

Student Affairs Assessment and Research Steering Committee

ARSC COMMITTEE MEMBERS

Mark Denke (Chair) VP for Student Affairs	Neal Lujan Enrollment Services	Robert Peters Lory Student Center Business Services
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Guidelines for Student Affairs Programs to Develop Assessment Plans Using New Format

Introduction

THE ASSESSMENT AND RESEARCH STEERING COMMITTEE CHARGE

- Conducting an audit of current assessment and research activities in the Division of Student Affairs at Colorado State University.
- Assisting the Division of Student Affairs in advancing our commitment to assessment, continuing to develop this as an area of professional competence for our staff, and using the results to continuously improve the quality of programs, services, and facilities for students and the campus community.
- Assisting departments within the division with program reviews that departments have incorporated into their work plans and suggest ways to facilitate the program review process.
- Identifying assessment and evaluation needs in order to develop and conduct workshops that will increase staff members' knowledge, professional competence, and confidence in using assessment approaches, and integrating assessment and research practice into new programs and services.
- Continuing to identify significant studies, publications, or Student Affairs' organizations at our peer institutions pertinent to our work in benchmarking, assessment, and research.

The Committee requests that all Student Affairs programs report Program Improvement Research Plans (assessment) prior to June 30, 2003, coinciding with the end of the fiscal year. Use the on-line reporting site at <http://kiowa.colostate.edu/Assessment>.

Every program is to develop and report at least three outcomes.

The Committee realizes that most programs have assessment processes in place; however, this new reporting format may be a new experience for some programs. Therefore, programs should develop the best plans possible, realizing that adjustments may be necessary after the Committee

reviews them. In addition, the purpose of program improvement research at CSU rests in the desire for plans to identify strengths and weaknesses in a program's approach to reaching established service objectives. Programs should target priority planning objectives and should avoid developing plans solely to make a program appear perfect.

The Guidelines that follow present reporting forms that replicate the on-line reporting system's format. Programs can use the forms to develop their plan beforehand, then cut and paste the information into the on-line database. Also, the Word document can more easily be shared among staff for consensus before the on-line reporting is accomplished. Printed plans should be kept on file in the relevant departments for viewing by the Higher Learning Commission evaluation team when it visits CSU in February 2004.

ARSC Guidelines to Develop a Program Improvement Research (Assessment) Plan

7-Step Process Listed Below

1. Copy and use forms from the University Provost's Web Site at <http://www.provost.colostate.edu>
 - a) Select Faculty Resources
 - b) Select Guidelines for Developing Student Affairs Assessment Plans
2. Review the Guidelines for the Cover Page.
3. **Complete the Blank Cover Page** of Your Program Improvement Research Plan.
4. Develop or Review the objectives of your program.
5. Review Guideline for Page 2: Program Service Outcomes showing
 - a) Outcomes, b) Strategies, c) Assessment Method, d) Criterion, e) Summary Results & Evaluation and f) Program Improvements.
6. **Complete the Blank Page 2 Program Service Outcomes**, adding more rows and pages as needed to form **at least 3 outcomes**. Outcome types may include any of the following a) program service outcomes, b) student learning outcomes, c) staff research outcomes, or d) staff outreach outcomes. The database contains help buttons for developing learning, research, outreach, and service outcomes.

Report the following components before June 30, 2003: a) Outcomes, b) Strategies (optional), c) Assessment Method, and d) Criterion. Assessment results and program improvements are reported August through September 2003.

7. **Report the program plan to ARSC** during June 2003 using an on-line reporting site located at <http://kiowa.colostate.edu/Assessment>. Passwords and access instructions will be distributed to assessment plan contact persons before June. A demonstration model is available at the kiowa site mentioned above. In the department or demo boxes, type demo for both the user name and password for accessing the demonstration.

Note: To schedule group / departmental training, contact the CSU Assessment Director Kim Bender by telephoning Patsy Harlan at 491-2043. If you have questions about the process or assessment contact Kim Bender at (970) 491-5388 or at kkbender@provost.colostate.edu.

