2013-2014 Joint Retreat of the Institutional Research Council and the University Assessment Councils

Collaboration, Cooperation, Communication: the Interdependent Roles of Institutional Research and Assessment in Contributing to Institutional Effectiveness

Official Program
John Jay College of Criminal Justice
9:00 am – 4:30 pm
June 20th, 2014

2013-2014 Joint Retreat of the Institutional Research Council and the University Assessment Councils

John Jay College of Criminal Justice
899 10th Ave, New York, NY 10019
June 20th 2014

Schedule of Events

9:00 - 9:30 a.m. - Breakfast and Registration   *Dining Hall*

9:30 - 10:30 a.m. - Keynote Speaker   *Dining Hall*

The Story of a New College: Building on Lessons Learned
Scott Evenbeck, President, Stella and Charles Guttman Community College

10:30 - 10:45 a.m. - Break

10:45 - 11:30 a.m. - Morning Sessions (3 concurrent sessions):

Session 1   **Room 1.103**
From What Happened to How it Happens: Fidelity of Implementation Evaluation of a First Year Seminar

Chris Efthimiou, Director of Institutional Research, Bronx Community College
Handan Hizmetli, Assistant Director of Institutional Research, Bronx Community College
Nancy Ritze, Dean for Research, Planning and Assessment, Bronx Community College

Session 2   **Room 1.100**
Using Institutional Data to Predict Success for Transfers and First-time Freshmen Entrants to a Baccalaureate Program: An Event History Approach

Paul T. Bachler, Assistant Director of Institutional Research and Assessment, Baruch College

Session 3   **Room 1.101**
Institutional, Departmental and Non-Academic Offices' Uses of Noel Levitz Student Satisfaction Data as Evidence in Assessment

Sam Michalowski, Director of Institutional Research and Effectiveness
Jennifer Ducz, Doctoral Student, Department of Psychology, The Graduate Center

11:45 -12:30 p.m. - Mid-Morning Sessions: (3 concurrent sessions):

Session 1   **Room 1.101**
A Comprehensive, Integrative and Multidimensional Assessment of Team-Based Learning at Brooklyn College as an Evidence-Based Model

Sharona A. Levy, Professor, SEEK Program, Brooklyn College
Michael R. Ayers, Senior Director of Institutional Planning, Research and Assessment, Brooklyn College
Jerrold S. Mirotznik, Associate Provost for Faculty and Administration, Brooklyn College
Ashley Polokowski, Adjunct Instructor, Brooklyn College

Session 2   **Room 1.100**
Early Alert Intervention at Queensborough Community College

Elisabeth Lackner, Director of Institutional Research and Assessment, Queensborough Community College

Session 3   **Room 1.103**
New York State Department of Labor Data

David Crook, University Dean of Institutional Research and Assessment, CUNY OIRA Office
Stephen Sheets, Enrollment Analyst, CUNY OIRA Office

12:30-2:30 p.m. - Lunch and Presentation

The Roadmap for CUNY Analytics (OBIEE)

Mark Casazza, CUNY BI Architect, CUNY OIRA Office
Michael Place, CUNY BI Program Manager, CUNY OIRA Office
Scott Heil, Director of Analysis and Reporting, CUNY OIRA Office

2:45-3:30 p.m. - Afternoon Sessions (2 concurrent sessions):

Session 1   **Room 1.103**
The Determinants of Lateral Baccalaureate Student Transfer

Giljae Lee, Director of Policy Analysis, CUNY Office of Institutional Research and Assessment
Andrew Wallace, Graduate Research Assistant, CUNY Office of Institutional Research and Assessment
Colin Chellman, Associate Dean, CUNY Office of Institutional Research and Assessment
Sarah Truelsch, Senior Policy Analyst, CUNY Office of Institutional Research and Assessment

Session 2   **Room 1.101**
A Discussion on the Current CUNY Start and CLIP (CUNY Language Immersion Program) Data

Drew Allen, Director, CUNY Office of Research, Evaluation & Program Support: Central Office of Academic Affairs
Aaron Horenstein, Research Analyst for the Office of Research, Evaluation & Program Support (REPS)

Session Descriptions

From What Happened to How it Happens: Fidelity of Implementation Evaluation of a First Year Seminar

