



Building a Comprehensive New Analyst Training Program

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Addison, Tx*

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Objectives

- Brief overview of LSCS
- History and need for project
- Project design
- Implementation and results
- Adaptation
- Questions



Introduction

Lone Star College System

- Six campuses, six satellite centers
- Over 76,000 credit students Fall 2013





Introduction

Who is ORIE? Office of Research and Institutional Effectiveness

Planning

Reporting

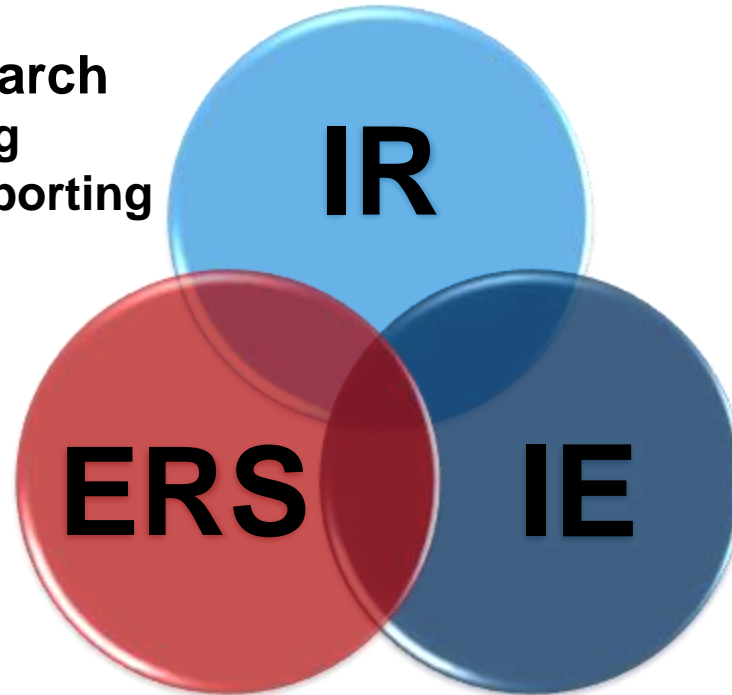
Analysis

Collaboration

Promote a culture of continuous improvement and data-informed decision making.