Guidelines for the Cover Page

This cover page precedes the service outcomes listed on page 2 and beyond. The cover page contains introductory program information and will likely be stable from year to year with the program making minor editorial changes.

Program Title (e.g., Residential Life): Program Improvement Research Plan, 2003-2004

Institutional Mission Linkages

Select a phrase or phrases from CSU's Mission Statement that apply to your programs' activity.

CSU Mission Statement:

Colorado State University has a unique mission in the state of Colorado. The land-grant concept of a balanced program of teaching, research, extension, and public service provides the foundation for the University teaching and research programs, Agricultural Experiment Station, Cooperative Extension, and Colorado State Forest Service. The University has long been a leader in recognizing the rapidly changing global environment, and has a commitment to excellence in international education in all its instructional, research, and outreach programs. The University continues to make education and training accessible to deserving applicants from all classes and groups, and maintains a wide range of research, extension, and public service programs in response to the needs of the people of Colorado, the nation, and the world.

Example: This program supports CSU's commitment to its land-grant heritage and responsibilities in the interrelated areas of education, research, and outreach. It also reinforces the university's emphasis on making education and training accessible to deserving applicants from all classes and groups, & maintains a wide range of programs in response to the needs of the people of Colorado, the nation, & the world.

Institutional Strategic Planning Linkages

If possible, select Key Strategies that relate to the program's activity. CSU's Annual Update of the University Strategic Plan FY03 is found at: <http://www.research.colostate.edu/usp/fy03.pdf>

Examples: Plans are to select the planning components that they support; some examples appear below.

KS/IP 1: Undergraduate Experience; 1.9 Program Assessment (support & academic programs)

KS/IP 5: Enrollment Management; Develop and implement enrollment management initiatives to enhance the recruitment & enrollment of resident & non -resident students. Improve retention & graduation rates of all students.

KS/IP 4: Diversity; (6) Implementing programs of assessment and accountability of diversity efforts.

KS/IP 7: Civic Education and Civic Renewal; Survey data from students, faculty and staff indicating an increase in positive responses relating to issues of care, concern, tolerance, diversity, safety, security, and community.

Division/Department: Relate Plan to Mission Statement and/or Purpose Statements of a Division.

Example: The Division of Student Affairs provides services and programs integral to the academic mission of the University that prepares students to: 1) Maximize their collegiate experience, 2) Integrate academic and personal development, 3) Assume self and social responsibility, 4) Value well-being in body, mind, spirit and community, 5) Embrace an on-going passion for discovery, inquiry, and critical thinking, 6) Appreciate and respect diverse peoples, ideas, talents, abilities and cultures, 7) Establish lasting connections with Colorado State University and its traditions, 8) Contribute to positive and productive ways to their personal and professional communities, and 9) Become environmentally and globally aware citizens.

Program Purpose

The purpose statement should provide enough specificity to demonstrate that the program is unique from other programs.

Example: Housing and Food Services: Provide clean, safe, well maintained, attractive and reasonably priced living environments for students and customers which are supportive of the educational mission of the University. Provide nutritious and desirable food with the highest standard of service in a pleasant and attractive environment. To support the intellectual, physical, social, emotional, and spiritual development of on-campus residents.

Example: Residence Life: To create safe and welcoming communities which challenge and support ALL students by enhancing their educational experiences.

Program Improvement Research Administration

Describe how the program or department administers the assessment process—assessment committee membership, meeting times, information distribution, responsibilities defined, professional development experiences, research assignments, time line for gathering and evaluating data, and how assessment informs the unit's decision-making process.

Contact Reference (name / assessment role / e-mail and /or telephone)

Name of the individual responsible for maintaining/updating the plan on line—reporting results to peer review committee.

