

IRC Minutes**Friday, September 28th, 2012****AGENDA ITEMS:**

1. Testing in CUNYFirst-Structure and Access (Richard Gampert)
 - Testing data is accessible in CUNYFirst accessible.
 - The data is under Records and Enrollment, Transfer Credit Evaluation, and then Test Results. Exemptions are there.
 - This leads you to a search page: Select a student by EMPL ID, then click “View All” to see all the tests the student has taken.
 - Students who are multiply admitted show up for all the colleges.
 - View All is also used within each test to see all the applications.
 - For CAT-W scores, you see “Final” plus all the individual rater scores for each sub area.
 - Subscores show “FAIL” because the Pass/Fail is calculated on the score and measured by the old writing tests. This “FAIL” can be ignored. Look only at the “FINAL” pass/fail.
 - UAPC puts an ESL Flag on any student who says their native language is not English. This does not reflect English ability.
 - I-805 TABLE in the ADW
 - a. USE SPSS or Crystal Reports
 - b. Any program that is ODBC compatible can read the data if you have permission to get it.
 - c. Richard has set up a program in SPSS to select the needed data and went over the syntax with the group.
 - d. His aggregation is set up to give the most recent score for each test, per student.
 - e. He then sets up a roster for each class using CU_Class_Table_MEETING public query and his SPSS data, which provides the faculty with a report with the scores or exemption for each student. This is done in Access.
 - Effective dates are important, but sometimes they are not updated. For majors, there is something else called “declared date.”
 - There is no documentation on the queries at this point. Some of the queries are not working.
 - There is documentation on the 805 extract. Betsy will put the documentation that was distributed more than a year ago on the list serve for IR.
 - Financial Aid data is still not in CUNY 1st at Hostos.

- IR staff need Student Services Access.
 - Student Records – Student Course Extracts Report. Extract -Student Reg-Show – runs through Report manager. This is a huge file. However, it doesn't have the class number.
 - Don't bother running the grade distribution report, recommends Richard.
 - Sometimes class numbers are numbers, sometimes they are text. This creates join problem.
2. Starting 2012-13, CUNY colleges are expected to administer the Noel-Levitz Long-Form Student Satisfaction Inventory (NL-SSI) biennially.
- Brooklyn College administered the long-form survey in Spring 2002, and the questions seem to be exactly the same as in the present form.
 - They conducted the survey with in-class administration using student volunteers to distribute the forms. Mike worked to get a representative sample of class types (evening, graduate, remedial, etc.) rather than a random sample.
 - Classes selected to participate in the survey included about 2,500 seats (about ¼ of the undergraduate population).
 - Of these, some students were in more than one class in which the survey was administered. These students were given the option of completing an open-ended survey during this time.
 - Approximately 2,000 students completed the survey. Approximately 1,000 students provided student IDs that were matchable to the Spring 2002 show file.
 - They read a script asking the student not to take the survey twice. If they had already taken it, they gave students an open-ended survey for the students to have something to do. There wasn't much real interest in these results, however. The survey actually took about 45 minutes.
 - There is a recommendation (Citi – Belmont Principle) that class time not be used for surveys on the basis of the best interest of the students. Are we considering the cost to the students in terms of losing a class hour?
 - Alternatives suggested: online administration; take-home administration.
 - The long form of the survey contains 200 items. 73 are items designed by Noel-Levitz. An additional 10 items are provided by your college. For these 83 items, students must evaluate their satisfaction as well as the importance of the item; technically, this is 166 items. An additional 18 items are importance-only or satisfaction-only; and there are 15 demographic items (one of which is provided by your college). Lastly, the survey requests SSN. This provides a total item count of 200; to complete the survey in 30 minutes, respondents would have to complete an item every 9 seconds. To complete the survey in 45 minutes, respondents would have to complete an item every 13.5 seconds.
 - Ideas?
 - The plan at the New Community College is to offer free lunch for students who complete survey in “common hour” for those who take the Noel Levitz survey.

- On the consent form, provide a scanned copy of student ID and circle the last 8 numbers to have the students put that number to allow the possibility to link these findings to student data.
- The group had a lively discussion of the issues of various surveys and cost vs. benefits.
- Mike presented some of the analysis done 10 years ago by Brooklyn College, which addresses importance, satisfaction, and performance gap. Noel-Levitz emphasizes that items with large performance gaps (i.e., where students rated importance as high and satisfaction as low) are areas for improvement. Associations between survey responses and persistence were briefly addressed.