



**Executive Council Meeting  
November 24, 2015  
1:00 p.m. - 3:00 p.m. in E-518**

## **Minutes**

**Present:** Gail O. Mellow, Paul Arcario, Shahir Erfan, Susan Lyddon, Michael Baston, Henry Saltiel, Jane Schulman, Robert Jaffe, Jessica Mendoza

**Guests:** Nathan Dickmeyer and Jenny Zhu

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Starting time 1:05 pm

**1. Overview of Institutional Research Activities**

Nathan Dickmeyer and Jenny Zhu made a presentation to the Executive Council. The presentation was regarding the Institutional Research and Assessment Department (IR) and their role at the college, what each staff member in IR specializes in, examples of some of the work that they do and their strategic direction. Nathan mentioned that a lot of useful information can be found on Institutional research's LaGuardia webpage.

**2. HR Approval process for New Hires, Merit and Reclassifications**

Shahir Erfan presented a draft proposal chart of approval processes for staffing changes, Merit, reclassifications and salary offers. The chart listed the requests a division may have for a position and who would be the approver of the position for authorization form. Shahir Erfan mentioned that Oswald Fraser, Director of HR will be creating a handbook with instructions on the hiring processes. President Mellow requested that Shahir make some changes to the chart and to please bring back the chart with the requested changes to a future Exec. Council for further discussion. Once the chart is finalized, President Mellow will share it with the entire college so that the hiring process can be streamlined.

**3. Road to Success Update**

VP Baston spoke about the Road to Success project. They have now established working groups to help with the thinking of larger issues such as scaling it up. To help oversee the working groups they have decided to have Deema Bayrakdar and Les Gallo-Silver be the co-chairs. They will make sure there is full integration between Academic Affairs and Student Affairs. Michael Baston gave out a hand out that listed all the goals and guiding questions for the working group to help them move forward in making progress. An email will be sent out from President Mellow to faculty and staff that will help to overview of what the road to success is.

#### 4. Divisional Reports

**IT/H. Saltiel-** Last week the Outlook email system was down. Microsoft was able to help resolve the issue but wasn't able to explain what happened. A new form of notifying the College will be set up when Outlook is down, this will either be through a message on our webpage or a notice directing you LaGuardia's Facebook page. Found an empty space on the 1st floor near the Shenker hall lobby where they could move the computer room. Writing an automated RFA system for part time tax levy employees so when you add that to the CUNYFirst full time tax levy, then these forms will be able to be processed automatically.

**PO/R. Jaffe-** Professional staff is on December 2nd, Lara Moon will be reaching out to each Vice President for highlights. 42 proposals have been received for the Innovation Fund, every Vice President has access to the Dropbox folder to view them.

ACE/J. Schulman –No report

IA/S. Lyddon – No report

ADM/S. Erfan- no report

**SA/M. Baston** – Received a grant from the Lumina foundation to participate in the documentation of co-curricular experiences at LaGuardia.

**PO/G. Mellow-**Is part of a commission on postsecondary education led by the American Academy of Arts and Sciences.

**AA/P. Arcario** – Under the leadership of Bret Eynon and Kevin Jordan will be going beyond the First year seminar into the First Year Experience. Have also begun to work again with IDEAS42.

Meeting adjourned at 3:20 pm



# IR&A: What we do & our strategic direction

Institutional Research & Assessment

November 24, 2015

# Our web page...

- <http://laguardia.edu/IR/IR-facts/>
  - Research Reports
    - Impact of new first-year seminar on retention
      - <http://laguardia.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=21474874908&libID=21474875305>
    - Impact of hybrid course restrictions on pass rates
      - <http://laguardia.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=21474867393&libID=21474867786>
  - Institutional Profiles
  - Advising Team Scorecards
  - Outcomes: graduation and transfer
  - Survey results
  - CUNY OIRA resources

# Basic IR&A efforts, effort percentage

- **Situation analysis-what's the problem? 15%**
- **Solution assessment-successful implementation? 30%**
- **Projections, forecasting and tracking: 20%**
- **Providing data and support: 25%**
- **Logistical support: 10%**

# What's the problem? Examples...

- **“Why haven't you registered yet?” text message survey**
  - **Financial challenges biggest reason (SIC connected these students with Financial Services)**
- **“How did the Tortora-Silcox scholarship help you?” student interviews**
  - **Motivation (“somebody cares”) and peace of mind over some small expenses (textbooks, cap and gown, Metrocards)**
  - **Take another course**