BLANK FORM for the Cover Page

This cover page precedes the service outcomes listed on page 2 and beyond. The cover page contains introductory program information and will likely be stable from year to year with the program making minor editorial changes.

**Program Title (e.g., Residential Life):
Program Improvement Research Plan, 2003-2004**

Institutional Mission Linkages

Institutional Strategic Planning Linkages

Division/Department: Relate Plan to Mission Statement and/or Purpose Statements of a Division.

Program Purpose

Program Improvement Research Administration

Contact Reference (name / assessment role / e-mail and /or telephone)

Guideline for Page 2: Student Affairs Service Outcomes

PROGRAM SERVICE OUTCOMES (Student Affairs)

Service Outcome One:

1. **The outcome should be crafted with enough detail so that it informs client expectations, guides staff performance, and is measurable.** The outcome should relate to program priorities that are current. AVOID general statements such as “students will be satisfied with service.” Describe the component parts that staff believe comprise effective service— a) courtesy, b) timeliness, c) accuracy, d) design, e) complaint resolution, and others. Over time, previous accomplished outcomes that no longer generate program improvements should be reviewed and new more effective outcomes developed.

Example Environmental Health & Safety: Develop and implement a comprehensive Fire Safety program, which will include manuals, training, and inspection procedures for the prevention of fires in University facilities.

Example: Office of Institutional Effectiveness (IEA) Faculty and staff will be satisfied with the quality of services provided by IEA, including usefulness, accuracy, and format of information obtained.

Strategy (optional)

This section contains a description of **HOW the program will accomplish the service outcome.** For example, a program may use a new marketing approach to expand services, administer a work flow study to gain efficiencies, administer a needs survey to establish service priorities; purchase a new software package to upgrade technology, and others.

Assessment Method(s)

Describe the **process used for measuring the program’s performance** for this service outcome. Method should be diagnostic, capable of producing multiple data patterns for showing program strengths and weaknesses. CSU program review guidelines emphasize the use of peer comparative data on programs with other institutions, if appropriate, or private sector providers of the service. Include the instruments used (e.g., in-house survey, a CSU survey, EBI survey, CAS Standards, client interviews, focus groups, audits, accreditation report, web counter, office monitoring records, etc). Include how and when and to whom the assessment will be administered, who tabulates the results, what scoring guidelines or rating scales are used (e.g., use of an evaluation sheet or Likert scale), how results affect decision making, and if results are shared with faculty, students, or external advisory boards or clients. Programs should report instruments, such as a survey form or questionnaire, on-line by uploading a file into the “Supplemental Materials” section.

Criterion

Describe the staff members’ expectations for the service outcome performance, such as the percent of clients expected to score above average on a satisfaction survey assessment. Include expected percentages for each service component of satisfaction—e.g., a) courtesy, b) timeliness, c) accuracy, d) design, e) complaint resolution, and others. Other criteria examples are: 1) product quantity level, 2) new equipment numbers, 3) completion date of a new process, 4) expected donations level, 5) number of partnerships, 6) number of staff trained or workshops, and others.)

Data Summary & Evaluation

Report and summarize the assessment data results, keeping the details of data on record at the department/program. Include the total number of assessments collected with a breakdown of scores for each service component or for each applicable survey question—e.g., a) courtesy, b) timeliness, c) accuracy, d) design, e) complaint resolution, and others. For surveys, include the response rate. Provide a brief summary analysis and evaluation of the results, **commenting on what the staff members believe the results mean for the program.** Describe possible problems and solutions. Note trends and peer comparative results. If appropriate, comment on the effectiveness of the assessment method to reveal program strengths and weaknesses. Enter historical discussion for context. Mention if the outcome was developed from staff research of the external environment and helps program respond to changing conditions or shifting client needs.

