



**IR Council Meeting**  
February 20, 2008  
9:00 a.m. – 11:00 a.m.  
Rio Salado College Conference Center

**Members Present**

Ajit Kelkar	Beth Hunt Larson	Cindy Almendarez	Damita Kaloostian
Dan Huston	James Waugh	Jan Binder	John Catapano
John Snelling	Linda Hawbaker	Laurie Cohen	Laurie Pemberton
Linda Hughes	Donna Silber	Tracy Salter	Adam Lange
Keith Cantor	Susan Starrfield	Rene Willikens	

**IRIS Training and Q&A (Tracy Salter)** – Conversation about issues seen in ISISC. Some items of note are:

- EMPLID/SID change – there will only be one EMPLID per student. Each record that existed in IRDW is being assigned to the student’s EMPLID. If a single student had 2 SIDs, then the student will still have 2 records in IRIS, but both will have the same EMPLID. In cases where a student had 2 SIDs in the same term, then a join between Students and Student\_Classes will double count the enrollments. Some techniques for unduplicating bio/demo data are 1. Use MIN or MAX function if the desired value will be first or last when all values are sequentially ordered (use MIN on Gender and Ethnicity) 2. Use DECODE to prioritize the values so that the desired value is first, then apply the MIN function 3. Use computed items in Results with Prior or Next function to flag 1 row for each EMPLID. Example query is in X:\IR Shared\02-20-2008
- Academic Year is consecutive terms from Fall through Summer II. Fiscal Year is July 1 to June 30, and is consecutive terms from Summer II through Summer I. The Summer II term is the only term time when the academic year does not match the fiscal year.
- ‘Date Conferred’ is used by the district IE office to calculate awards for IPEDS. Legacy did not have a Term Completed field, so the one in IRDW was calculated from Date Conferred (using the month portion of the date). SIS does have a Term Completed field, but it uses the month and day of the date. Example query is in X:\IR Shared\02-20-2008

**IRIS Update (Tracy Salter)** – SIS is live! Translation tables are in ISIS-T. Dan has started the conversion of historical data into IRIS. A new \*.oce will need to be created. Ajit will send instructions when it is ready on how to connect to the new OCE when it is ready. The ready date is hoped to be Feb. 22, with 45<sup>th</sup> day information available on Feb. 27. IRDW is current through 12 Feb, and as a note, data in IRIS will go back as far as it did in IRDW.

**Zip Code Updates (Keith Cantor)** – Street and zip code updates for ArcGIS applications are being received from the Maricopa County Elections Board on regular basis. Also, expect a new address locator to be added every two months. Keith will be updating zip code changes to DSS sectors. A request was made for some “walk through” tools for ArcGIS to be provided in the future.

One final ArcGIS note, the District IE Office has a new workstation with ArcINFO loaded as well as Claritas iXPRESS software. Please contact James Mitchell at 480-731-8025 if you wish to use the workstation for an ArcINFO session.

**Higher Learning Commission Indicators (Donna Silber)** – If anyone at the colleges receives info from the Higher Learning Commission, please forward that information to Donna Silber at the District IE Office.

**IPEDS HR Report (Donna Silber)** – The Human Resources Survey in IPEDS is complete. The District IE Office will no longer be sending out hard copies of IPEDS surveys to the colleges. Each survey will be saved as an Adobe Acrobat PDF file and stored in the IPEDS folder on the IR Council's shared drive. Any requests for reports received at the District Office will be redirected to the Institutional Research Offices at each college. Reports can then be accessed by researchers on the shared drive in the IR\_Council/IPEDS folder.

**IPEDS Report Access (James Mitchell)** – IPEDS Data Feedback Reports for each college can now be downloaded from the new IE web page at this link:

<http://www.maricopa.edu/business/ir/IPEDS%20Data%20Feedback%20Reports%20v2.php>

Additionally, IPEDS survey reports are now available to each college electronically at the following folder in the IR shared drive: X:\IR Council\IPEDS.

