
Using IR Data to Promote Student Success

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Background

- **IR/IE offices collect large amounts of data (Ross & Swing, 2016)**
- **Going beyond IPEDS to empower faculty and administrators to make improvements based on information gathered by IR/IE offices**

RU's Office of Academic Assessment

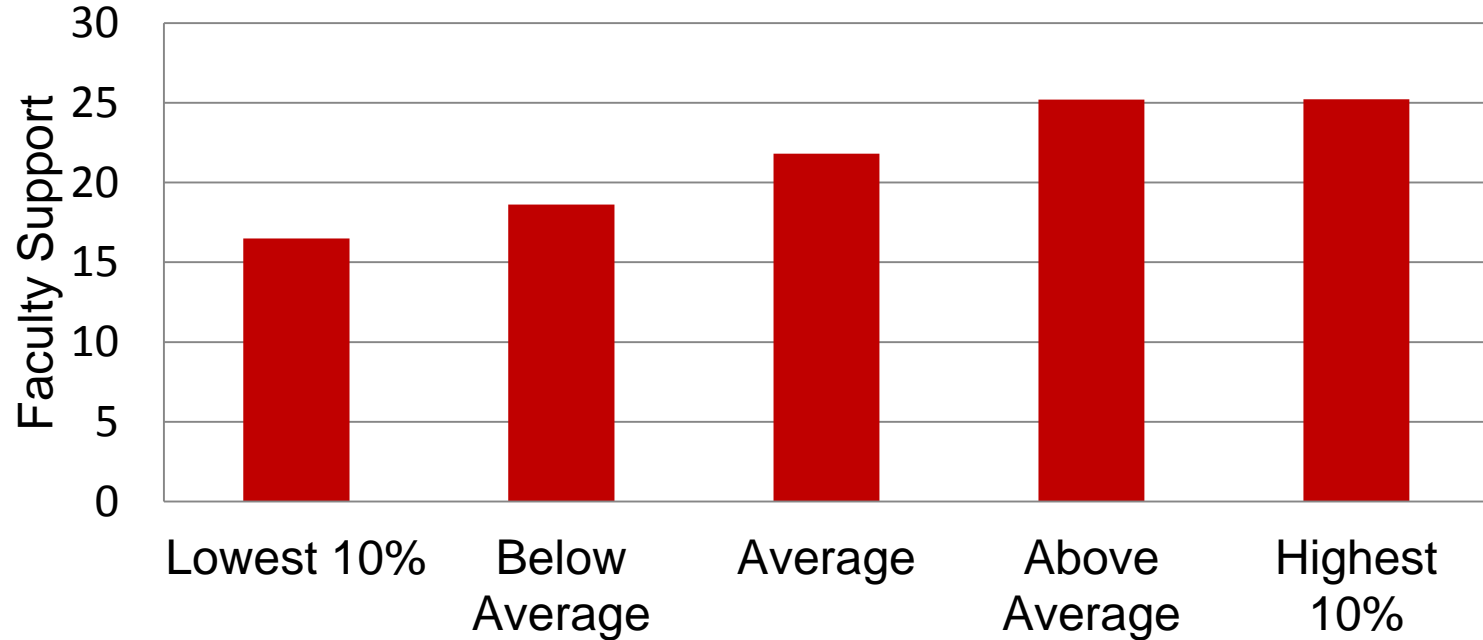
- **College Senior Survey (CSS)**
- **National Survey of Student Engagement (NSSE)**
- **Collegiate Learning Assessment (CLA+)**
- **Internal surveys**

