Updates for the University of Maryland, College Park. Statistical analysis, draft of text, negotiation with Attorney General's Office. (1985).

Design of Computerized Applicant-flow Monitoring System for the University of Maryland, College Park. Implemented in July 1982.

Survey of Post-secondary Allied Health Programs for the American Society of Allied Health Professions. Statistical analysis and methodology write-up. (1980-81).

Leadership Committees

Co-Chair, Middle States Reaccreditation Self-Study (2004-06)
UMBC Planning Leadership Team (2003-present)
Chair, Campus Assessment Coordinating Committee (2002-present)
Chair, Data Management Council (2001-present)
IT Steering Committee (1998-present)
Steering Committee for PeopleSoft Implementation (2001-present)
Enrollment Management Task Force (1998)
Academic Integrity Assessment Sub-Committee (2001-present)

Memberships

Association for Institutional Research (AIR)
California Association for Institutional Research
Northeast Association for Institutional Research (NEAIR)
Maryland Association for Institutional Research (MdAIR), President (1993-94)
American Association for Higher Education (AAHE)
Association for the Study of Higher Education (ASHE)
Society for College and University Planning (SCUP)

Nancy L. Ochsner

Professional Contributions

Presentations

"Institutional Research: Just the Facts, Please…." (with Karen Foslid Jones) Presented at EACUBO. April 25, 2002.

"Faculty Workload: Issues and Perspectives," panel presentation at MdAIR, November 12, 1993.

"Surveys for College Guidebooks: A Guide to Guide Usage," (with Robin B. Huntington) Presented at MdAIR, November 11, 1992.

"A Study of Male and Female Faculty Promotion and Tenure Rates," (with Marilyn K. Brown and Theodore S. Markewich) presented at the AIR Forum, Portland, OR, April 29, 1985.

"What Students Say About Their Liberal Arts Education," presented at the Forum on Humanistic Studies in Today's Economy, Mount Saint Mary's College, Doheny Campus, Los Angeles, CA, February, 1979

Publications

Books and Monographs

Underemployed Ph.D.'s (with Lewis C. Solmon, Laura Kent, and Margo-Lea Hurwicz) Lexington, Mass.: D.C. Heath, 1981.

Alternative Careers for Humanities Ph.D.'s: Perspectives of Students and Graduates. (with Lewis C. Solmon and Margo-Lea Hurwicz) New York: Praeger, 1979.

College Education and Employment—The Recent Graduates. (with Lewis C. Solmon) Bethlehem, PA: College Placement Council, 1979.

Using Longitudinal Data in Career Counseling. (co-editor with Lewis C. Solmon) San Francisco: Jossey-Bass, 1979.

College as a Training Ground for Jobs. (with Lewis C. Solmon and Ann S. Bisconti) New York: Praeger, 1977.

Research Papers/Articles

"Logit Analysis of Graduate Student Retention," (with Mary Diederich Ott and Theodore S. Markewich) Research in Higher Education, Vol. 21, No. 4, 1984 (439-460).

"Sex Equity Research: Keeping the Campus Out of the Courtroom," (with Frank A. Schmidtlein and Marilyn K. Brown) Resources in Education, December, 1984 (ED 246793).

"Survey on Parental Leave Policies," Report to an Ad Hoc Committee of the Chancellor's Commission on Women's Affairs, The University of Maryland, College Park, September, 1984.

Nancy L. Ochsner

"A Study of the Relationship Between Student High School Academic Preparation and Subsequent Academic Persistence at UMCP," (with Rodney G. Hurley), Report to the Undergraduate Student Retention Committee, The University of Maryland, College Park, November, 1981.

"Profile of New Jersey Full-Time Freshmen: A Five-Year Trend," DHE Research Note 80-4, June 1980.

"Actual and Projected Shifts in Age Distribution of New Jersey College Students: Impact on Enrollments," (with Adolph I. Katz), DHE Data Memo 80-1, June 1980.

"New Jersey Senior Public Institutions: Who Applies? Who Enrolls? Who Persists?" (with John Rosenbaum) DHE Research Note 80-5, March 1980.