**EScan 2008 (Damita Kaloostian)** – EScan 2008 is underway! Linda has provided Brainkeeper training at several campuses and is willing to set up more training on location as needed. An EScan Summit will be held at the District Office on March 28 to cull and prioritize EScan materials. Hot topic items from each committee will be briefed at the April SPST and the May SPAC Expo @ MCC. A finalized report will be printed and posted to the web by the end of May in order to be available for college planning efforts.

**45<sup>th</sup> Day Analysis (Beth Larson / Linda Hawbaker)** – The District IE Office has instituted a process change for Spring 45<sup>th</sup> Day Enrollment Analysis. The DO will run the queries to analyze trends for all colleges and create an overall data trend for the CEC report. Please refer to the handout called *Enrollment Analysis Request from CEC for Spring 45<sup>th</sup> Day 2008* for instructions on what information is needed from the colleges. Templates are located on the shared drive at IR Shared\Enrollment Analysis\Spring\Spring 2008. 45th day reports are due from the colleges on March 17<sup>th</sup>. Also note that the information will be used at the May 1, 2008 strategic planning retreat.

**Math Indicators i.e. remedial math designation (Laurie Cohen)** - This is part of an ongoing district dialogue as to which courses should be designated as remedial. Laurie asked how other colleges are defining remedial courses, is it 100-designated courses and below? The suggestion was to forward this to Dr. Harper-Marinick to take to appropriate groups for decision and implementation as a district-wide standard. Beth Hunt-Larson will take subject to Developmental Workgroup also.

**College Updates**

DO – NCCBP and CCSSE Invoices have been received by the District Office and are in the process of having purchase orders cut to pay vendors.

**Meeting Adjourned** at 11:00am. Next IR Council Meeting is scheduled for 19 March from 9:00 to 11:30am at the District Office Technology Training Room #300.

**Attachments:**

IR Council Agenda

Enrollment Analysis Request from CEC for Spring 45<sup>th</sup> Day 2008

Market Segment Analysis

MCCCD EScan Calendar 2007-08; Revised 2/19/2008

**IR Council Agenda**  
**Wednesday, February 20th, 2008**  
**Location: RIO Conference Center**

<b>IR Council Agenda: February 20, 2008</b>		
<b>Item</b>	<b>Who</b>	<b>Start Time</b>
IRIS Training Q&A	Tracy	9:00 AM
IRIS Update	Tracy	
Zip Code Updates	Keith	9:35 AM
HLC Indicators	Donna	9:40 AM
IPEDS HR Report	Donna	9:50 AM
IPEDS Access	James	9:55 AM
Escan 2008	Damita/Linda	10:00 AM
Break	All	10:15 AM
45th Day Analysis (CEC)	Linda/Beth	10:25 AM
Math Indicators	Laurie	10:55 AM
College Updates	All	11:10 AM
Adjourn	All	11:30 AM

## **Enrollment Analysis Request from CEC for Spring 45<sup>th</sup> Day 2008**

Due Date: Monday, 3/17

Email to: Beth Larson

We are going to try a different approach this time to provide information to CEC for the Spring 45<sup>th</sup> Day Enrollment Analysis. The District IE Office will run queries to analyze trends for all colleges and create the overall data trend for the CEC report.

Instead of the using the report format submitted in past semesters, we are asking colleges to share information about the implementation of their enrollment management plans by responding to the following questions:

### Part I

- Are you experiencing any changes in enrollment? In programs?
- Is there anything you attribute these changes to?

### Part II

- Describe an initiative your college has implemented to improve enrollment and/or retention?
- Does the initiative target certain populations or markets?
- Describe how you think the initiative is working? What are the benefits?
- What resources were required to implement the initiative (people, budget, space, training, technology, etc.)?
- Would you recommend the strategy to other colleges?
- Who is the contact for this initiative?