# Solution assessment, examples...

- **Process assessments**
  - **Retention rates of students visiting the Generalists in the financial services office (SEMS data)**
    - **The more visits, the higher the retention**
- **Outcomes**
  - **Comparison of two software teaching platforms used in Math 096**
  - **The impact of Tortora-Silcox scholarships on retention and graduation**

# Projections, forecasting and tracking: examples...

- Enrollment, continuing student headcount and FTE projections
- Budget FTE, 3-year annual FTE weighted average
- Course demand, how many sections of Math 096 will we need?



# Providing data and support: examples...

- **Program review, tons of statistics, including how many students change major into and out of?**
- **Moot course and student data listings for advisors**
- **Institutional Profile**
- **Transfer tracking (e.g., Criminal Justice program with John Jay)**

# Logistical support, examples...

- **Room utilization**
  - **When are rooms available?**
  - **What courses have all sections filled, when?**
- **Course cancellation analyses**
  - **What kinds of courses at what times get cancelled?**
- **Lab use**
  - **When do students come to the math lab?**

# People: specializations

- ***Erez Lenchner:***
  - Moot courses (Degreeworks), at risk (eAttendance), national data
- ***Jenny Zhu:***
  - At risk (regression analyses), online surveys, program review, tracking (e.g., FYS)
- ***Jan Gau:***
  - Institutional Profile (data quality-enrollment counts, external surveys)
- ***Jeff Weintraub:***
  - Space data, course cancellations, enrollment projections, database construction
- ***Nate Dickmeyer:***
  - SEMS data, modeling, qualitative
- ***Rahela Akter (ad hoc, part-time):***
  - Student interviews, interview transcription

# Two-semester Goal-setting Project

- **Stepwise Logistic Regression—A method of combining information on a student to calculate a probability of return.**
- **Goal: Predict the return (or graduation) of Fall 2014 degree students, based on:**
  - **Fall 2012 to Fall 2013 actual**
  - **Spring 2013 to Spring 2014 actual**
  - **Fall 2013 to Fall 2014 actual**

Factors affecting probability of return/grad Fall 2014 to Fall 2015	Percentage	Sample	Joe's
(Based on actual data from Fall 2012, Spring 2013 and Fall 2013)	Point Impact	Student Joe	Prediction
<i>Starting point</i>	-28.13		-28.13
<i>Each year of age</i>	0.646	20	12.92
<i>Each credit earned</i>	1.02	12	12.24
<i>Each point of cumulative GPA</i>	20.22	2	40.44
<i>Each one percent of WU grades out of total grades received</i>	-1.147	0	0
<i>Being female</i>	6.57	0	0
<i>Not completing developmental math requirement</i>	-16.81	0	0
<i>Being full-time</i>	42.42	1	42.42
<i>Registering early</i>	11.37	0	0
<i>Being a continuing student</i>	-10.66	1	-10.66
<i>Being a new student*</i>	49.42	0	0
<i>Being a new transfer student</i>	24.02	0	0
<i>Being an AA degree student</i>	2.72	0	0
<i>Being an AS degree student</i>	13.79	1	13.79
<i>Being an AAS degree student</i>	-6.04	0	0
<i>Not being on a student visa</i>	-18.87	0	0
<b>(Joe's predicted probability of returning Fall 2015)</b>			<b>83.02%</b>