"Humanities Ph.D.'s and the Labor Market: Alternatives to Academe," (with Lewis C. Solmon) Final Report to the National Endowment for the Humanities, April 30, 1980.

"Implications for Counselors from National Student Data," Using Longitudinal Data in Career Counseling, (New Directions for Education, Work, and Careers, Number 7), San Francisco: Jossey-Bass, 1979.

"Characteristics and Needs of Adults in Postsecondary Education," (with Lewis C. Solmon and Joanne G. Gordon) report presented to the National Institute of Education, October 24, 1979.

"Forecasting the Labor Market for Highly Educated Workers," (with Lewis C. Solmon) Review of Higher Education, 2 (2), 1979.

"Humanities Ph.D.'s Employed in the Public Sector: Satisfaction and Related Career Outcomes," (with Lewis C. Solmon) Interim Report to the National Endowment for the Humanities, January 1979.

"Attitude Changes of College Graduates," (with Lewis C. Solmon) Increasing Student Development Options in College, (New Directions for Education and Work, Number 4) San Francisco: Jossey-Bass, 1978,

"New Findings on the Effects of College," (with Lewis C. Solmon) Current Issues in Higher Education. Washington, D.C.: American Association for Higher Education, 1978.

"Jobs for Humanists," (with Lewis C. Solmon and Margo-Lea Hurwicz) Change, 10 (6), 1978.

Office of Institutional Planning & Analysis

Decision-Support Database

Working with IT, the Office of Institutional Planning & Analysis (OIPA) is developing a decision-support/reporting database. This relational database (Oracle) will house the data extracted from the student information system (Banner), Payroll/Personnel system, Finance and Budget system, as well as survey or other external data. In this way, OIPA will be able to integrate the data from disparate systems and store historical data (term by term) to better support campus decision making. The data from these systems will be transformed to optimize reporting capabilities and to make the information more accessible to campus managers and other users. The reporting database will be separate from the production databases, thereby relieving the production systems from potential competition for processing time.

Student enrollment data will be extracted from Banner on the 15th day of classes (census date) as well as at the end of the semester (to record student progress). Other student data to be extracted include: application, admissions, financial aid, and degrees awarded data. The student reporting data will be extensive and will enable a multitude of analyses and studies, such as retention and graduation analyses, admissions yields analyses, impact of financial aid packages on retention and other measures of student success, transcript analyses of degree recipients, etc. The enrollment information will also be integrated with personnel data to generate faculty workload reports.

Payroll/Personnel data will be extracted November 1st (census date) as well as early spring and will be used to support analyses dealing with faculty workload, cost of academic programs, retention of faculty and staff, impact of faculty retirements, faculty salary equity, affirmative action, etc.

Data from the Finance/Budget system will be extracted annually to capture expenditures by program and administrative departments. These data will support such analyses as cost of academic programs, impact of resource allocation or re-allocation decisions, comparisons with other campuses in terms of distribution of expenditures by function (instruction, research, administrative support, financial aid, library, etc.).

UC Merced Analyst Staffing

In addition to OIPA, which currently has two analyst lines including the Director, other offices that contribute to the campus' team of analysts include: Budget, Capital Planning, Academic Affairs, Academic Planning, Academic Personnel, and Student Affairs (Registrar, Admissions, Financial Aid). Together they provide the foundation for supporting decision-making and policy-making at UC Merced.

Office of Institutional Planning & Analysis

Assessment of Student Learning

Institutional: Institutional level goals address learning for all students that stem from the institution's mission. UC Merced's mission stresses cross-disciplinary inquiry and discovery; applying learning through undergraduate research, service learning, and leadership development; creating a network of learners and scholars.

- The Office of Institutional Planning & Analysis (OIPA) is responsible for coordinating the assessment of student learning and success at the institutional level. The use of surveys and analyses of student persistence, academic progress, and factors associated with risk of attrition and academic difficulty form the basis of this institutional-level assessment. OIPA also will work with the College One Advisory Committee which is responsible for coordinating the assessment of general education.