Method

- **Review of CSS questions**
- **Statistical analysis**
 - **One-way ANOVA**

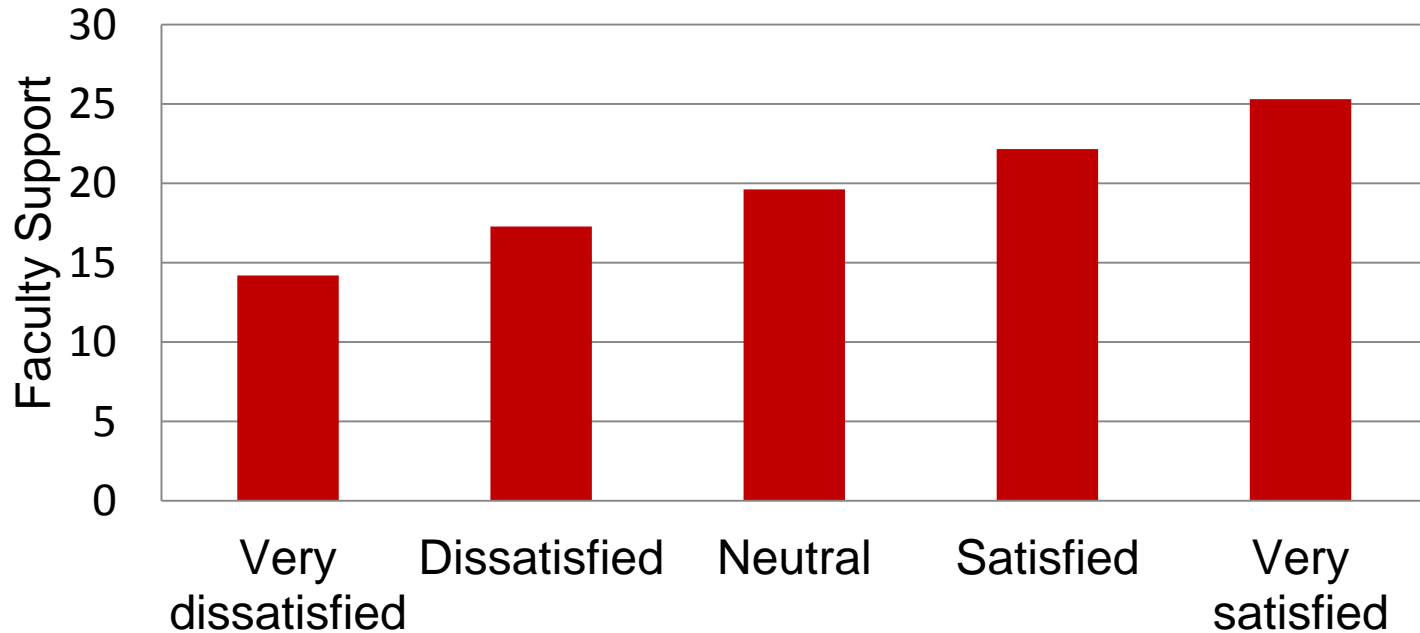
Findings

Academic Ability Rating***



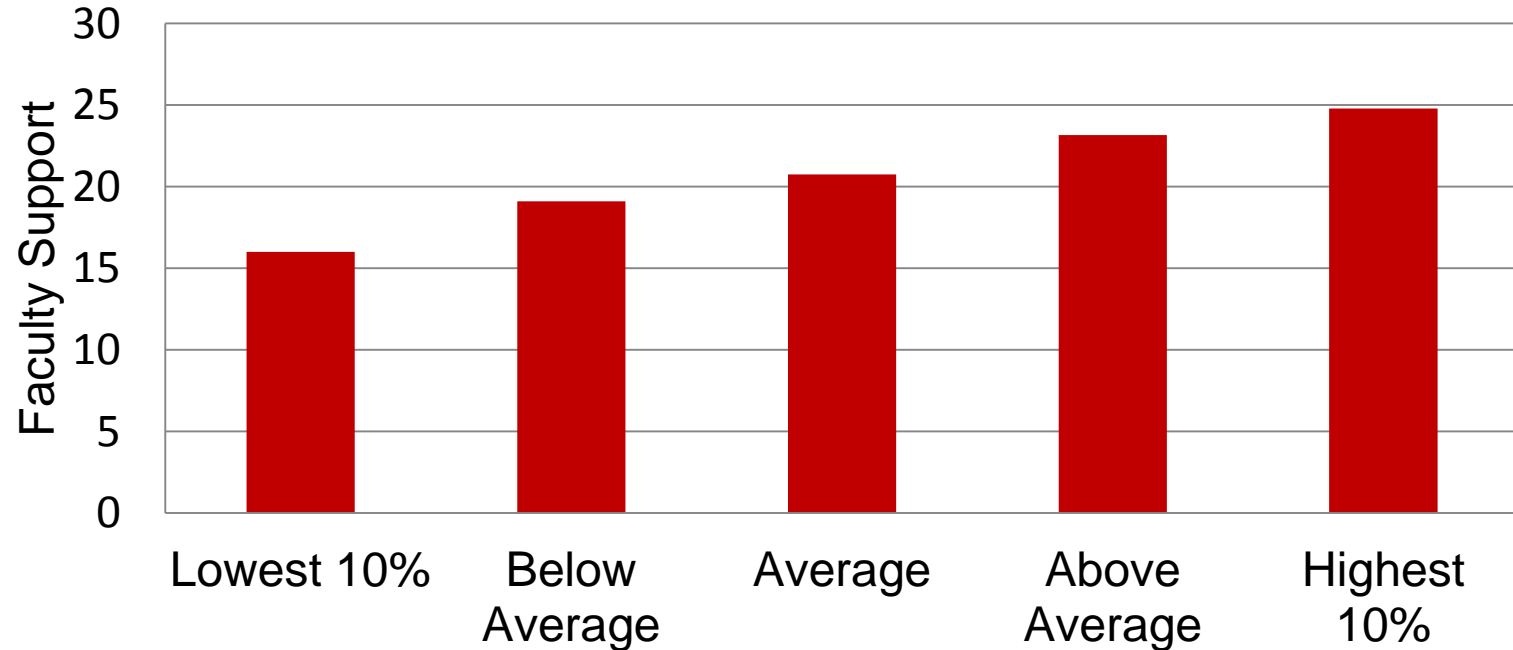