Please share information about one or two initiatives (one page each). Each college has a template located in the following directory:

IR Shared\Enrollment Analysis\Spring\Spring 2008

Maricopa County Community College  
Market Segment Analysis  
45<sup>th</sup> Day Spring 2008

Segmented by Age Group and Goals

- ESL (English as a Second Language) Students
  - Personal Interest Adult Learners
- 

- School Age Students (Age 12-17)
- College Age Students (Age 18-24)
- Generation “X” Students (Age 25-44)
- Boomers (Age 45-64)
- Seniors (Age 65+)

**Definitions:**

**ESL Students:** All students who are currently enrolled in an ESL class as defined below:

Table: STUDENT\_CLASSES  
CLASS\_SUBJECT='ESL' OR  
CLASS ('COM080', 'COM120', 'COM271', 'ENG107', 'ENG108', 'RDG010', 'RDG013',  
'RDG020', 'RDG030', 'RDG031', 'RDG040')

**Personal Interest Adult Learners:**

All Students who have indicated personal interest intent and are over the age of 17.

**Additional analysis:**

Market share from Claritas by age group.  
Projected growth by age group.

Trends from Interact Communication Survey.

Focus group and other information from colleges. (Enrollment analysis request from CEC.)

**MCCCD EScan Annual Calendar  
2007- 08 – Revised 2/19/2008**

<p><b>MARCH</b></p> <p>EScan Workgroups do scanning</p> <p>SPST Meeting 3/6 1:30 – 4:30, Rio 6D</p> <p>EScan Summit 3/28 12:00 – 4:30, District Office</p>	<p><b>APRIL</b></p> <p>SPST Meeting 4/3 1:30 – 4:30 Rio 6D</p>	<p><b>MAY</b></p> <p>May 1: Strategic Planning Retreat 11:30 – 4:00, MCC Navajo Room</p> <p>Workgroup Leads submit final EScan Summary report to District IE Office for compilation and release.</p> <p>District IE Office posts EScan Summary report for use in college planning processes.</p>
<p><b>JUNE</b></p> <p>Kick off EScan 2009</p> <p>EScan Workgroups do scanning</p> <p>Send annual Information Item to Governing Board (Strategic Planning Update)</p>	<p><b>JULY</b></p> <p>EScan Workgroups do scanning</p>	<p><b>AUGUST</b></p> <p>EScan Workgroups do scanning</p>

**Subject:** RE: NCCBP dev ed query  
**From:** "Laurie Cohen" <laurie.cohen@sccmail.maricopa.edu>  
**Date:** Wed, 13 Feb 2008 16:49:57 -0700  
**To:** "Linda Hawbaker" <l.hawbaker@domail.maricopa.edu>

Sure. I think it could be a brief discussion item. It was fresh in my mind because we had just run a few queries including those courses, but in trying to replicate what was in NCCBP/Monitoring Report, they were not included. Incidentally, most of our "old" developmental queries also used course # <100, so this is a relatively new change, it seems.

-----Original Message-----

From: Linda Hawbaker [mailto:l.hawbaker@domail.maricopa.edu]  
Sent: Wednesday, February 13, 2008 4:41 PM  
To: Laurie Cohen  
Subject: Re: NCCBP dev ed query

When the NCCBP queries were initially created, it was agreed on what courses to use (don't remember the details). In general, of our colleges would consider the 120 series as not college-level. It's something that could be revisited as far as a definition. Want to place it on our IR Council agenda for next week?

Laurie Cohen wrote:

Thanks Linda,

We used the queries and they worked fine. At SCC, the people looking at developmental ed consider some 100+ level classes as developmental. These include Mat 120, 121, and 122 (and also Mat 103, I think). I wonder if that's unique to SCC or true throughout the district. Just food for thought

Thanks again.

Laurie

-----Original Message-----

From: Linda Hawbaker [mailto:l.hawbaker@domail.maricopa.edu]  
Sent: Tuesday, February 12, 2008 9:48 AM  
To: Laurie Cohen  
Cc: Elizabeth Hunt Larson; L. Hawbaker  
Subject: NCCBP dev ed query

Laurie,

I just placed the NCCBP query for Fall 2006 that was used in the Nov 2007 monitoring report (ieexternal\ir shared\scc\forms 7,8,11,12 w demographics.bgy). I set the limit in Results 5 to SCC. The developmental ed queries use form 8, so these are the pivots to use.

