

IRC Minutes**Friday, September 27th, 2013****ANNOUNCEMENTS:**

- Welcome to Kim Huff, the new Senior Policy Analyst at CUNY OIRA.
 - Her work will include a focus on workforce and employment outcomes.
 - OIRA has submitted a million records to labor verification, which will be returned de-identified but with information on school, industry, major and degree. Next round, there will be an occupation code as well. We are also hoping for more data longitudinally from the mayor's office. The council discussed trends in this area, as well as the large numbers of students who are transferring after the AAS degree. OIRA will make files available when they have them, and will give us an update at the October meeting.
- Let's also welcome other new CUNY IR staff:
 - Bernadette Scarcuso, CSI
 - Derrick Morvel, Hostos.
- Documentation Wiki:
 - Much of the OIRA website is now moving to the public site. It is proposed to move IR Council Minutes to the Wiki to keep them password protected. Other items moving to the wiki are the schedule and the file layouts.
- IPEDS will close shortly. There was a lot of revision to the HR/IPEDs survey, and this has been a lot of work, along with the AAUP faculty survey.
- There is a lot of interest now among provosts regarding the student evaluation of faculty; in particular, the colleges that have implemented online evaluations, and the degree of success they have had with response rates.
 - With the Council's agreement, the results from Eva Chan's survey will be distributed to the provosts.
- Student Experience Survey
 - The SES will continue to go out every even year, even as the Noel-Levitz SSI is issued in odd years.
 - Colin will distribute a list of questions that they are proposing to delete, and new questions they are proposing to add.
 - Any remaining comments and suggestions are due by October 15.
 - If you have suggestions, please indicate how you would use the data. CSI and Brooklyn offered to pilot the questions with a small group of their students.

AGENDA ITEMS:

1. Effective methods for student retention and graduation.
 - Do we know what other colleges are doing to improve? How much of our variation is explained by major, or by recruitment at higher levels of SAT scores. The context for this is interpreting the PMP results. Hostos has done some analysis with the CUNY Start group and has found that these students are largely coming into the school and being retained.
 - New results from MAPLE CEAFS (common elementary algebra final exam) will give department section by section results by topic so that problem areas can be identified. Another example is to look at the high withdrawal and failure rates. How do we get data to places where it can be used?
 - Examples were presented of in-depth analysis within a school, or with sharing information about number of credits taken by similar student at other colleges.
 - Can we go beyond the PMP to set up some common metrics we can give us actionable data and benchmarks?
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 - CUNY Discussions going on about:
 - i. diversity at the top-tier colleges – attracting more black and Latino students at top tier schools
 - ii. momentum – taking more credits sooner, tuition policy, summer and winter enrollments.
 - iii. learning communities
 - iv. developmental education
 - v. academic technology. Getting more use of degree works.
2. Academic Plans and Subplans in CUNYfirst and CBIL.
 - Data in CBIL contains one academic plan and subplan; but many students have multiple plans and subplans (e.g., double majors). The Summer 2013 show file has multiple majors, but major codes are truncated from the academic plan, so it is hard to determine exactly which major it refers to.
 - This creates difficulties when IR professionals are often asked to provide breakdowns by major. We will continue to monitor this issue going forward.
3. Using Institutional Data to Identify Students at Risk for Leaving Community College: An Event History Approach
 - Paul Bachler gave a presentation of the findings of his doctoral dissertation.
 - Paul designed a discrete-time event history model to explain non-transfer attrition at community colleges (data from the National Student Clearinghouse was used to identify transfer-outs).
 - Multinomial logistic regression was used to determine the explanatory power of the model.
 - He shared his dissertation on the listserv.

Next IR Council Meeting: October 25, 2013