*** $p \leq .001$

Overall College Satisfaction***



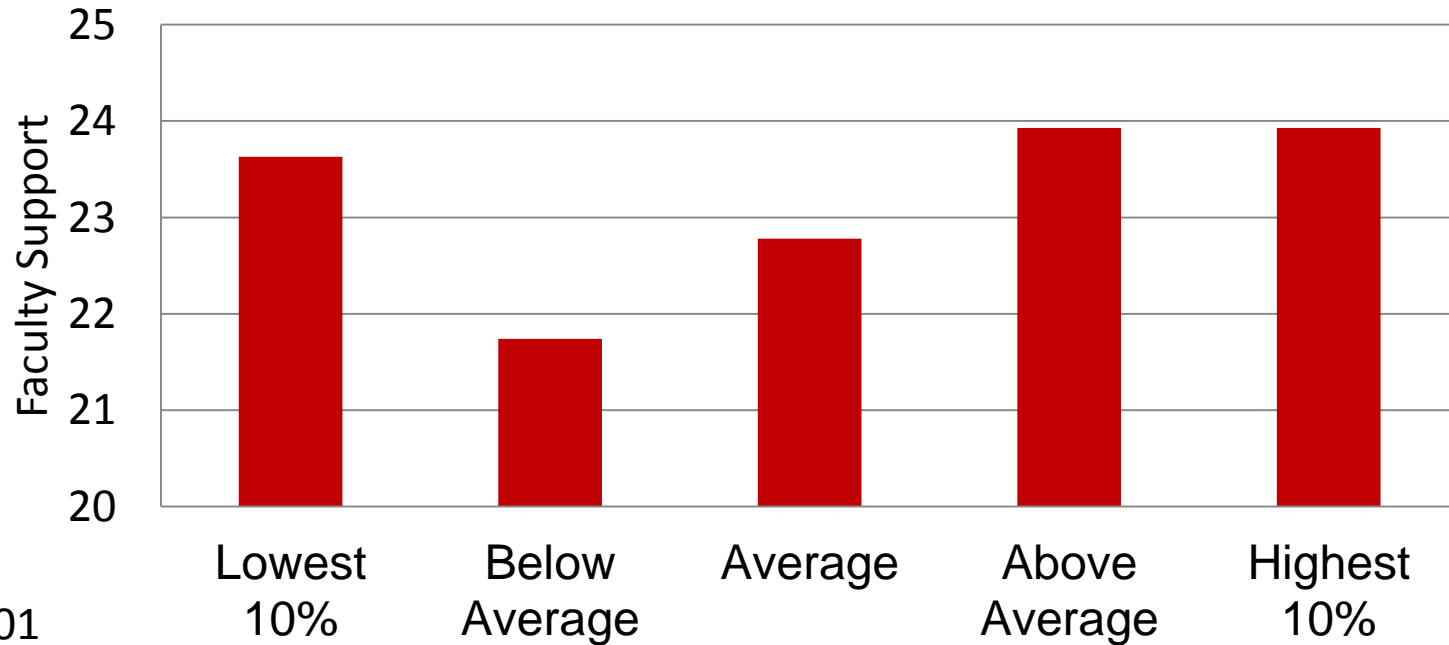
*** $p \leq .001$

Drive to Achieve***



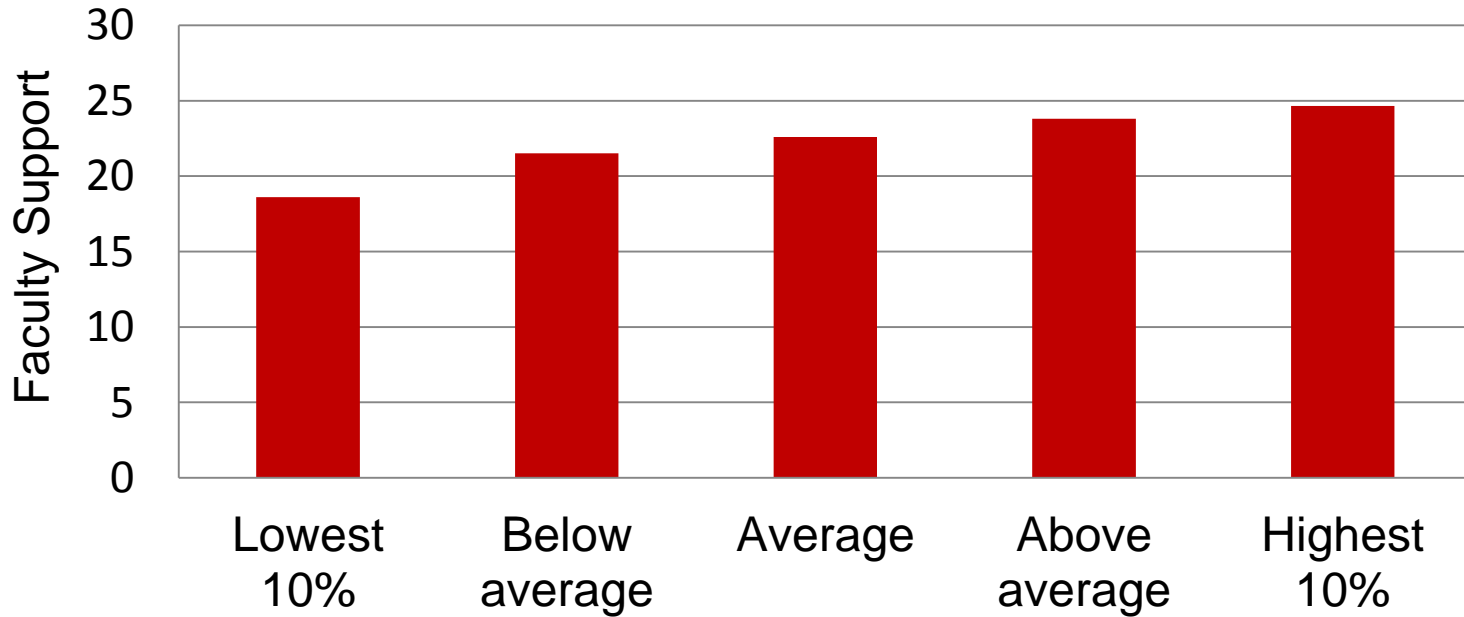
*** $p \leq .001$

Physical Health***



