

Fall 2014

**Contents:**

What is Institutional Research?	1
What Does Institutional Research and Analysis Do?	1
Request a Consultation or Analysis	1
NSSE Results	1-2
Website Updates	3
IRA Welcomes Laura Winger	3
Save the Dates	3
Data Warehouse	3
IPEDS Data	3
CLA	3

**Institutional Research and Analysis**

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## What is Institutional Research?

You may have heard of **Institutional Research**, but what is it?

Put simply, Institutional Research is the management, analysis and dissemination of data concerning the characteristics of a college or university.

Over the years, Institutional Research as a profession has grown from focusing on internal studies to including the coordination and submission of external reports mandated by the federal and state governments and accreditation agencies.

## What Does Institutional Research and Analysis Do?

Institutional Research and Analysis (IRA) at SUNY Cortland completes numerous projects every year for the College.

IRA provides data on SUNY Cortland required by the federal and state governments and SUNY such as the Integrated Postsecondary Education Data System ([IPEDS](#)), New York State Education Department ([NYSED](#)) and SUNY Institutional Research Information System (SIRIS).

IRA also provides analyses to internal constituents and administers and reports on the results of institution-wide surveys such as the [Student Opinion Survey \(SOS\)](#) and [National Survey of Student Engagement \(NSSE\)](#). IRA submits the Middle States [Institutional Profile](#) and assists the Teacher Education programs with accreditation reports for the National Council for Accreditation of Teacher Education (NCATE), now the Council for the Accreditation of Educator Preparation ([CAEP](#)).

For a technical description of the office and its functions, visit [Institutional Research and Analysis](#). For a detailed description and list of many of our projects, see the [2013-14 Annual Report](#).

## Request a Consultation or Analysis; Ask a Question About What We Do

Institutional Research and Analysis consults on survey design and administration, assessment, data analysis and reporting. To arrange a consultation, or ask a question about the work we do, contact us at 607-753-5565 or send an email to:

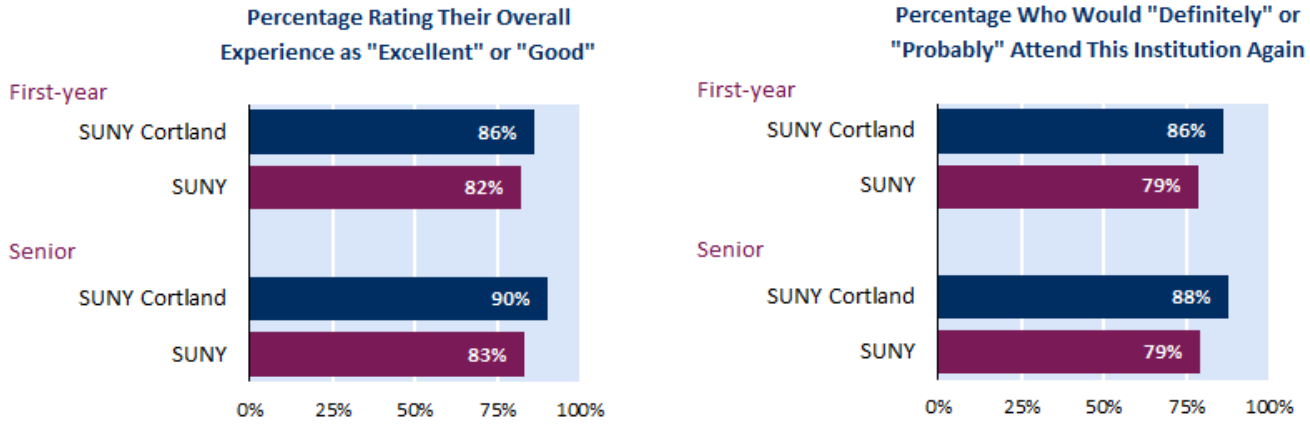
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## NEW! National Survey of Student Engagement (NSSE) Results

Last spring, SUNY Cortland administered NSSE to first year students and seniors. Along with measuring student engagement, this survey examines how students spend their time and what they gain from their college experience. SUNY Cortland's results were compared to other SUNY institutions, similar master's level universities and all NSSE respondents.

As shown in the figures on page 2, first-year students and seniors in the sample reported greater levels of satisfaction with their college experience as measured by two indicators compared to students responding at other SUNY schools. New results on High Impact Practices, Engagement Indicators, information about comparison groups, and an administration summary have recently been added to the [NSSE page](#) on our website. Because first-year students responded at a lower rate than seniors, first-year results should be viewed with more caution (see Administration Summary for details).

## NSSE Results, Continued



NSSE also examines students' participation in High Impact Practices. Participation in High Impact Practices has been linked with favorable student outcomes. The table below demonstrates how students in the SUNY Cortland sample compare to students at other institutions.

