Institutional Research Council
555 West 57th Street, 1240 Conference Room (12th floor)
10:00am — 12pm

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IRC Minutes

Friday, January 29, 2016

1. Announcements
- There is interest in talking about articulation agreements and to track specifically the students who transferred in those majors.
- Accuplacer: some pilot testing has been happening on campus with several thousand students. It is a challenge to pick cut scores for the test. There is also a remediation task force. A meeting with information on Accuplacer and the remediation task force. Policy about high-stakes tests may be changing.
- BMCC has a new Dean for Institutional Research and Strategic Planning: Christopher Shults from Suffolk County Community College. He starts February 1.

2. Update on IPEDS Surveys (Zun Tang, OIRA)
- Deadline of Feb 10 to confirm IPEDS data to CUNY Central. Time is needed to make corrections before the deadline it down.
- Continuing issues with Financial Aid, including new aid programs that have to be manually edited after checking with the Financial Aid areas.
- HR IPEDS survey is in the spring. There's a new survey on Outcome Majors
- OSS Admits have been excluded from this year's admission module but conditional admits have been included. (SEEK is special programs and those students have always been excluded from the admissions module.) This seems to raise the overall SAT average. But they are included in the total number of new freshmen. Questions about how conditional admits are counted. Since no one is enrolled on a conditional admit, when is it counted? It's counted based on their status upon application. Next year, all conditional admits may be excluded (OIRA needs to discuss this further with Enrollment Management).
- For a future topic: what is the rationale for making these decisions.

3. Presentation: Predicting Student Return (Jenny Zhu, LaGuardia)
- Issue: to make sure we have a valid comparison group. This is related to the risk-prediction module.
- Used logistic regression combining information from 3 semesters to calculate probability. There is a binary prediction: returning one year later. Variables include age, gender, WU grades, CUM GPA, not completing developmental math, full-time, early registration, etc. Probabilities are

created and probability for returning one year later (including graduation) is 80%. Fairly good rate of prediction for the following year. Developing strategies to serve those identified most at risk. Continuing students are more accurately predicted than for new students because new students lack results on WU, GPA, etc.

- Now they are using the predicted return rate and compare to the actual return rate for assessing a program. Looking at the CURRENT program, the model predicts what that student's retention should be. This sets a target for the major, based on the probabilities predicted for the students.
- They tried to use the predicted probability to assess their new advisement system. They know who when to which advisement program. They are randomly sent a survey request, identified, and follow up with the students.
- They looked at number of visits to offices compared to expected return rate. Some offices do really well, such as Single Stop. The norm is seeing advisor one time. Seeing faculty seemed to have more impact than seeing an advisor.

4. Prioritizing CBIL/IRDB Concerns (All)
- A concern was raised with the multiple sources of data now on campuses with different figures coming out of different areas. The discussion started with a proposal that CBIL use the CUNY First reporting instance for all reporting rather the data warehouse. The CBIL process is different, however, and will produce different results.
- Requests have been made for:
- Academic Plan and Sub-plans
- A solution to tracking exit for Remedial Math (and other subjects)
- Including the CUNY First Class Number in Course Facts Prod to minimize need to match by three different variables to identify a class.
- Data needs generated by pathways
- Review the missing WD grades in IRDB
- Prior Semester Status / First Semester as a degree student
- CBIL enrollments in IRDB
- Transfer records. To get an accurate sense of credits transferred in, use the Cumulative Credits Total for the new transfer student, and subtract the semester credits earned in that first semester from the cumulative total credits. The problem stems from the fact that transfer credits from another CUNY are not put in the same category or "bucket" as non-CUNY transfer credits. Some of the problem comes from incomplete data at UAPC for the colleges' direct admits.

Next Council Meeting
February 26, 2016