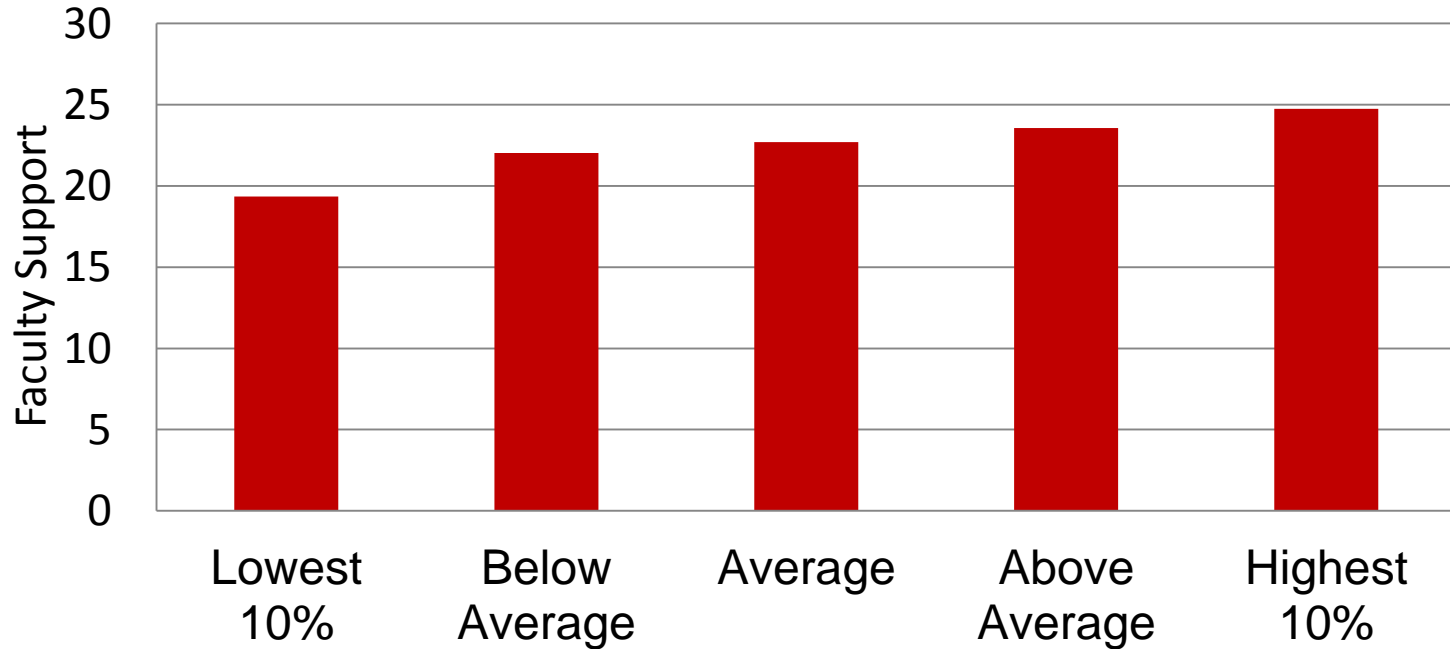
*** $p \leq .001$

Emotional Health***



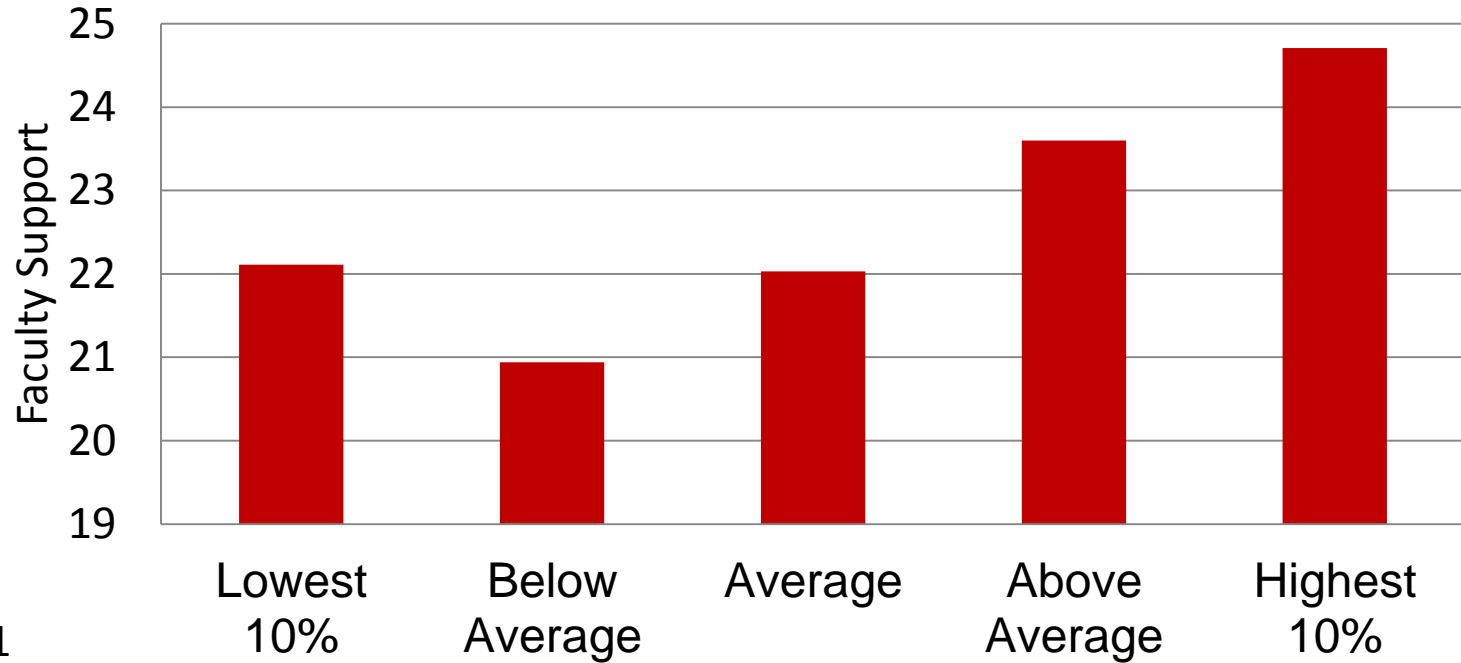
*** $p \leq .001$

Self-Confidence (Social)***



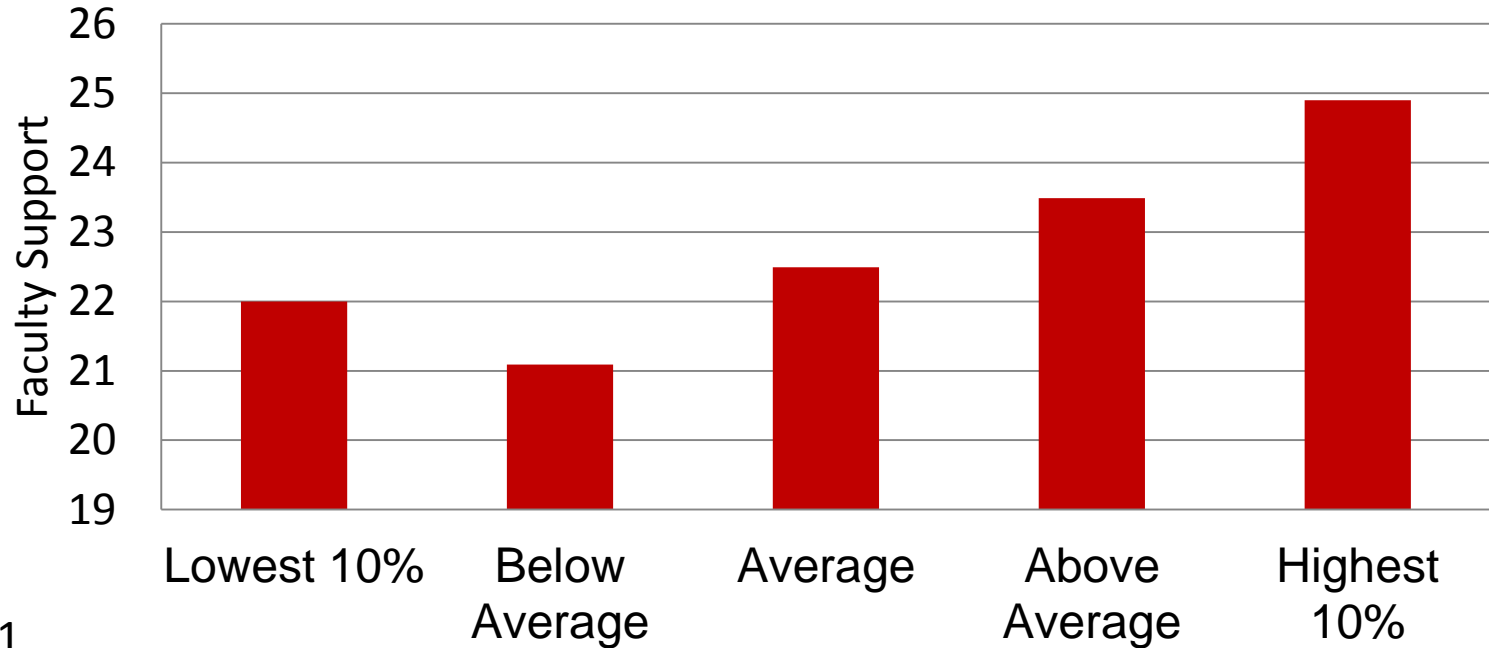
