**Institutional Research Council**

**555 West 57ᵗʰ Street (BMW Building) 1240 Conference Room (12ᵗʰ floor)**

**10:00am-12pm**

# IRC Minutes

# Friday, January 27, 2017

**Announcements & Updates:**

- BMCC is probably moving the IR and Assessment joint retreat to June 9.
  - **UPDATING:** June 9ᵗʰ is confirmed for the joint IR and Assessment Council Retreat at BMCC.
- Biana should complete the AAUP survey and have it uploaded by this weekend.
- IPEDS – Outcomes data - Still checking.

**1. Strategies for increasing the response rate for the CUNY SES survey**

Reported from the summer survey on how the SES survey was promoted. About 50% of the respondents did not do any on-campus promotion.

The overall response rate was 12.3%, which is better than 2013 when a vendor was being used.

Currently Central OIRA is working on the analysis of the open-ended responses.

A follow-up survey for the Experiential Learning Opportunity (ELO) task force had 20% response rate.

- Move beyond campus emails
- Use student affairs going around with I-Pad-based survey.
- Ensure phone format
- Subject line – emphasize use of survey results. Guttman has tested different types of subject lines – no significant difference among the types in terms of open rates.
- Signs up on the computer labs with the URL, but students log in so they know who it is. But since the survey has individualized URLs, this could be problematic. Is there a pass-through that can be used? Can they log in with their EMPL ID.
- Create a CUNY Survey portal with links to surveys with student log-ins. Could also be used by other colleges.
- Campuses can share the highlights report on CUNY Central OIRA website.
- Engaging the faculty through a presentation from Central OIRA on the survey given to department chairs, for example. Let faculty and students know why the survey is important.

**2. Curriculum Innovations for Developmental Math: Intro Stats with Algebra Workshops (Joint Math Meeting 2017) - BMCC**

- Over half new freshmen in MAT 8/12/51 – all have low pass rates
- New approach: combine college-level statistics course with algebra concepts (MAT 150.5) – combination of MAT 150 and MAT 51 – receive college credit for passing new course
- New course targets students who would otherwise enroll in MAT 51
- Much higher pass rates in 150.5 compared to MAT 51 (algebra)
- Propensity score matching – one term outcomes – 74% in MAT 150.5 exited remediation (passed course) compared to 24% in MAT 51
- Logistic regression model (predicting exit from remediation) – strongest predictor is enrollment in MAT 150.5 (controlling for all other variables in the model); passing MAT 1 exam and cumulative GPA at start of term also predictors of exiting remediation; Black/Hispanic student status lowers odds of exiting remediation
- Thoughts/Comments for additional factors to consider
  - Intensity of course
  - 2-year course results by individual faculty
  - Summer enrollment
  - Distribution of part-time versus full-time faculty teaching courses

**3. Common Data Set and IPEDS**

The issue has to do with debt among graduates. Most of the 4-year schools are using financial aid data to report on debt among graduates.

There does seem to be a need to get some consistency on this information across CUNY Campuses.

CUNY Central OIRA puts priorities on IPEDS and College Score Card as well as required state and federal reporting.

Can campuses through the Council give OIRA central the dates for various required reporting that campuses do, for inclusion in the OIRA planning calendar.

**4. Study of inter-generational access and mobility.**

With access to IRS data, the researchers have found the level of students in the lowest quintile who moved to the highest quintiles of individual level income at age 34 is higher in the CUNY system than in most other schools.  There will be a CUNY television program on this topic coming up on February 7.

**Next Council Meeting:**

Friday, February 24th, 2017