Chris Efthimiou, Director of Institutional Research; Handan Hizmetli, Assistant Director of Institutional Research; Nancy Ritze, Dean for Research, Planning and Assessment (Bronx Community College)

In 2013, Bronx Community College embarked on an evaluation of the First-Year Seminar, a two-hour course designed to orient students to college from both academic and personal development perspectives. In Fall 2013 and Spring 2014, CCRC classroom observations were used to gauge how well elements of the FYS program model were implemented and which ones deserve strengthening and improvement and which ones deserved to be revisited. Rubrics on General Education proficiencies on reasoning and analysis, personal development and information literacy were designed by BCC and CCRC collaboratively and used by CCRC to show how well student work met program objectives. Digication made electronically available samples of student work. These rubrics were also used by faculty to observe each other. Classroom student, faculty and peer mentor surveys, interviews and observations led by BCC OIR in Sp13 (all data collection activities) and Fa13 (only surveys) showed how well key program elements were implemented. Sections were labeled on a scale of implementation fidelity and correlated with student outcomes.

Using Institutional Data to Predict Success for Transfers and First-time Freshmen Entrants to a Baccalaureate Program: An Event History Approach

Paul T. Bachler, Assistant Director of Institutional Research and Assessment (Baruch College)

Most studies that investigate student success in baccalaureate programs are limited to students who began as first-time freshmen, but many students entering four-year institutions attended college somewhere else prior to enrollment. This research utilizes multinomial logistic regression in an event history model to identify variables that indicate risk for leaving and transfer in a cohort of students that include both first-time freshmen and transfers.

Institutional, Departmental and Non-Academic Offices' Uses of Noel Levitz Student Satisfaction Data as Evidence in Assessment

Sam Michalowski, Director of Institutional Research and Effectiveness (College of Staten Island); Jennifer Ducz, Doctoral Student, Department of Psychology, The Graduate Center

1) Describe the processes used to achieve a representative sample of undergraduate students in two collections of the Noel Levitz Student Satisfaction Inventory (NLSSI) at the College of Staten Island. 2) Establish importance of student satisfaction as actionable information in assessment. 3) Present uses of student satisfaction data for institutional, departmental and non-academic Offices' assessment activities. 4) Demonstrate the use of Tableau as an alternative to traditional data sharing and presentation methods Breakout participants will be encouraged to bring a Wi-Fi enabled laptop (either PC or Mac) so that they can participate in an interactive assignment using Tableau Public. (Installing Tableau Public is not required: the interactive dashboards will

be available on the web). I will pose a set of research questions to be addressed using data which will be made available through the Tableau Public website. Discussion will be encouraged among workshop participants as to how this sort of approach and technology might assist them in bridging the gap between IR and assessment functions.

A Comprehensive, Integrative and Multidimensional Assessment of Team-Based Learning at Brooklyn College as an Evidence-Based Model

Sharona A. Levy, Professor, SEEK Program; Michael R. Ayers, Senior Director of Institutional Research and Assessment; Jerrold S. Mirotznik, Associate Provost for Faculty and Administration; and Ashley Polokowski, Adjunct Instructor (Brooklyn College)

Measuring the effectiveness of a specific pedagogy has generally been confined to traditional student outcomes (e.g. final grades, test scores, dropout rates); however, this view is too narrow to reflect the full range of outcomes. Once a new pedagogy is exercised, multiple domains are affected; and because these include cognitive and affective states, a more multidimensional assessment is needed. When we set out to assess the effectiveness of a novel pedagogy at Brooklyn College—Team-Based Learning (TBL)--we realized that TBL would demand a more systematic approach: Quantitative and qualitative measures would be needed to evaluate how implementing TBL classroom methodology affected students and faculty on a range of factors—some not explicitly or initially evident. Our assessment devices include: student and faculty surveys, implementation fidelity measures, content analysis, faculty evaluations, focus groups, in-class observations, grade outcomes and evaluation of syllabi. This comprehensive approach allows for a more precise and appropriate evaluation of the effectiveness and effects of a novel pedagogy and can serve as a model for others who want to look into devising an assessment plan for pedagogical approaches. Participants will receive copies of our detailed assessment plan and examples of our assessment instruments.

