

IRC Minutes**Friday, October 26th, 2012****AGENDA ITEMS:**

1. Administering the Noel-Levitz Student Satisfaction Inventory
 - There was a discussion of the approaches to administering this survey on the various campuses.
 - One of the key problems was that many campuses did not provide a Plan B in case the sample is inadequate.
 - CUNY IRB has determined that the survey is not “research” in the sense of requiring IRB approval; but it is recommended that we follow IRB guidelines in our communications with students about their participation in the survey (esp. regarding informed consent, and that their participation is voluntary).
 - For those choosing to do paper administrations, Noel-Levitz forms from prior administrations that were not used can be used this year.
 - In-class implementation, it was pointed out, violates Belmont principles. Unaccounted for in budgets for the survey are the cost to the students in terms of instruction time that will not be used for instruction, but for the survey.
 - It is important to present the survey project to faculty as having some real potential benefits. Including, in requests to faculty, how findings have been (or could be) beneficial for providing service to students more effectively can help.
 - David Crook explained that there are numerous benefits of the survey that make it preferable to the SES. Among them: importance scoring of each item; benchmarking against other campuses; and Noel-Levitz “scales” that group related items together for analysis.
 - Shannon Cook from Noel-Levitz called to answer questions:
 - It is possible to put a link to the survey on the Blackboard page.
 - There will be no pass code needed but the student will be able to directly go to the survey after logging into Blackboard.
 - Incentives are huge: preferred is more small quantity gift cards rather than one kindle fire in a raffle. Weekly raffles.
 - Another school is trying for some incentive for the first 400 responses.
 - Noel-Levitz can provide boiler plate text for email.
 - Shannon isn't sure if it's possible to track the response rate by course if done via a blackboard link. She will check how the online record works, but you could export as a campus who has responded and reconnect that to the class room.
 - Survey looks ugly on the phone and may be challenging for them to complete no their phones.

- Make sure you are inviting a representative sample as per the demographic questions on the survey.
- Some colleges do use events or free food to encourage survey forms outside of class. It's also filled out at registration time or as part of the graduation process.
- Noel Levitz does not check the validity of the data re: student fatigue. They just produce the reports.
- Custom constructed comparison groups are possible. \$75 to set up, \$35 per school, with a minimum of 7 schools in the comparison group.
- When is the latest to submit the 10 local questions. The local questions are not printed in the surveys but are handed out separately. These questions must be positive statements in the same format as the other questions in the survey. For the online survey, the questions just need to be loaded before the launch - email invitations. It's very seamless.
- Number 2 Pencil is the only possible option for the paper survey.
- 58% of the schools nationally are using online vs. 42% for paper.
- Online surveys have to have a unique passcode. Paper surveys have a last question to allow students to enter their student ID. 98% of the schools have Noel Levitz create the unique IDs for the online administration. You can pull a list of students with their email, first and last name, and unique passcode. The only identification is the unique passcode, which could be the student IDs.
- \$500 portal set up fee to put this in Blackboard or "My CUNY" account.
- We can request a certain number of passcodes in an Excel spreadsheet and distribute them ourselves. This is apparently free, but more work to use. Shannon will check up on this for us.
- If we use Noel Levitz email tool, it looks like it's coming from the institution, with reminder messages on the dates indicated. There is a \$.25 per invited student, regardless of how many received. Those who have completed the survey are not sent reminders.
- Shannon is not aware of analysis of the survey vis a vis data quality for different types of administration.
- The average response rate for online administration is 20%.
- Following Shannon's call, some discussion took place over the possibility of a CUNY-wide online administration, making use of the CUNY Portal or Blackboard.
 - It was thought that having a single entity manage NL-SSI administration would be simpler, less time consuming, and more efficient.
 - The campuses would likely have to give up the 10 campus-specific items, although a set of 10 CUNY-specific items could always be suggested.
 - A proposal for doing this will be created by an IR Council team for the November 16 meeting.
 - Joan Lambe, Chris Efthimiou, Betsy Hansel, and Mike Ayers volunteered to work on this.
 - We will address this again at the Nov. 16 IR Council meeting.

2. Collegiate Learning Assessment (CLA): Implications for Institutional Effectiveness

- Raymond Moy provided some background information on the CLA.
 - The CLA replaces the CPE as an assessment of student learning; unlike the CPE, the CLA is not mandatory; colleges have been working on finding student volunteers to take the exam.
 - The exam consists of *either* a 90 minute performance task, or two 45 minute sections (one where students are asked to make an argument; another where students are asked to critique an argument).
 - The goal is for each college to get 100 first-year freshmen and 100 native seniors approaching 120 credits to take the CLA each year.
- The CLA was first implemented on pilot campuses in Spring 2012; compliance will be a PMP indicator in 2012-13 (with the first administration in Fall 2012); performance on the CLA will be a PMP indicator in 2013-14.
 - Two senior colleges (Brooklyn and CCNY) and two community colleges (BCC and LaGuardia) participated in the pilot.
- Looking at the pilot: The sampling tends to work but there is self-selection in several areas in the CLA participants were somewhat higher performers. A much lower percentage of Hispanic students, with higher participation by Asian and Black students. Students who participated also tended to be a bit older.
- CUNY students at the community colleges was comparable to the national level; CUNY students at 4 year colleges did better than the national sample.
- Ray will discuss this in more detail at the November 16 meeting.