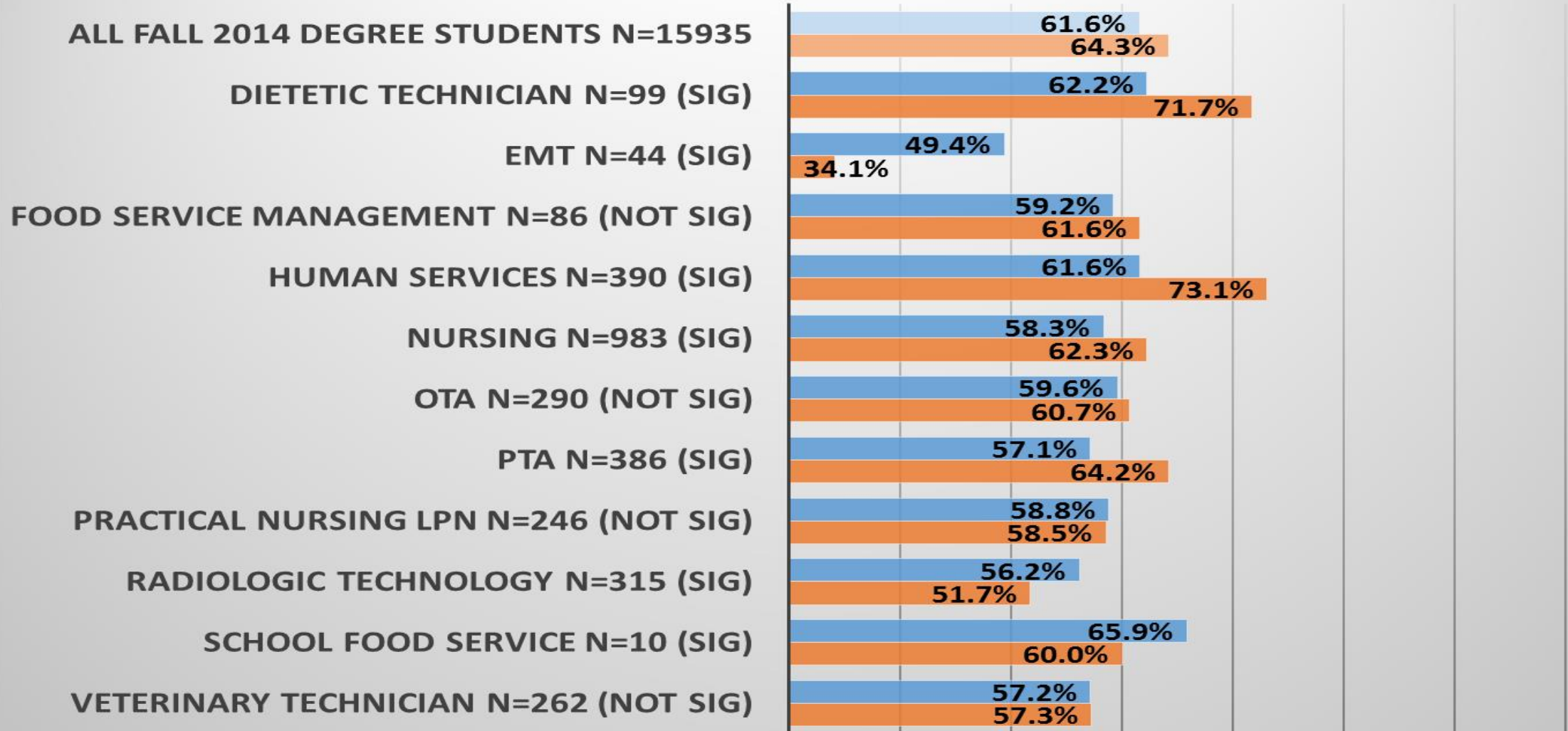
*\*Comparing a new student with a continuing student with a 2.00 GPA and 12 earned credits, the new student is missing 52.68 percentage points and already is behind more than 10 percentage points.*

# Results of fall 2014 predictions

- **15,935 Fall 2014 Degree Students**
  - **Predicted probability of return/graduation: 61.6%**
  - **Actual return/graduation rate: 64.3%**
  - **100 students with highest probability of return: 85% returned**
  - **100 students with lowest probability of return: 28% returned**