- **Surveys**
  Although surveys indirectly measure student learning (through self-report), they also provide valuable feedback regarding satisfaction with aspects of the academic and co-curricular campus environment, as well as information about behavioral components that might affect success in college. The **National Survey of Student Engagement (NSSE)** http://nsse.iub.edu/pdf/NCS%20proof%2011_30_04.pdf , for example, includes numerous items that relate to WASC Standard 2 (*Achieving Educational Objectives Through Core Functions*) as well as several that correspond to Standard 1.5 (diversity) and 1.1 (appropriateness of the institution's goals). UC Merced's undergraduates (freshmen and transfers) will participate in the Spring 2006 NSSE. The information this survey provides in terms of the students' academic and intellectual experiences, as well as their cultural, health, interpersonal, time-management, and personal growth experiences, will help the campus identify areas for improvement in providing services and programming. It will be especially helpful to be able to compare the baseline experiences of UC Merced's pioneering students to the experiences of students at similar, but more established, institutions nationwide. All internal analyses will compare responses of different categories of UC Merced students: new freshmen/transfers, majors, geographic origin, first generation, gender, ethnicity, writing placement, SATs, housing status. Analyses will be shared with administrators, Deans and faculty to be used, in conjunction with other sources of information, in making decisions to improve teaching and student services. UC Merced plans to participate in NSSE every two years to monitor the academic and co-curricular engagement of the students as the campus grows and improves. At least once every 5 or 6 years, the campus will administer the faculty companion survey to NSSE, **Faculty Survey of Student Engagement (FSSE** http://www.indiana.edu/~nsse/pdf/fsse/faculty_survey_v4.pdf , to compare the faculty's expectations with the self-reported behaviors and opinions of the students.
  OIPA also will work with other campus units to develop **alumni surveys** and determine a schedule for their administration. Alumni views of their college experiences, and the usefulness of their academic and co-curricular experiences in

graduate school and/or the workplace, provide important feedback to the campus in terms of general education, programs, and student services. It is also an important way to keep the alums involved in their alma mater.

The Career Services Center will coordinate periodic **surveys of employers** who hire UC Merced graduates. These surveys will give the campus independent information about how well the campus' graduates meet the needs of employers, as well as what skills, knowledge, and experience could be improved. **Surveys of recruiters** also would give valuable information on the perceived quality of UC Merced students as potential employees, relative to other campuses in the area.

Other surveys, targeted for specific purposes, also will contribute to the overall assessment of teaching, learning, and campus services. These include the Fall 2005 **undergraduate survey**, which will provide feedback from the first class of freshmen and transfers on their experiences on campus and in the classroom, as well as explore why they chose to come to UC Merced and what their interest is in attending summer school, etc.

- **Retention/Graduation/Time to Degree Analyses**
  OIPA will conduct regular monitoring of retention, graduation, and time to degree of various groups of students. Retention/attrition will be monitored from fall to spring, as well as from fall to fall over periods of ten years or more. Graduation will be monitored annually so that we can determine the tendency of various types of students to graduate within three, four, five, and six years of matriculation. It will be important to look at cohorts of students who entered as new freshmen and transfers, as well as their characteristics: county of residence, transfer institution, program, preparation (SATs, writing placement), financial aid packaging, gender, ethnicity, first generation, housing status, success in various key courses, first-year gpa, time spent with advisors, etc. These and other factors will be used to explain variance in retention and graduation rates (using logistic regression) to determine some of the factors most important for the success of UC Merced undergraduates. Time-to-degree analyses will involve looking at graduating classes each year to address issues such as "excess" credits, effects of changing majors, differences in program requirements, etc., in relation to the time it takes to obtain the bachelor's degree at UC Merced.
  All of these analyses will inform administrators, Deans, programs, and student services so that adjustments and improvements can be made as appropriate.

- **External Data**
  Over time, it will be important to use the services of the National Student Clearinghouse (NSC) to find in what other institutions students admitted to UC Merced, but declined to enroll, subsequently enrolled, and to what institutions students who dropped out of UC Merced transferred. UCOP pays the annual fee that enables all UC campuses to use the StudentTracker services of NSC http://www.studentclearinghouse.org/colleges/Tracker/default.htm . Through StudentTracker, institutions can tap into the nation's largest database of enrollment data and have access to a database of over 65 million records on current and former students nationwide. When the campus participates in DegreeVerify, it also can access

11

more than 10 million degree records to determine, for example, where the campus' bachelor's degree recipients obtain graduate degrees.