Program Improvements

Describe the program **improvements staff want to implement as a result of the assessment summary of results and evaluation**. Improvements can include modification of the outcome, resource reallocations, changes in program strategy (more staff training, work load changes, policy changes, modify web site, new equipment, new marketing approach, new floor layout or food line, etc.), alteration of the assessment method, adjustment of the criterion, changes in department administration of assessment, a better way to collect and evaluate data, and others. Indicate if the improvement is 1) intended, or 2) to be carried over into the new planning cycle, or 3) has been implemented. AVOID listing improvements that are in no way related to the assessment process.

Example of an Implemented Improvement— Library of another university: Based on survey results, the Copyright Clearance Center is now used to secure copyright clearance for reserve. Staff members have also created new forms to assist faculty when submitting reserve requests.

BLANK FORM for Page 2: Student Affairs Service Outcomes

PROGRAM SERVICE OUTCOMES (Student Affairs)

Outcome One

Strategy (optional)

Assessment Method(s)

Criterion

Data Summary & Evaluation
(TO BE COMPLETED IN AUGUST-SEPTEMBER 2003)

Program Improvements
(TO BE COMPLETED IN AUGUST-SEPTEMBER 2003)

Outcome Two

Strategy (optional)

Assessment Method(s)

Criterion

Data Summary & Evaluation
(TO BE COMPLETED IN AUGUST-SEPTEMBER 2003)

Program Improvements
(TO BE COMPLETED IN AUGUST-SEPTEMBER 2003)

Outcome Three

Strategy (optional)

Assessment Method(s)

Criterion
Data Summary & Evaluation (TO BE COMPLETED IN AUGUST-SEPTEMBER 2003)
Program Improvements (TO BE COMPLETED IN AUGUST-SEPTEMBER 2003)

ACCESS TO THE CSU ON-LINE DATABASE TO EXPLORE FUNCTIONALITY OF A DEMONSTRATION MODEL

Anyone from the university community can explore the on-line reporting database and test its functionality by accessing and operating a demonstration plan. Access to individual plans in the database is restricted to those identified as contact persons (those responsible for reporting new plans and assessment results, or accomplishing other editing tasks as requested by the peer review committee).

Instructions To Access On-Line Database Demonstration Model

URL: <http://kiowa.colostate.edu/Assessment>

Click to the right in department / demo boxes and type demo for both user and password. Scroll down until you see Green-colored bars and click on the text in a yellow-shaded area.

GUIDELINES FOR OTHER TYPES OF OUTCOMES: LEARNING, RESEARCH, AND OUTREACH

Guideline for Student Learning Outcomes

PROGRAM LEARNING OUTCOMES

Learning Outcome One:

1. The outcome should be crafted with enough detail so that it informs students on what faculty expect them to learn, and it guides a diverse faculty on effective curriculum design, and it helps faculty consistently score the assessment demonstration over time. **AVOID** making general statements such as “student will be able to write effectively.” The outcome should include the components that the program faculty believe comprise effective writing, such as 1) mechanics and grammar, 2) organization, 3) transitions and flow, 4) audience identification, 5) thesis development, 6) research skills, 7) documentation, 8) critical thinking (analysis or synthesis), and others. Programs should question the effectiveness of outcomes that no longer generate program improvements and consider adding outcomes more likely to identify program strengths and weaknesses.

Example of Writing an Outcome: Writing Proficiency: Students will attain a level of writing proficiency at which they should have ability to write critically and analytically, structure a persuasive argument, research thoroughly, document sources accurately, and write at a professional level in a given discipline.

Strategy (optional)

This section contains a description of **HOW the program will have the students develop the learning outcome**. The program’s approach may include such features as: 1) a pretest to evaluate entering students’ competency and identify remediation needs, 2) a brief, general description of curricular approach, 3) use of team teaching methods, 4) use of internships, 5) case studies, 6) student team learning, and 7) others.