## Health Sciences

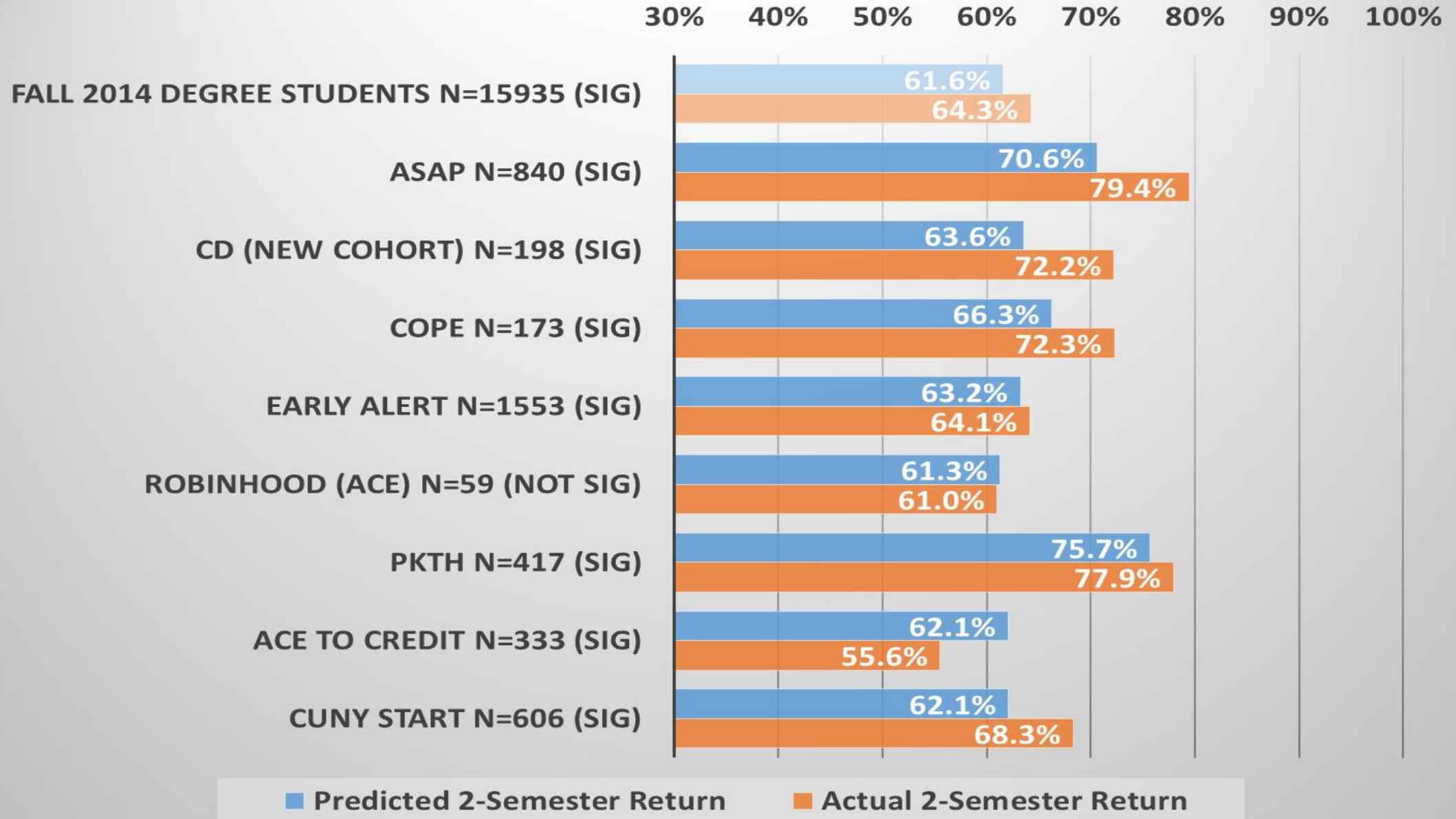
30% 40% 50% 60% 70% 80% 90% 100%



■ Predicted 2-Semester Return

■ Actual 2-Semester Return

## Interventions (CUNYfirst "Group" flags)



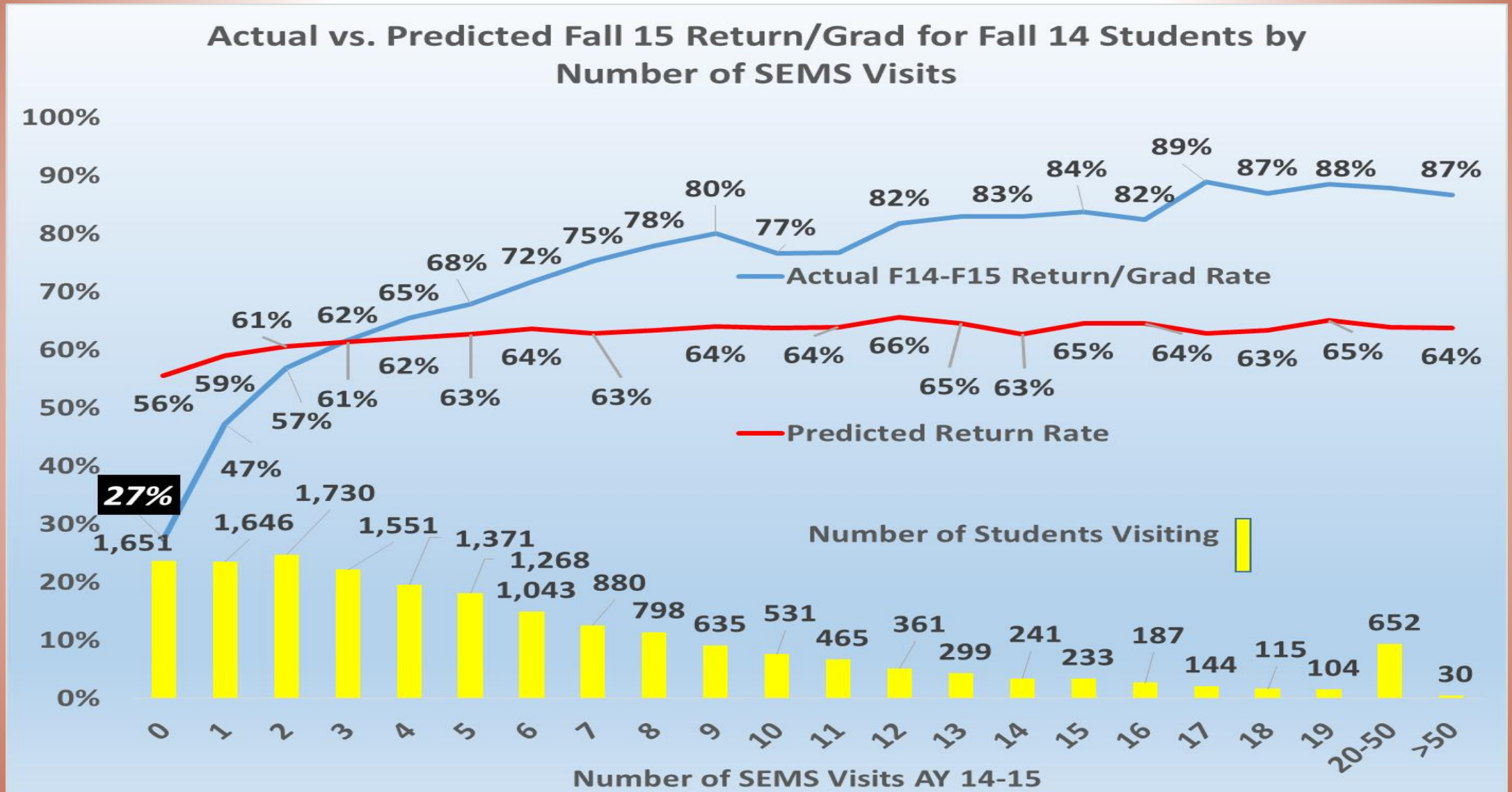


<b>Business and Technology Teams</b>	<b>Fall 2015 Enrollment</b>	<b>Expected 2-Semester Return/Grad Rate</b>	<b>Return/Grad # Goal to Beat (inc. stat sig.)</b>
<b>All Fall 2015 Degree Students</b>	<b>15,504</b>	<b>63.3%</b>	<b>9,853</b>
<b>Accounting</b>	<b>659</b>	<b>69.7%</b>	<b>466</b>
<b>Business Administration</b>	<b>1,821</b>	<b>65.1%</b>	<b>1,198</b>
<b>Business Management</b>	<b>19</b>	<b>56.9%</b>	<b>12</b>
<b>Paralegal Studies</b>	<b>152</b>	<b>61.6%</b>	<b>98</b>
<b>Travel and Tourism</b>	<b>242</b>	<b>63.3%</b>	<b>158</b>