Early Alert Intervention at Queensborough Community College

Elisabeth Lackner, Director of Institutional Research and Assessment (Queensborough Community College)

This presentation will explain how the Early Alert intervention at QCC evolved, the stakeholders and objectives, and then go into a few examples of how the intervention was tracked and what questions guided the assessment of the intervention. The presentation will have the following elements: (1) Description of the objectives of the Early Alert intervention, (2) Technical aspects of implementing the intervention, (3) Research and Assessment questions, (4) Methods of assessment and (5) Lessons learned and (6) Next steps.

New York State Department of Labor Data

David Crook, University Dean for Institutional Research and Assessment; Stephen Sheets, Research Analyst (CUNY OIRA Office)

A new law in New York State went into effect in December 2013 permitting the New York State Department of Labor (NYSDOL) to release individual wage and employer data from its Wage Reporting System (WRS) to CUNY, SUNY, and other government agencies. These data allow CUNY to track labor market outcomes across time for anyone ever enrolled at CUNY (back to

fall 1999). This group includes graduates, transfers, drop outs, and those are still enrolled. In our session, we will answer the following questions for associate and baccalaureate graduates and enrollees separately:

(1) Who are the largest employers of CUNY graduates?
(2) What occupation do CUNY graduates pursue? (Detail only available for CUNY as an employer)
(3) Who are the largest employers of CUNY graduates by broad discipline? (2-digit CIP code)
(4) How large is the variation in labor market outcomes by program across colleges? (e.g., nursing programs across CUNY colleges)
(5) Are there fields in which a graduate degree is necessary to observe wage gains?
(6) What percentage of CUNY students are working at least part-time while enrolled at CUNY?
In addition, we will discuss the importance of the length of tracking window in determining the answers to these questions.

The Roadmap for CUNY Analytics (OBIEE)

Mark Casazza, CUNY BI Architect; Michael Place, CUNY BI Program Manager; Scott Heil, Director of Analysis and Reporting (CUNY OIRA Office)

We will provide updates on phased development of a new data access platform, which will be called CUNY Analytics, along with the underlying data warehouse being designed. A pilot project is underway using faculty workload data in this environment, and basic current enrollment reporting along the same lines as CBIL, is expected later this year, to be refreshed daily from CUNYfirst. A few preliminary screenshots will be shown. We will discuss progress, challenges, and plans for further development as well as how these new offerings relate to existing IR data sources, technologies (i.e. Discoverer), and processes. The session will also address the need for focus on data quality, and more broadly, data governance, highlighting how sustained process alignment is essential to ensuring more timely insights into CUNY data via CUNY Analytics.

The Determinants of Lateral Baccalaureate Student Transfer

Giljae Lee, Director of Policy Analysis, CUNY Office of Institutional Research and Assessment; Andrew Wallace, Graduate Research Assistant, CUNY Office of Institutional Research and Assessment; Colin Chellman, Associate Dean, CUNY Office of Institutional Research and Assessment; Sarah Truelsch, Senior Policy Analyst, CUNY Office of Institutional Research and Assessment

This study addresses the determinants of lateral baccalaureate student transfer. Given that an increasing number of students are attending more than one college, the determinants of transfer behavior are of interest to college administrators and faculty across the country to promote the success of this growing segment of the student population. Recent research finds that one third of all college students transfer between institutions at least once within five years of enrolling, and rates of transfer have been growing over time (National Student Clearinghouse, 2012). What concerns higher education policy makers is the fact that there is growing evidence that attending multiple institutions impairs a student's ability to complete a four-year degree (McCormick, 2003).

This paper builds on that literature by exploring determinants of lateral transfer using a uniquely rich data set available from the City University of New York (CUNY) supplemented with data from the National Student Clearinghouse (NSC). Significant research has documented the increasing prevalence of post-secondary transfer of students in the US and analyzed the determinants of transferring behavior (Allen, Robbins, Casillas, & Oh, 2008; Bachler, 2013; Gao, Hughes, O'Rear, & Fendley, 2002; Herzog, 2005; Ishitani, 2008; Pleskac, Keeney, Merritt, Schmitt, & Oswald, 2011; Willcoxson, 2010; Yi, 2008). This research has found that demographics, high school preparation, first year academic performance, financial aids, student motivation, and social connectedness affect the likelihood of transferring and ultimately the likelihood of graduating (Allen et al., 2008; Goldrick-Rab & Pfeffer, 2009; Herzog, 2005; McCormick, 2003; Bachler, 2013).