Assessment Method(s)

Describe how students will demonstrate the learning outcome (e.g., capstone exams, internship evaluation forms, theses, juried performances, simulated exercises, design or writing projects, portfolio submission, peer-reviewed articles, etc.). Include how many assessments will be collected (the sample size), who or how many faculty will score the assessment, what the scoring guidelines are (e.g., use of an evaluation rubric or Likert scale), and if results are shared with faculty, students, or external advisory boards. **AVOID** using only surveys to measure a student learning outcome unless it is a post-graduate outcome. The method should include **faculty evaluation of a student demonstration**. Other supporting methods can include surveys, exit interviews, focus groups, advisory board feedback, and others. Scoring Rubrics or surveys can be submitted with the plan.

Criterion

Describe the **faculty expectations for student performance**, such as the percent of students expected to score above average on the assessment. Include expected percentages for individual learning components (e.g., 1. writing mechanics, 2. organization, 3. transitions, 4. audience, 5. documentation, and others.). If unsure of a threshold, establish a baseline measure the first year with intent to increase a stated percent the following year.

Data Summary & Evaluation

Report and summarize the assessment data results, keeping the details of data on record at the department. Include the total number of assessment pieces collected and the total number possible (20 out of 100 students) with a breakdown of scores for each learning component (e.g., 1. writing mechanics, 2. organization, 3. transitions, 4. audience, 5. documentation, and others). Provide a brief analysis and evaluation of the results, **commenting on what the faculty believe the results mean for the program**. Describe possible problems and solutions. Enter historical discussion for context.

Program Improvements

Describe the **program improvements faculty want to implement as a result of the assessment summary**. Improvements can include 1) modification of the outcome, 2) changes in delivery strategy, such as changes in curriculum design or teaching methods, 3) alteration of the assessment method, 4) adjustment of the criterion, 5) changes in the departmental administration of assessment, and 6) better ways to collect and evaluate data.

Examples Research and Service Outcomes: 2003-04

RESEARCH & SCHOLARLY ACTIVITY

Research Outcome One:

Programs can develop unit-specific outcomes or can collaborate with other programs within a larger unit-size and report common outcomes established at the department or college level. Programs can also collaborate with other programs in interdisciplinary efforts. The outcome can be structured to emphasize a unit's priority research objectives. While faculty research is a highly individualized activity, these outcomes should **focus on broader more general objectives that a program or department establishes based on the needs of its constituents and mutual desires of faculty.**

Examples of Research Outcomes

1) Expand research space, 2) Increase equipment, 3) Improve community needs assessment, 4) Add or drop research areas, 5) Expand student learning research, 6) Involve more students in research, 7) Strengthen research impact, e.g., citations), and 8) Increase number of grant/contract proposals submitted,

Strategy (optional)

This section contains a description of **HOW the program/department plans to achieve the outcome.**

Examples

1) Collaborate with private industry to leverage funding for more equipment or space and to inform firms of research output, 2) Develop or improve a community needs survey, 3) Develop library resources to expand into new research area, 4) Increase the number of faculty attending grant workshops or professional conferences.

Assessment Method(s)

This section describes the method used for **measuring the progress of outcome success.**

Examples

1) Focus groups, interviews, or surveys of industrial advisory boards on effective research responsiveness to needs, 2) Records or databases that monitor research outcome activity, 3) Feedback on grant proposals or peer review reports, 4) Trend comparison of library resources over time, 5) Patent citations or citation index review.

Criterion

This section describes **faculty expectations for performance of the research outcome activity.**

Examples

1) A baseline rate with commitment to increase by 5% the following year, 2) Completion date of a project or phase development of a unit's ability or functional capacity, 3) A money threshold figure for expenditures.

Data Summary & Evaluation

This section is used to report and summarize the assessment data results, **commenting on what the faculty believe the results mean for the program or department**. Provide a data summary, keeping the details of data on record at the department. The data summary should effectively support conclusions. Use this section to identify strengths and weaknesses and to describe problems and potential solutions. Enter historical discussion for context.