### Statistical Comparisons

The table below compares the percentage of your students who participated in a High-Impact Practice, including the percentage who participated overall (at least one, two or more), with those at institutions in your comparison groups.

	SUNY Cortland		SUNY		Carnegie Class		NSSE 2013 & 2014	
	%	Effect size <sup>a</sup>	%	Effect size <sup>a</sup>	%	Effect size <sup>a</sup>	%	Effect size <sup>a</sup>
<i>First-year</i>								
11c. Learning Community	14		14	-.02	14	-.01	15	-.05
12 Service-Learning	45		44	.02	53	-.17	51	-.13
11e. Research with Faculty	4		5	-.09	5	-.07	5	-.09
<i>Participated in at least one</i>	52		51	.02	58	-.14	58	-.12
<i>Participated in two or more</i>	10		10	-.01	11	-.04	12	-.06
<i>Senior</i>								
11c. Learning Community	31		23 **	.17	23 ***	.19	24 **	.15
12 Service-Learning	67		51 ***	.33	63	.08	61 *	.13
11e. Research with Faculty	23		28 *	-.12	20	.07	24	-.03
11a. Internship or Field Exp.	65		54 ***	.22	46 ***	.38	50 ***	.31
11d. Study Abroad	14		16	-.06	10 *	.12	14	.01
11f. Culminating Senior Exp.	42		44	-.05	43	-.02	46	-.08
<i>Participated in at least one</i>	89		85 *	.13	84 **	.15	85	.11
<i>Participated in two or more</i>	69		62 **	.15	58 ***	.23	62 **	.14

Note. Percentage of students who responded "Done or in progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project.

a. Cohen's *h*: The standardized difference between two proportions. Effect size indicates the practical importance of an observed difference. An effect size

of .2 is generally considered small, .5 medium, and .8 large.

\**p*<.05, \*\**p*<.01, \*\*\**p*<.001 (z-test comparing participation rates).

Note. All results weighted by institution-reported sex and enrollment status (and by institution size for comparison groups).

## Website Updates

IRA's [website](#) is an excellent resource when you're looking for some fast facts about SUNY Cortland. The [Quick Data](#) page provides admissions, enrollment, retention, and graduation figures for the past five years.

The [Institutional Reporting](#) page contains data submitted to external sources (such as the Common Data Set and IPEDS). Some internal reports available online include Faculty Workload and General Education Assessment.

The [Accreditation](#) page provides information on the Middle States accreditation process and NCATE teacher education accreditation.

Recent additions to the website include the [2013 Faculty Workload Report](#), preliminary [2014 NSSE data](#), and [2013-2014 IPEDS](#) data.

## IRA Welcomes Laura Winger

Laura Winger joined IRA on Aug. 1, as the assistant for Institutional Research and Analysis. Laura earned her bachelor's degree in Psychology from Muhlenberg College, a master's degree in Experimental Psychology from Villanova University, and most recently completed a graduate certificate in Institutional Research from Penn State University. She previously worked as a research assistant in Penn State's Justice Center for Research.

Laura is excited to use her research and data analysis skills in this position. She'll also be updating the website with new reports and data as they become available.

## Save the Dates

**Sandwich Seminar: NSSE Results** - Please join us on Oct. 8, 2014 for a Sandwich Seminar led by Stephen Chemsak and Laura Winger. They will be presenting findings from the recent administration of the National Survey of Student Engagement.

SUNY Cortland's results will be compared to other SUNY schools, similar public, master's level institutions and all NSSE respondents in 2013 and 2014.

**Date:** Oct. 8, 2014

**Time:** 12:30-1:30 p.m.

**Location:** Brockway Hall Jacobus Lounge

**IRA Open House** - Mark your calendars for the IRA Open House from **1-4 p.m. on Tuesday, Nov. 18**. Please drop by Miller Building, Room 404, ask questions, get to know the IRA staff and learn more about what we do. See you there!

## Data Warehouse

Institutional Research and Analysis continues to work with Information Resources to support the implementation and operationalization of a new data warehouse for the College. In conjunction with this project, many of us are learning how to use a new reporting tool, Argos. This tool will allow users to quickly access data and produce user-friendly reports.

## IPEDS Data

[2013-14 IPEDS data](#) is now available on our website. Another source of IPEDS data is the [SUNY Cortland Profile](#) through the National Center for Education Statistics. This site provides official, summary IPEDS data on a number of topics such as tuition, financial aid, programs/majors, athletics and graduation rates.

## Collegiate Learning Assessment (CLA)

Last fall and spring, Institutional Research and Analysis administered the CLA to first-year students and seniors. The CLA assesses students' higher-order thinking skills and helps examine an institution's contribution to student learning.