Confined to readily available institutional level data, however, only a limited number of studies correctly specify students' enrollment patterns (Jones-White, Radcliffe, Huesman, & Kellogg, 2010). By analyzing data from the 11 baccalaureate granting institutions in the CUNY system in combination with data from the National Student Clearinghouse, we are able to track lateral transfer both within and outside the university system using a 9-year window. Existing literature suggests that a tracking window of 6 years is insufficient to capture patterns of baccalaureate degree completion in the context of greatly increasing times-to-degree. (Attewell and Lavin, 2009). We analyze five entering first-time freshman cohorts (N=45,686), 40.2% of whom transferred out of the large, urban public system over the course of 9 years. The independent variables of interest include choice order of college of entry, time to declare first major, and number of changes in major. We additionally explore whether students tend to change major when they transfer. We include additional controls for Pell eligibility, high school academic preparedness, financial aid, and socioeconomic and demographic variables. Applying multinomial logistic regression techniques, we find that entering one's first choice college is highly predictive of staying in one's college of entry. Results from this study are expected to contribute to formulating policy to support the growing population of transfer students. Specifically, the ability to predict transfer would allow policy makers to target retention efforts at students who are more likely to transfer out of their system, an "early warning" system for transfer.

A Discussion on the Current CUNY Start and CLIP (CUNY Language Immersion Program) Data

Drew Allen, Director, CUNY Office of Research, Evaluation & Program Support, Central Office of Academic Affairs; Aaron Horenstein, Research Analyst for the Office of Research, Evaluation & Program Support (REPS)

This session is a discussion on the current CUNY Start and CLIP (CUNY Language Immersion Program) data now available to IR and assessment staff. The presentation will include an overview of the data collected, some sample analyses, and some examples of how IR and assessment staff on campuses can use these data to run reports and to provide information to campus staff. We will also address some of the challenges in working with this data as it relates to the ADW and IRDB.

Travel Directions

524 West 59th Street between 10th and 11th Avenues
New York, NY 10019

Located in the heart of Manhattan's West Side, John Jay College of Criminal Justice is within walking distance of a rich and extensive array of cultural opportunities, dining establishments and parks.

By Subway:
Take #1, A, B, C, or D to 59th Street & Columbus Circle, walk west to 59th Street between 10th and 11th Avenues.
-OR-
Take N, R, Q to 57th Street & 7th Avenue, walk west to 59th Street between 10th and 11th Avenues.