Program Improvements

Describe the **program improvements faculty want to implement as a result of the assessment data summary**. Improvements can include 1) modification of the outcome, 2) changes in strategy—how to better approach private industry or acquire exposure in better journals, 3) alteration of the assessment method, 4) adjustment of the criterion, 5) changes in the departmental administration of assessment, and 6) better ways to collect and evaluate data. Indicate if the improvement is 1) intended, or 2) to be carried over into the next planning cycle, or 3) has been implemented. **AVOID** listing improvements that are in no way related to the assessment process.

SERVICE / OUTREACH

(includes University or Professional or Community/Extension)

Service/Outreach Outcome One

Programs can develop unit-specific outcomes or can collaborate with other programs within a larger unit-size and report common outcomes established at the department or college level. Programs can also collaborate with other programs in interdisciplinary efforts. The outcome can be structured to emphasize a unit's priority service objectives. While service/outreach can be highly individualized among some faculty, these outcomes should **focus on broader more general objectives that a program or department establishes based on the needs of its constituents and mutual desires of faculty.**

Example of a Service Outcomes

1) Expand student experiential learning opportunities in community impact projects, 2) Increase the community impact of workforce or extension training efforts, 3) Expand housing options for lower income groups, 4) Contribute to resolution of environmental problems (drought, insects, others), 5) Participate in partner school efforts, 6) Increase faculty involvement in community service or professional service commitments,

Strategy (optional)

This section contains a description of **HOW the program/department plans to achieve the outcome.**

Examples

1) Collaborate with private industry, non-profit agencies or CBOs to leverage funding for expanded service impact, 2) Develop or improve a community needs survey, 3) Increase grant funding for neighborhood empowerment projects, 4) Expand workshop training, 5) Work with academic departments to integrate service learning and academic learning outcomes.

Assessment Method(s)

This section describes the method used for **measuring the progress of outcome success.**

Examples

1) Community focus groups, interviews, or surveys on effectiveness of outreach responsiveness to needs, 2) Records or databases that monitor activity, 3) Community impact data on employment, housing, and money savings resulting from extension service (e.g., eradication of pests or weeds), 5) share assessment method with a student learning outcome to show positive relationship between service learning and academic outcomes.

Criterion

This section describes **faculty expectations for performance of the service/outreach outcome activity.**

Examples

1) A baseline rate with commitment to increase by 5% the following year (e.g., number of students involved in service learning or committees faculty serve on), 2) Completion date of a project or phase development of a unit's ability or functional capacity, 3) A money threshold figure for expenditures.

Data Summary & Evaluation

This section is used to report and summarize the assessment data results, **commenting on what the faculty believe the results mean for the program or department**. Provide a data summary, keeping the details of data on record at the department. The data summary should effectively support conclusions. Use this section to identify strengths and weaknesses and to describe problems and potential solutions. Enter historical discussion for context.

Program Improvements

Describe the **program improvements faculty want to implement as a result of the assessment data summary**. Improvements can include 1) modification of the outcome, 2) changes in strategy—how to better collaborate with private business or non-profit agencies to expand impact or how to better survey community needs, 3) alteration of the assessment method, 4) adjustment of the criterion, 5) changes in the departmental administration of assessment, and 6) better ways to collect and evaluate data. Indicate if the improvement is 1) intended, or 2) to be carried over into the next planning cycle, or 3) has been implemented.

The assessment plans that follow are taken from another university and are presented here as examples.