The UC system also collects and shares data that can help the campus benchmark student success against sister campuses. These data range from admissions and student demographic information to teaching patterns, class size, retention and graduation rates, as well as survey data from a UC sponsored undergraduate experience survey: **UCUES** (University of California Undergraduate Experience Survey) http://osr2.berkeley.edu/Public/surveys/ucues/2004/ucb2004_instrument.htm . Since this survey overlaps in terms of timing (spring administration), population surveyed (undergraduates) and content with the NSSE survey, in the years UC Merced participates in NSSE, the campus will modify its UCUES strategy (either by adjusting the sample or the questions) so that the overlap is reduced or eliminated.

Other external data useful for benchmarking include data from IPEDS (institutional characteristics, student enrollments and degrees awarded, graduation rates, human resources, and finance). These data, along with information from The College Board and US News surveys, will help the campus identify similar institutions to which we can compare ourselves on basic indicators of student success. These contribute to the sources of data used as "a network of evidence" for continuing or improving institutional processes.

- **Advising Tracking System**

  The Registrar's Office developed and implemented an advising tracking system that allows Student Affairs units (Admissions, Advising and Learning Center, Financial Aid, Career Services Center, Registrations) to track their contact with each student, or prospective student or parent, and to maintain a "portfolio" of these contacts to be shared strategically among the offices. This allows those professionals who need this background information in order to better serve the students' needs to have instant access to these records. Additionally, this system will allow OIPA to determine the impact of the frequency of student-advisor contact on the student's academic success.

- **Degree Audit System**

  Within the next year, if budgeted, the Registrar's Office will be purchasing and implementing a Degree Audit System to allow students to better manage their academic plans. Degree audit systems allow students and advisors to run "what if" scenarios to determine courses needed to complete the various programs. This is especially helpful for students who contemplate switching their majors, adding a major or minor, or selecting a major in the first place. Optimally, the articulated courses for transfers would also be part of this system. Reports (electronic or paper) will summarize the student's progress toward graduation, indicating both graduation requirements that have been completed and those that remain to be satisfied. This will help inform students as well as faculty and Student Affairs

advisors. In addition, OIPA will be able to analyze the patterns of course-taking behavior that lead to more timely, or less timely, degree completion.

Program: Program level goals relate to the major, minor, concentration, general education, or information literacy, including non-academic and co-curricular programs where learning is expected to occur; should be consistent with institutional goals and with disciplinary expectations. The Schools (Deans and faculty), as well as the Graduate and Undergraduate Councils and the Graduate Division, are responsible for program-level assessment of student-learning outcomes. The College One Advisory Committee is responsible for assessing student learning in general education.

- College One goals for general education (pp. 4-5, *College One Handbook, 2005*) include:
    1. Introduce students to the major domains of intellectual inquiry
    2. Scientific literacy
    3. Decision-making
    4. Communication
    5. Self & society
    6. Ethics & responsibility
    7. Leadership & teamwork
    8. Aesthetic understanding & creativity
    9. Development of personal potential

Link to College One assessment plan.

- OIPA is responsible for supplying basic multi-year data and information for academic program reviews (APRs). This information will include credit hours offered by program, by level; numbers of majors; numbers of degrees awarded; numbers of faculty; program costs (per credit hour or fte); alumni survey data; student outcomes (retention/attrition rates; average time to degree; average credits at graduation; average GRE scores and/or other achievement scores, if available).

Link to Program assessment plans.

Course: Course level goals are articulated by faculty for their own courses. Course goals can generally be found in syllabi, and students should be able to indicate at least a general awareness of the goals and purposes for the courses they are taking. Faculty are responsible for course-level assessment of student learning outcomes.

- OIPA will assist in conducting grading analyses. Periodic reports will be run to determine the characteristics of students who do well or poorly in certain courses and, if applicable, the relationship of grades in pre-requisite courses and subsequent courses. This information will be shared with the appropriate Schools (Deans and faculty) to be used along with other sources in discussions about program and course improvements.

Link to Course assessment plans.