Form 8 Gender  
Form 8 Ethnicity  
Form 8 Age  
Form 8 HS Status  
Form 8 FT/PT  
Form 8 Intent

You can refer back to the NCCBP submission form from last year for column definitions if needed. Let me know if you have any questions.

Linda

**FORM 8: Credit Developmental/Remedial Course Retention and Success Rates**

- Column 1* Enter the total number of A, B, C, P, D, F, and W grades (and their institutional equivalents) in credit developmental/remedial courses at the end of the fall 2005 term (include high school students earning college credits). Do not include incompletes, audits, or ESL students. See Notes 1,2 and 3.
- Column 2* Enter the total number of A, B, C, P, D, and F grades (and their institutional equivalents) in credit developmental/remedial courses at the end of the fall 2005 term. Totals in Column 2 should be less than totals in Column 1, unless there were no withdrawals.
- Column 3* Enter the total number of A, B, C, and P grades (and their institutional equivalents) in developmental/remedial courses at the end of the fall 2005 term. Totals in Column 3 should be less than totals in Column 2, unless there were no D or F grades.
- Column 4* Column 2 / Column 1
- Column 5* Column 3 / Column 1
- Column 6* Column 3 / Column 2

<b>Use Fall 2005 Grades</b>	<i>Column 1</i> Total Grades in Developmental/ Remedial Courses	<i>Column 2</i> Total A, B, C, P, D, and F Grades	<i>Column 3</i> Total A, B, C and P Grades	<i>Column 4</i> Retention Rates	<i>Column 5</i> Enrollee Success Rates	<i>Column 6</i> Completer Success Rates
Math	11,737	7,774	5,706	66.23%	48.62%	73.40%
Writing	4,002	3,013	2,427	75.29%	60.64%	80.55%
Reading and Writing				0.00%	0.00%	0.00%
Reading	4,290	3,511	2,933	81.84%	68.37%	83.54%

**NOTES**

1. Developmental/remedial courses are those defined by the reporting institution.
2. Reading and Writing (row three) includes courses in which both reading and writing instruction are included in the same course. Courses in row 3 should not be included in rows 2 ("Writing") and 4 ("Reading").
3. If your institution records + or - grades, include them in the letter grades with which they are associated (e.g. C+ grades would be reported with C grades).

Form 7, 8, 11, 12 Que.

Form 8 - Developmental Courses

Fall 2005

ENG061
ENG071
MAT065
MAT082
MAT090
MAT091
MAT092
MAT093
RDG008
RDG010
RDG013
RDG020
RDG030
RDG031
RDG040
RDG071
RDG081
RDG091



Effective terms are identified with the year and numeric code for the semester or summer session.  
Fall Semester = 6, Spring = 2, Summer I = 4, Summer II = 5

Terms ending in 99999 are considered to be open, active courses available for college offerings.

**Course Title Search Results For: ENG0,99999  
(AND) operator**

<u>Course</u>	<u>Term Range</u>	<u>Course Title</u>
<u>ENG056</u>	19956-99999	Adult Basic Skills Language Skills
<u>ENG061</u>	20066-99999	Basic Skills
<u>ENG061AA</u>	19962-99999	Writing Simple Sentences
<u>ENG061AB</u>	19962-99999	Writing Compound and Complex Sentences
<u>ENG061AC</u>	19962-99999	Basic Writing Skills for English as a Second Language
<u>ENG071</u>	20066-99999	Review of English Fundamentals
<u>ENG071AA</u>	19966-99999	Writing Paragraphs and Topic Sentences
<u>ENG071AB</u>	19966-99999	Writing Paragraphs with Supporting Details
<u>ENG071AC</u>	19966-99999	Fundamentals of Writing English as a Second Language
<u>ENG080TA</u>	19946-99999	Comparing and Classifying
<u>ENG080TB</u>	19946-99999	Determining Significant Information
<u>ENG080TC</u>	19946-99999	Problem-Solving
<u>ENG080TS</u>	19946-99999	Freshman English Review
<u>ENG085SA</u>	19946-99999	Writing Notes and Summaries from Oral Presentations
<u>ENG085SB</u>	19946-99999	Writing Notes and Summaries from Written Materials
<u>ENG085SC</u>	19946-99999	Writing Answers to Test Questions
<u>ENG085SS</u>	19946-99999	Writing Skills for Studying
<u>ENG091</u>	19896-99999	Writing and Editing for the Workplace
<u>ENG092</u>	19896-99999	