Page 2: Purchasing and Central Receiving

Learning Outcomes	Assessment Method	Criterion	Data Summary Evaluation	Program Improvement
<p>1. Provide useful monthly reports to management; make workload adjustments based on data.</p>	<p>A. Data extracted from SAMAS/FLAIR based on a comparison between the date a requisition is received by the Purchasing Department and the date a Purchase Order is ultimately released, indexed by agent.</p> <p>B. Data extracted from departmental tracking system comparing the date an item is received by Central Receiving vs. the date said item is delivered to the end user.</p>	<p>A. An acceptable average is 7 days.</p> <p>B. An acceptable average is 4 days.</p>	<p>A. The twelve month period under evaluation produced a respectable 5.27 days in agent turn-around time. The agents averaged 1.75*, 5.52, 3.14, 15.07*, 2.18, 1.54*, 1.94*, 13.91, 2.48, 4.52 and 5.90* days respectively. An asterisk denotes an agent that was present for less than twelve months.</p> <p>B. The average delivery turn-around time for the period was a respectable 2.77 days. The individual breakdown, starting with July 2000, was 1.03, 2.81, 2.31, 2.19, 11.10, 2.29, 2.45, 1.69, 1.68, 2.26, 1.82, and 1.66 days respectively.</p>	<p>A. While the department average is within the targeted range, it has become apparent that two agents have turn-around times, which are significantly longer than the norm. These agents' commodities were explored and proven to be more time consuming on the whole. As a result, some of their commodities were split with others in an effort to equalize the workload, by complexity as well as volume.</p> <p>B. Here too, the results were very positive. During data collection, it was observed that the month of November was disproportionate with other months in the period. Several items were intentionally stored during this time, which artificially inflated the figures for that month. In the future, an alternate measure of assessment will be used to separate-out this type of activity from traditional deliveries.</p>

Page 2: Office of Institutional Effectiveness

Learning Outcomes	Assessment Method	Criterion	Data Summary Evaluation	Program Improvement
<p>1. Faculty and staff will be satisfied with the quality of services provided by IEA, including usefulness, accuracy, and format of information obtained.</p>	<p>Annual Client Satisfaction Survey</p>	<p>80% of survey respondents will indicate “Satisfied” or “Very Satisfied” on the items concerning usefulness, accuracy, and format of information obtained.</p>	<p>Sample Size: There were 61 respondents to the e-mail survey sent to 195 potential IEA service users at FAU (31% response rate).</p> <p>Usefulness: For the respondents who had used our data at website, a range of responses from 91% to 100% indicated that the data was very useful or somewhat useful for the Interactive Pages including retention reporting tools, major reports, productivity, student assessment of instruction, & graduating senior survey and Fact & Statistics including Fact book, Quick Facts, common dataset, and Peer institution data.</p> <p>Accuracy: On average, 99% of the respondents claimed that they strongly agreed or agreed that the information provided by IEA publications, including Fact book, Quick Facts, Productivity Trend Analysis, and special studies (i.e., Admissions Study, Transfer Study, Revise-Transfer Study, and survey highlights, etc.) was accurate. For the website data, 98% of the clients strongly agreed or agreed that the data in website was accurate.</p> <p>Format: When the respondents were asked how often IEA provided the appropriate format for the data they requested, 74% of them said “Always”, and another 20% chose “Most of the time”, making a 95% of the total sample.</p> <p><i>Conclusion:</i> Criteria for usefulness and accurate were fully met. For format, 74% indicated “Always” could be thought as being “Very satisfied”. The other 20% claimed “Most of the time” maybe considered as being “Satisfied”. Thus, we may conclude that Objective 1 has been reached.</p>	<p>A. Increase awareness of the availability of IEA services.</p> <p>Based on the results, one-fourth to one half of the respondents never used the data provided on the web, and publications such as productivity trend analysis or special studies. The IEA website is a relatively new service provided to our colleagues. Many people may be not aware of its existence. We need to make more people know about our services including the web, publications, and data requests.</p> <p>IEA has formalized its relationship with the APIEC and ASIEC Assessment Committees. These committees regularly disseminate information to faculty and staff about IEA assessment resources and services. This ongoing process will get more FAU colleagues to know and eventually use IEA services. IEA has scheduled workshops during summer 2001 for deans, chairs, and vice presidents to further acquaint them with IEA resources.</p> <p>B. Present information in graphical format to increase attractiveness and make data easier to understand.</p> <p>We initiated a work plan to increase use of graphics to portray data relationships, trends, etc. in an effort to make our data more understandable and attractive.</p>