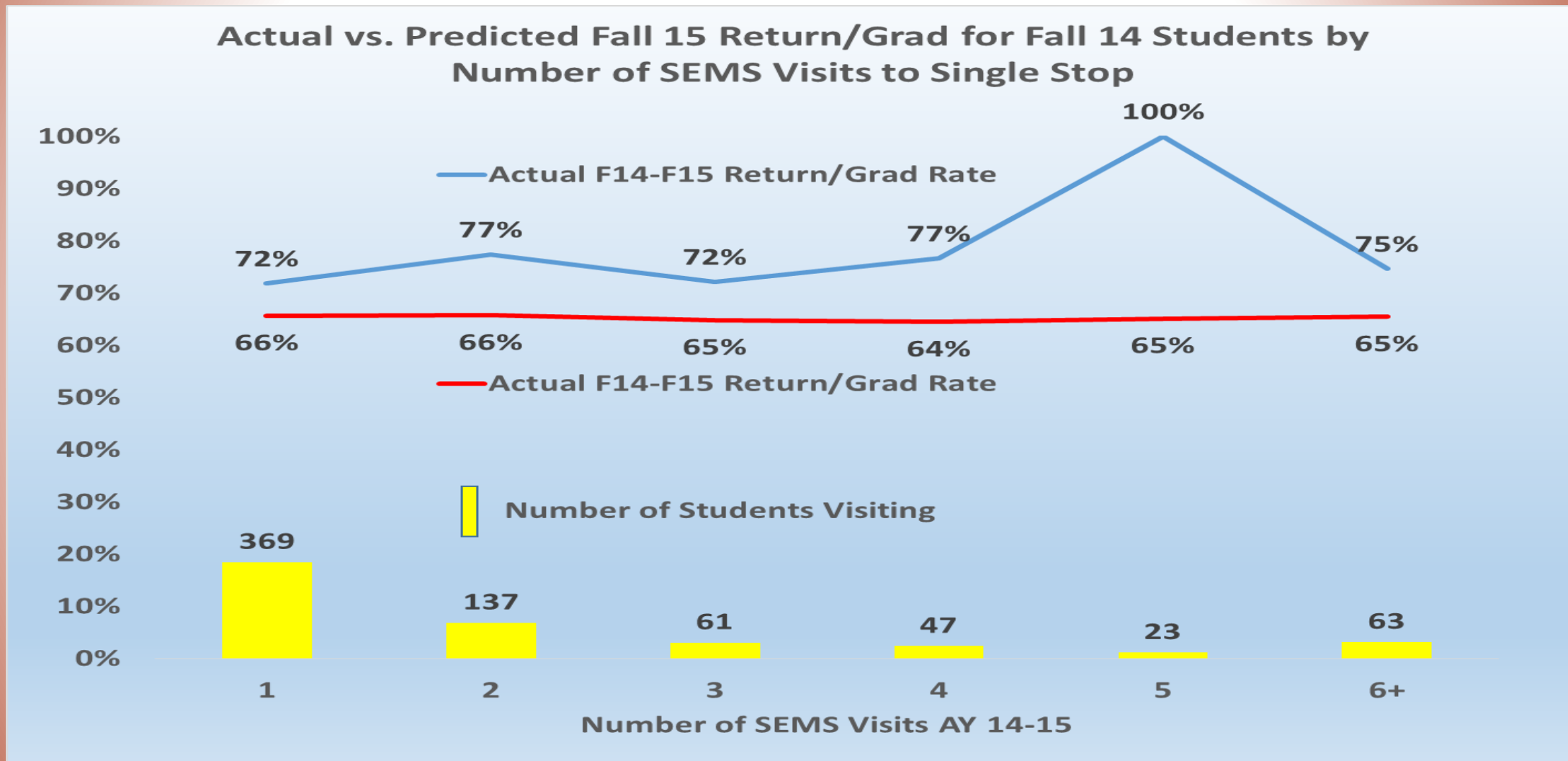
# How about looking at SEMS data?

- **Ask...**
  - **Does visiting an office improve retention above expectations?**
  - **Does visiting an office more often improve retention above expectations?**
  - **Are some offices better ones to visit?**