**Query Complete:** Click [HERE](#) to return to the Course Search.



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**Course Title Search Results For: MAT0,99999  
(AND) operator**

Course	Term Range	Special Projects Course Title
<a href="#">MAT033AA</a>	19944-99999	Whole Numbers
<a href="#">MAT033AB</a>	19944-99999	Fractions
<a href="#">MAT033AC</a>	19944-99999	Workplace Decimals and Calculator Applications
<a href="#">MAT065</a>	19952-99999	Graphing Calculator
<a href="#">MAT066</a>	19966-99999	Algebra/Anxiety Reduction
<a href="#">MAT081</a>	20016-99999	Basic Arithmetic
<a href="#">MAT082</a>	20016-99999	Arithmetic Review
<a href="#">MAT082AA</a>	20016-99999	Basic Arithmetic/Whole Numbers
<a href="#">MAT082AB</a>	20016-99999	Basic Arithmetic/Fractions and Signed Numbers
<a href="#">MAT082AC</a>	20016-99999	Basic Arithmetic/Decimals and the Metric System
<a href="#">MAT083</a>	20016-99999	Plane Geometry
<a href="#">MAT089</a>	20062-99999	Basic Mathematics for Nursing
<a href="#">MAT090</a>	20036-99999	Developmental Algebra
<a href="#">MAT091</a>	20036-99999	Algebra/Anxiety Reduction
<a href="#">MAT092</a>	20036-99999	Introductory Algebra
<a href="#">MAT092AA</a>	19966-99999	Introductory Algebra/1st Degree Equation Inequalities
<a href="#">MAT092AB</a>	19966-99999	Introductory Algebra/Polynomials
<a href="#">MAT092AC</a>	19976-99999	Introductory Algebra/Graphing Systems
<a href="#">MAT093</a>	20036-99999	

**Query Complete:** Click [HERE](#) to return to the Course Search.



Effective terms are identified with the year and numeric code for the semester or summer session.  
Fall Semester = 6, Spring = 2, Summer I = 4, Summer II = 5

Terms ending in 99999 are considered to be open, active courses available for college offerings.

**Course Title Search Results For: RDG0,99999  
(AND) operator**

Special Projects

Course	Term Range	Course Title
<a href="#">RDG001</a>	19972-99999	Adult Basic Reading Skills I
<a href="#">RDG002</a>	19972-99999	Adult Basic Reading Skills II
<a href="#">RDG003</a>	19972-99999	Adult Basic Reading Skills III
<a href="#">RDG007</a>	19962-99999	English Pre-Reading Skills
<a href="#">RDG008</a>	19962-99999	Reading English as a Second Language I
<a href="#">RDG010</a>	20025-99999	Reading English as a Second Language IV
<a href="#">RDG013</a>	20025-99999	Advanced Vocabulary for ESL Speakers (Non-native Speakers)
<a href="#">RDG020</a>	20025-99999	Reading English as a Second Language II
<a href="#">RDG030</a>	20025-99999	Reading English as a Second Language III
<a href="#">RDG031</a>	20056-99999	Advanced Vocabulary for ESL Speakers (Non-native Speakers)
<a href="#">RDG040</a>	20025-99999	Reading English as a Second Language IV
<a href="#">RDG071</a>	20056-99999	Basic Reading
<a href="#">RDG078</a>	19956-99999	Vocabulary Improvement
<a href="#">RDG079</a>	19956-99999	Vocabulary Improvement
<a href="#">RDG080TA</a>	19946-99999	Comparing and Classifying
<a href="#">RDG080TB</a>	19946-99999	Determining Significant Information
<a href="#">RDG080TC</a>	19946-99999	Problem-Solving
<a href="#">RDG081</a>	19956-99999	Reading Improvement
<a href="#">RDG081AA</a>	19886-99999	Reading Fundamentals I
<a href="#">RDG081AB</a>	19886-99999	Reading Fundamentals II
<a href="#">RDG081AC</a>	19886-99999	Reading Fundamentals Applications
<a href="#">RDG085</a>	19896-99999	Adult Reading Skills for the Workplace
<a href="#">RDG086</a>	19896-99999	Reading Projects
<a href="#">RDG091</a>	19956-99999	