By Bus:
Take the M57 or M31 to 10th Avenue and 57th Street and walk two blocks north to 59th Street. Turn left and walk half a block west to the main entrance.
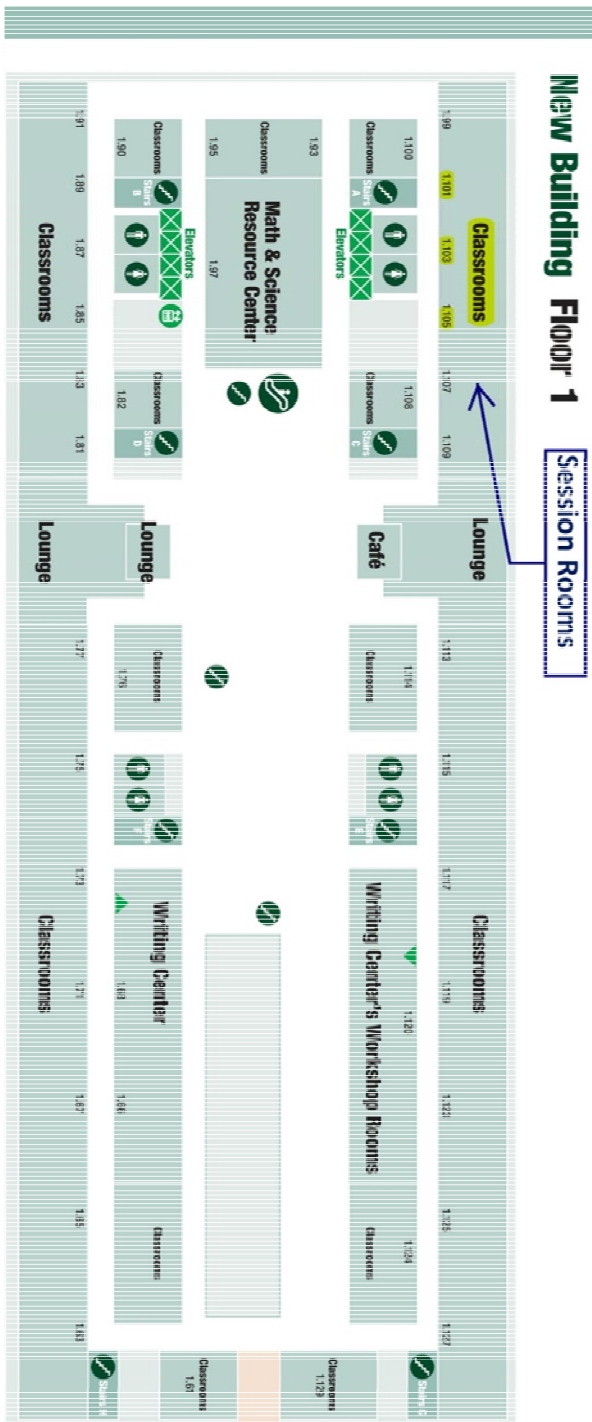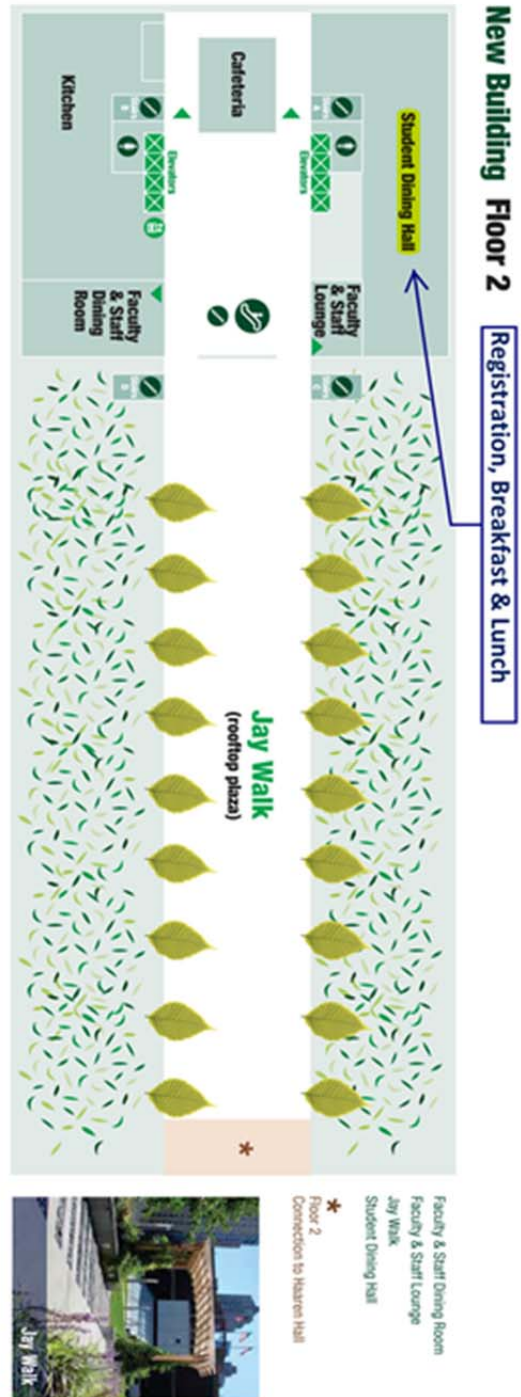
Parking:
There are several pay parking garages along 59th Street between 9th and 11th Avenues.

Upon entering from 59th street you will be on level L. Turn right to the escalators/elevators which will take you up to level 2

Aristotle

The ethos is the speaker and his or her character as revealed through the communication. The pathos is the audience and the emotions felt by them during the rhetoric. The logos is the actual words used by the speaker.