
Minutes

Friday, February 28, 2014

Agenda Items**1. Joint IR – Assessment Retreat.**

Diane Phillips and Piotr Kocik volunteered to co-chair the planning committee. Arrangements are being made for John Jay to host the event on June 20th in the faculty dining hall. Members of the team Michael Ayers (Brooklyn), Marie Burrage (Grad Center), Marjorie Dorime-Williams (Baruch), Elisa Hertz (Guttman), Diane and Piotr will brainstorm some ideas for the theme and get back to the group.

2. Department of Labor Wage Data. Please review the PowerPoint that will be circulated by Colin Chelman.

Effective December 23, 2013, CUNY and SUNY were specifically granted access to these data, after completing a number of requirements. CUNY and SUNY lobbied to get this and are mentioned specifically by name in the legislation. The memorandum of understanding gives CUNY access to quarterly wage records for all students since 1999. Colin Chelman and Kim Huff will be coordinating the project for OIRA. CUNY OIRA expects to get the data any day now.

ONLY campus IR directors and a few designated staff can access unit records, due to strong privacy regulations. Even college presidents and provosts cannot access unit level data. Authorized users must sign non-disclosure and data use agreements and complete training, before getting access to identified data. Privacy regulations protect individual students and, in some cases, companies. CUNY OIRA needs to hold the documentation for all users. Data needs to be encrypted, even on Tumbleweed or on servers. They recommend GPG4Win encryption. All temp files must be destroyed, and strict rules apply for aggregated data. Aggregate data must have minimum cell size of 10.

The use of the data must be educational. The data will allow CUNY and the colleges to track wage changes, number employed in New York State, and work patterns while a student. The data **cannot** use this to communicate with the students. This will not replace the graduates' survey.

Discussion continued about ways in which files might be packaged with the de-identified data that is provided through tumbleweed. (Example: A standard match for all students by term enrolled, major, GPA, credits earned, imputed ethnicity, etc.) It was agreed that this was a good idea. More guidance will be sought regarding how the school might be able to contact the employers for alumni and fundraising purposes, as two examples.

A useful website: <http://labor.ny.gov/data-sharing/>

Firefox browser seems to be the best for this: better than IE.

3. Advice about CUNYFirst requested by Baruch

Paul Bachler and new colleague, Cynthia Wach, sought information about CUNYFirst.

Among CUNY colleges, there has been a wide range of roles for the IR department in CUNYFirst implementation, from very involved to not involved at all. BMCC was heavily involved in reporting. La Guardia has been heavily involved in the quality control and cleaning up of data on campus. CSI relies on CBIL. John Jay relies on census data in the IRDB. CBIL is very helpful since Ariel works with college registrars and has cleaned up a lot of the data already.

Every college has unique practices and complications to decipher the college practices, but there is also an opportunity to share lessons learned. The OIRA wiki is a valuable resource where we can share reliable queries.

OIRA hopes to fairly soon demonstrate faculty workload in OBIEE, which is the first foray into the OBIEE platform.

In terms of 805 shadow systems: Bronx has OSIS for students, done by IT. BMCC has some staff dashboards with drop-down filters to select students by term and some other operational extracts.

IR reporting structures vary. Baruch IR is now working under the IT Vice President. Queensborough had regular meetings between IR and IT with the VP. At Gutman, there is: SPIRIT – Strategic Planning IR and IT

4. PMP

Cheryl Litman (via telephone) on next year's changes:

CUNY has streamlined the PMP. There are now three sections:

- A. a standard set of university goals applied to all undergraduate colleges
- B. a set for each sector (senior and community colleges), and
- C. a set of college focus area goals specific to each college.

Each set of goals has some standard metrics, which makes the reporting process much easier. For Section C, the college focus areas, colleges will be expected to specify their 2014-2015 goals and targets by June 30, 2014. Qualitative measures can be used, but evidence must be offered about the progress in achieving the goal.

Cheryl has offered examples of the kind of goals that schools might want to include.

A. University Goals

1. Two measures regarding increasing opportunities for students to be taught by full-time faculty
2. New metrics on scholarship and research
3. Timely progress toward degree
4. Increased graduation rates (4 and 6 year rates – also for Community Colleges)
5. Improve student satisfaction with academic and student support services. (Noel-Levitz)
6. Improve student satisfaction with administrative services. (Noel-Levitz)

NOTE: In even years, colleges will be asked about their process for improving for 5 & 6

7. Increase Revenues (contributions, grants, and alternative revenues)

8. Use financial resources efficiently/ prioritize direct student services.

Senior College goals:

1. Increase faculty satisfaction, using COACHE satisfaction measures
2. Increase enrollment in Masters programs

Community College goals:

1. More efficient remediation pathways
2. Prepare students for transfer to 4-year programs
3. Increase or maintain high pass rates on professional licensure exams.

College Focus Area Goals: Colleges need to describe their consultation process in the report. Goals should be outcome-focused and measured annually. Several examples are given.

PMP liaisons have gotten this list (handed out) and a detailed memo.

Follow up questions should go to the list serve, using PMP in the subject line.

The next IR meeting is March 21, not 28th. The Assessment Council is March 28. The topic is assessment of first year experience. They are still looking for speakers. (FYE or Freshmen Learning Academies).