**Query Complete:** Click [HERE](#) to return to the Course Search.

**FORM 9: Credit Developmental/Remedial Student Retention and Success in First College-level Courses**

- Column 1* Enter the total number of students who received A, B, C, and P grades (and their institutional equivalents) in the highest-level, credit developmental/remedial math and writing courses at the end of the fall 2004 term. See Notes 1, 2 and 3.
- Column 2* Enter the total number of students from Column 1 who enrolled subsequently in related college-level courses. See Note 2.
- Column 3* Enter the total number of students from Column 2 who completed related college-level courses with A, B, C, D, P, and F grades (and their institutional equivalents) within one academic year, i.e., through fall 2005. Totals in Column 3 should be less than totals in Column 2, unless there were no withdrawals.
- Column 4* Enter the total number of students from Column 3 who completed related college-level courses with A, B, C, and P grades (and their institutional equivalents) within one academic year, i.e., through fall 2005. Totals in Column 4 should be less than totals in Column 3, unless there were no D or F grades.
- Column 5* Column 3 / Column 2
- Column 6* Column 4 / Column 2
- Column 7* Column 4 / Column 3

<b>Use Fall 2004 Cohort</b>	<i>Column 1</i> Total A, B, C, and P Grades in Fall 2004 Highest-level Developmental Courses	<i>Column 2</i> Total from Col 1 Who Enrolled in Related College-level Courses	<i>Column 3</i> Total from Col 2 Who Completed College-level Courses with A, B, C, P, D, and F Grades	<i>Column 4</i> Total from Col 3 Who Completed College-level Courses with A, B, C, and P Grades	<i>Column 5</i> College-level Course Retention Rate	<i>Column 6</i> College-level Course Enrollee Success Rate	<i>Column 7</i> College-level Course Completer Success Rate
Math	4,942	3,670	2,821	2,380	76.87%	64.85%	84.37%
Writing	1,978	1,468	1,200	1,059	81.74%	72.14%	88.25%

**NOTES**

1. Developmental/remedial courses are those defined by the reporting institution. Entries should include students who succeeded in developmental math and writing courses.
2. Related math and writing courses will most likely be college level math and English composition courses.
3. If your institution records + or - grades, include them in the letter grades with which they are associated (e.g. C+ grades would be reported with C grades).

DEV  
 MAT090  
 MAT091  
 MAT092  
 MAT092AA  
 MAT092AB  
 MAT092AC

Subsequent  
 MAT120  
 MAT121  
 MAT122  
 MAT122AA  
 MAT122AB  
 MAT122AC

DEV      Subsequent  
 ENG071      ENG101



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**Course Title Search Results For: MAT12,99999  
(AND) operator**

Computer Programming in BASIC

<b>Course</b>	<b>Term Range</b>	<b>Course Title</b>
<a href="#">MAT120</a>	20036-99999	BASIC Programming
<a href="#">MAT121</a>	20036-99999	Intermediate Algebra, Standard
<a href="#">MAT122</a>	20036-99999	Intermediate Algebra Accelerated
<a href="#">MAT122AA</a>	20016-99999	Intermediate Algebra/Equations and Graphs
<a href="#">MAT122AB</a>	20016-99999	Intermediate Algebra/Algebraic Functions and Fractions
<a href="#">MAT122AC</a>	20016-99999	Algebra/Trigonometry for Technology
<a href="#">MAT126</a>	19966-99999	

**Query Complete:** Click [HERE](#) to return to the Course Search.