# Not visiting any office is very, very bad!

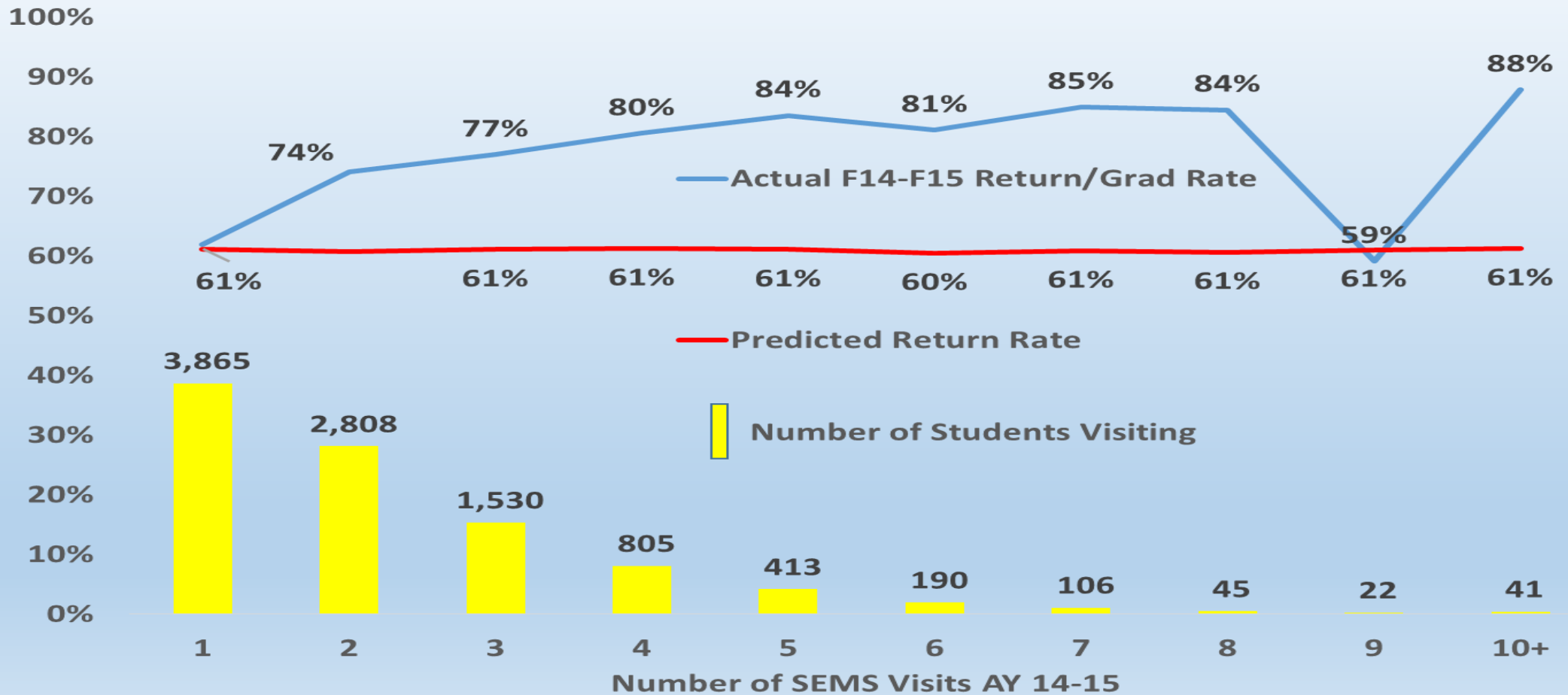


# Visiting Single Stop is beneficial!

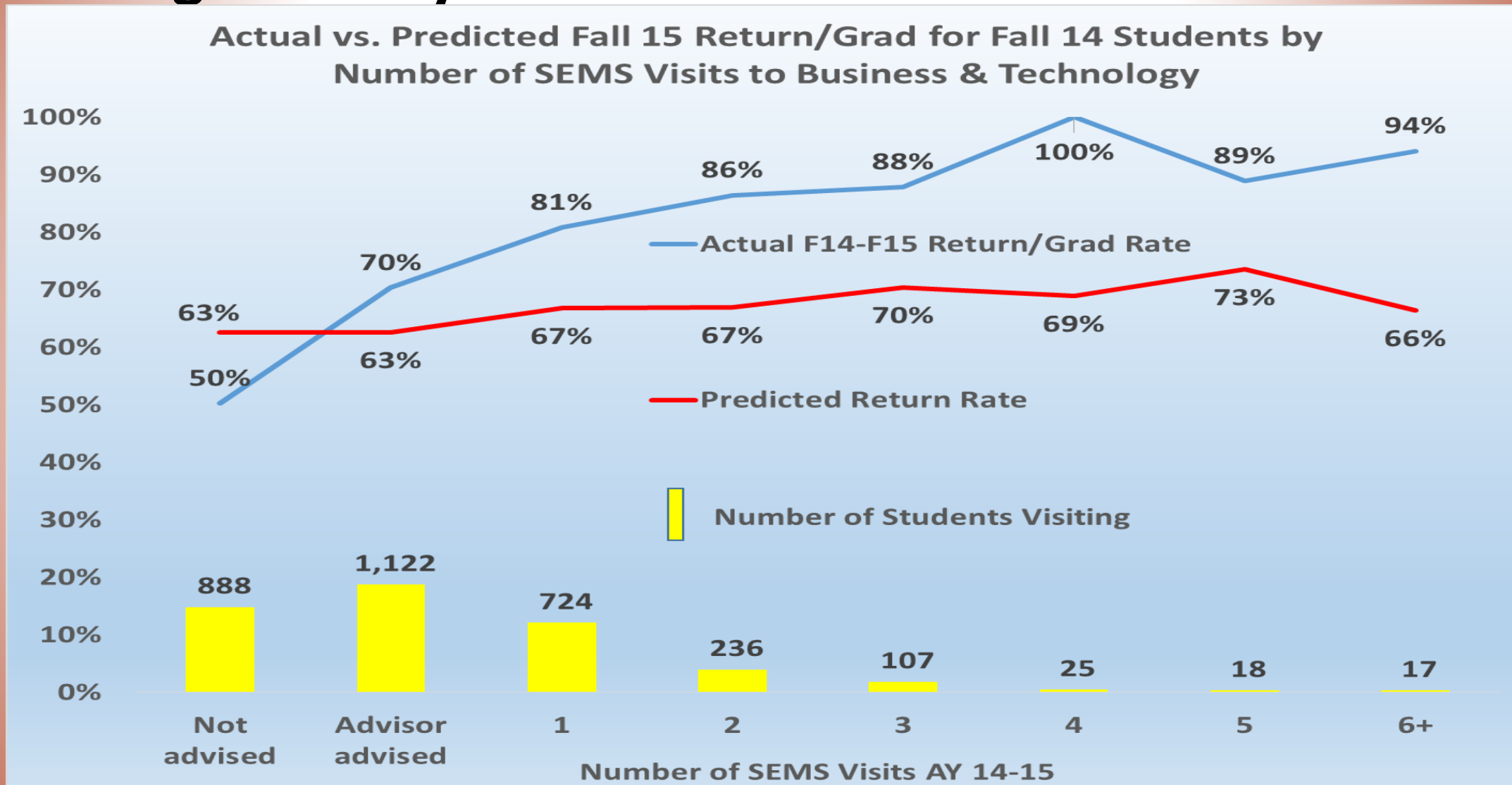


# Seeing an advisor once is the norm. More than once helps (except not 9 times).

Actual vs. Predicted Fall 15 Return/Grad for Fall 14 Students by Number of SEMS Visits to Advisement Triage Team



# Seeing an advisor is good; Seeing a faculty member is better!



# The future: IR&A Strategic Directions

- **“Distributed research”**
  - **Get more areas involved in setting their own research agenda and provide support**
    - **Get data to them that prompts hypotheses**
    - **Help them design good action-oriented research**
    - **Provide data to test the hypothesis**
    - **Assist in documenting “closing the loop” assessment**
- **“Counter-example” research**
  - **Why do some students do the opposite of prediction?**

# Distributed research, current examples:

- ***Health sciences, Phil Gimber/Jill Janofsky***
  - Prompting data: health sciences student retention
  - Hypothesis: we know early which students have no chance of reaching candidacy
  - Analytic data: probability of successful candidacy of:
    - Those who are placed into Math 096
    - Those who have below a 2.00 in first semester, etc.
  - Action: Change early advising, present data, be more forceful, develop “Plan B” majors



# Distributed research, current examples:

- *Transfer services-Bart Grachan*
- Prompting data: survey results showing dissatisfaction with Transfer services
- Hypothesis: some CUNY colleges and majors accept the few transfer credits?
- Analytic data: look at number of credits needed to graduate with a CUNY BA by our grads:
  - <http://laguardia.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=21474871622&libID=21474872019>
- Action: focus on specific problem areas

# Counter-example research...

	Returned	Did Not Return
Predicted Return	Successful as predicted	Why were the odds wrong? Who are these students?
Predicted Non-return	Why did these students beat the odds? Who are these students?	Unsuccessful as predicted