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Minutes

Friday, May 23, 2014

**Agenda Items****1. Announcements**

General Announcements—Elisa Hertz

RSVP to the Joint retreat via : <https://www.surveymonkey.com/s/2014jtretrat>

Thanks to OIRA for getting the PMP reports to us so quickly.

OIRA Updates—Colin Chellman

- Wage data

NYS Department of Labor imposed a new limitation on CUNY's use wage data, which differs from the CUNY's interpretation of the memorandum of understanding with NYSDOL. Authorized wage data users are not allowed to show employers' names in writing to non-authorized users. Authorized users may report the industry code for a group of employer, the average salary and industries in which people are employed, and cite NYSDOL as the data source. OIRA is in negotiations with NYSDOL to lift the limitation about naming individual employers. If you conduct analyses with the wage data, please share your work with Colin Chellman, so OIRA can get an idea how this new information is being used.

- COACHE Survey

CUNY is developing plans to administer the COACHE (Collaborative on Academic Careers in Higher Education) survey in Spring 2015 to the senior colleges and, when the community college version becomes available, to the community colleges.

- Data needs for VSA and VFA will continue to be discussed.

- OIRA Survey Update

Noel Levitz will be administered again in spring 2015.

OIRA administered the SES entirely online, for the first time, to the entire undergraduate population. OIRA is pleased with the response rate of approximately 15,000 responses, to date. OIRA promoted the survey with an initial email, two follow-up emails, a paper postcard, and final follow-up email. OIRA used both cuny.edu and alternate emails. The colleges raised questions about the use of alternate emails, which, according to some, CUNY does not allow because of security issues.

**2. Finding solutions for issues with IRDB and CUNYFirst data: Identifying high schools for entering freshmen—Richard Gampert (Hostos)**

CUNYFirst has high school codes and names for enrolled students. According to Richard Gampert, 30-50% of the high school data are missing. In some cases, there is a code, but no high school name; and

it's not always clear what the codes represent. Since there are many new little high schools in New York City, codes are not that easy to identify.

According to Ariel Cohen, missing high school data is symptomatic of a larger problem in the collection and transmission of undergraduate admission data. UAPC's treatment of ETS codes can be idiosyncratic, where they are being migrated into CUNYfirst is not always clear, and how well they are being maintained in CUNYfirst is unknown. For some schools, a large proportion of the first time freshmen appear to be missing from the CAS file altogether, and much of the demographic data available for transfer students in the ASTA file are not being successfully transmitted through the interface into CUNYfirst. When producing Show-Registration files from the I-184a interface, OIRA matches the data against the CAS and ASTA files in order to include demographic data (such as country of identity) for new undergraduate students. SAT data appear to be well populated in CUNYfirst for both first-time freshmen and transfers. However, not all of the external organization id's have been mapped into source of transfer for schools outside of CUNY and many of the transfer students appear to be missing an external organization id for prior college altogether.

While OIRA does not discourage the use of the I-805 file, we are not able to provide support for it either. The CBIL Enrollment Report currently provides the numbers that should be closest to those in the Show-Registration files that will be loaded into the IRDB. Anyone wishing to analyze differences between the CBIL Enrollment Report and results they are getting from either the I-805 file or the CUNY Reporting Instance should use the CUNY Enrollment Reporting wiki as a resource.

Some ways to address the missing data issues are:

- Through OIRA's relationship with Dept. of Education, OIRA can request an annual list of codes for new schools and codes no longer in use.
- The central BARFIT (bursar, admissions, registrar, financial aid, and IT) committee working to address this issue.

Additional requests for data in CBIL include:

- OIRA ID
- CUNYFirst Class Number
- Plans and subplans.

To add to an inventory of IR Office's needs, go to the wiki and edit the table in IRC Reporting Needs via <http://oirap.wikispaces.com/IRC+Reporting+Needs>.

Because of some staffing changes, Ariel is temporarily serving as the contact person for IRDB passwords and to set up new IRDB or CBIL users. Rely on IT support for any Citrix issues. College IR offices are asked to support admissions and registrar areas that are using CBIL. For colleges cut over to CUNY First in the semester, the PRIOR SSN = 9+EMPLID.

### **3. Online Course Evaluations – BMCC's experience with SmartEvals--Betsy Hansel (BMCC)**

BMCC switched from paper to online course evaluations in spring 2014. The paper evaluation method had grown to 80,000 evaluations, was a full time job for four months, required additional part time assistance, and needed massive storage.

In December 2013, BMCC's president decided that the college would transition to online evaluations in spring 2014. The faculty Senate approved the evaluation questions. All courses evaluated in fall; select instructors are evaluated in the spring (as chosen by department chairs).

BMCC selected SmartEvals from four possible vendors. SmartEvals has a template to setup the online format, has accessibility features, is used for email communication, allows use of alternate email addresses, and works on phones and tablets. The system set-up requires three uploads: student roster file, faculty/course info, student id/grades. It is important to exclude WN students (students who show on roster, but never attended). Betsy set up an alias email account to provide technical support and bounceback messages

While the evaluations are anonymous, the system admin can see who has not responded and when respondents completed form. Analysis of email effectiveness (day of the week, subject name) is a useful tool.

Smarevals provides course level results for each faculty; chairs can view results for all courses in their departments. Results are available for multiple levels, including aggregate for entire college and drilled down to other levels: dept, course, instructor—plus downloaded into Excel. Faculty can view results online or the system admin can email results in PDF. Faculty cannot see their results until after grades are submitted.

From the student perspective, they receive a list of all of their courses with choices to evaluate or to indicate they dropped course. The students access the system via a link, so they do not need password or id. Students do not need to complete all evaluations at once; the system saves entries. If students make mistakes and contact the system admin, she can erase erroneous entries and students can retake the form.

In spring 2014, there was a 49% response rate across sections; the spring 2013 paper evaluations yielded about 65% response rate. The online evaluations were promoted by posters, QR codes accessible by phones, seven emails sent during the administration period to nonrespondents, and a link embedded in Bb.

For SmartEvals, BMCC pays \$25,000 per year based on FTE of about 18,000. Betsy is pleased with customer service. The site is not the most visually appealing, but the system is comprehensive and the information is useful,

#### **4. Tips for working with the National Student Clearinghouse**

Topic postponed