*** $p \leq .001$

Self-Confidence (Intellectual)***



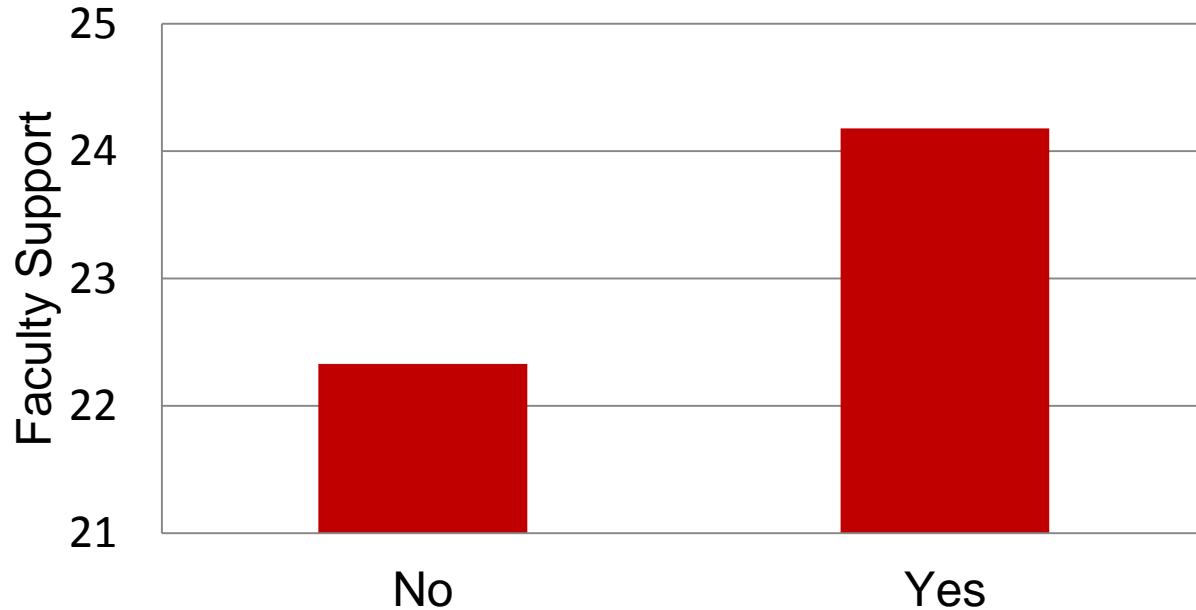
*** $p \leq .001$

Writing Ability***



*** $p \leq .001$

Attend Graduate School Full Time**



** $p \leq .01$

Implications

- **Feedback to faculty**
- **Information for decision makers**

Questions?

References

- **Ross, L. E., & Swing, R. L. (2016). *Statement of aspirational practice for institutional research*. Association of Institutional Research: Data and Decisions for Higher Education. Tallahassee, FL.**
- ***College Senior Survey* (2015). Los Angeles, CA**

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