Institutional Research

- Ad Hoc Reporting
- Standardized Reporting



Enterprise Reporting

- State Reporting
- Dashboards
- Automated Reporting

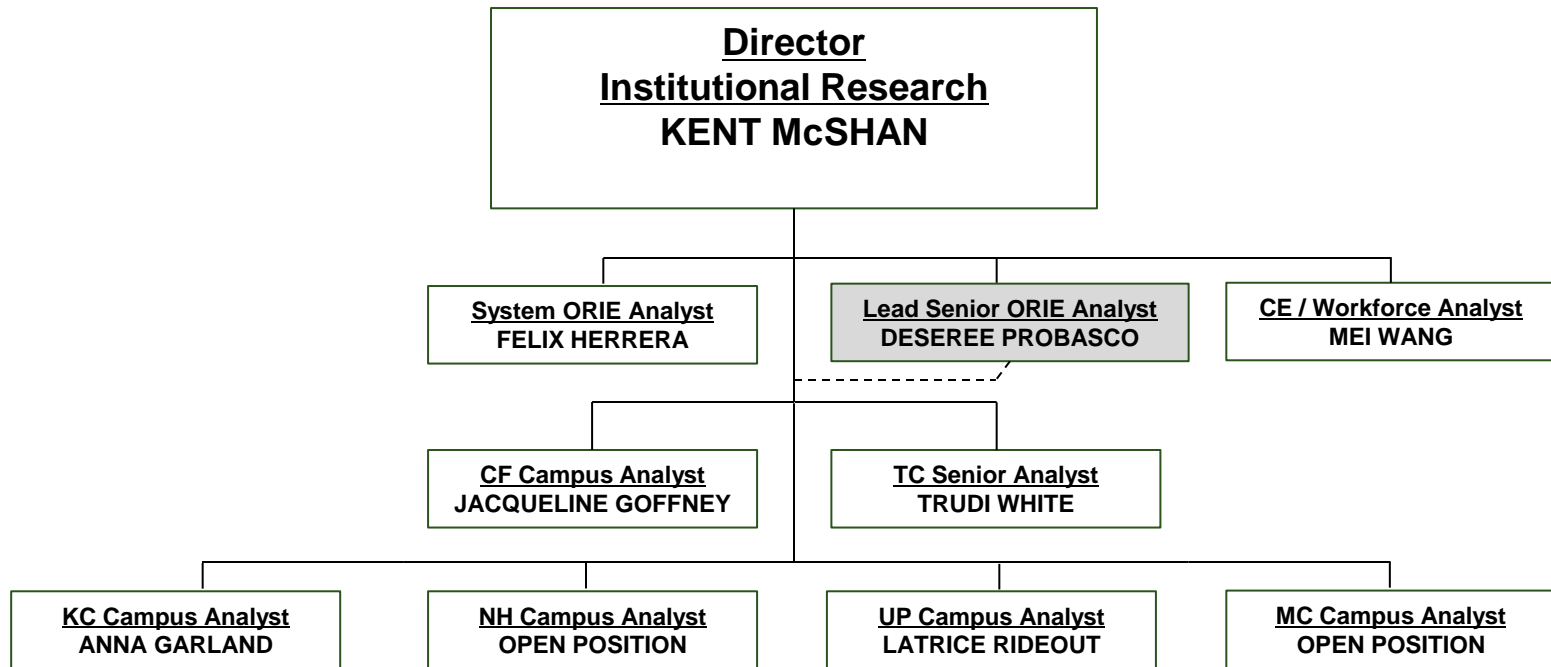
Institutional Effectiveness

- SACS
- Continuous Improvement
- Student Learning Outcomes



Introduction

Institutional Research Organizational Structure:





History and Need

- Newly centralized
- Understaffed but rapidly growing
- Implementing new ERP
(Enterprise Reporting- Peoplesoft)
- Rapidly increasing demand



History and Need

Training Method in 2010

- Shadowing a Senior Analyst
- Trial and error on tools and systems
- Review process to correct errors

History and Need



yeah, so could you repeat steps 4-15....
I accidentally looked at my watch.



History and Need



WHY???

History and Need

Trainer

Confusion of
Process

No set
training plan

Deadlines

Trainee

Confusion of
Process

No set
training plan

Lack of
confidence



History and Need





Project Design

Find a better way...

1. How do analysts learn?
2. What do they need to know?
3. What can we give them to succeed?



Project Design

1. How do analysts learn?

- One on one
- Independent study
- Shadowing at Campus
- Ticket assignments
- Transition to campus



Project Design


2. What do they need to know?

- ORIE Mission and Goals
- Data Elements and usage
- Data tools and software
- Standard report types
- Workflow and Customer Service
- Data validation and review



Project Design

3. What can we give them to succeed?

- Formal Curriculum
 - Mentor
 - References and Resources/ Handbook
 - Standard protocols
 - Continuous Improvement
- 
- A decorative blue curved line in the bottom right corner of the slide.



Research and
Institutional Effectiveness

ORIE New Hire Training

Objectives:

At the end of this training plan you will be able to:

- Locate and use ORIE Resources and Tools on the shared drive.
- Update tickets and track work in SNOW.
- Use SQL Developer to extract data and modify and use banked iStar queries.
- Use Filemaker Pro to combine and code datasets extracted from iStar.
- Use PivotTable and other Excel functions to create and format reports from extracted or banked data.
- Create standardized reports in common subject areas, i.e.
 - Headcount and enrollments
 - Student information like demographics and contact lists, completion and success, persistence.
 - Course data like delivery method, section counts, grade distribution.



**Research and
Institutional Effectiveness**

Syllabus

- Training Module: ORIE Overview
 - Understanding ORIE
 - Web Tour
 - Shared Resources and Toolbox
 - ORIE Work Orders
 - SNOW
 - Data Tools

- Training Module: SQL
 - Anatomy of a SQL Query
 - SQL Developer
 - Practice Assignments

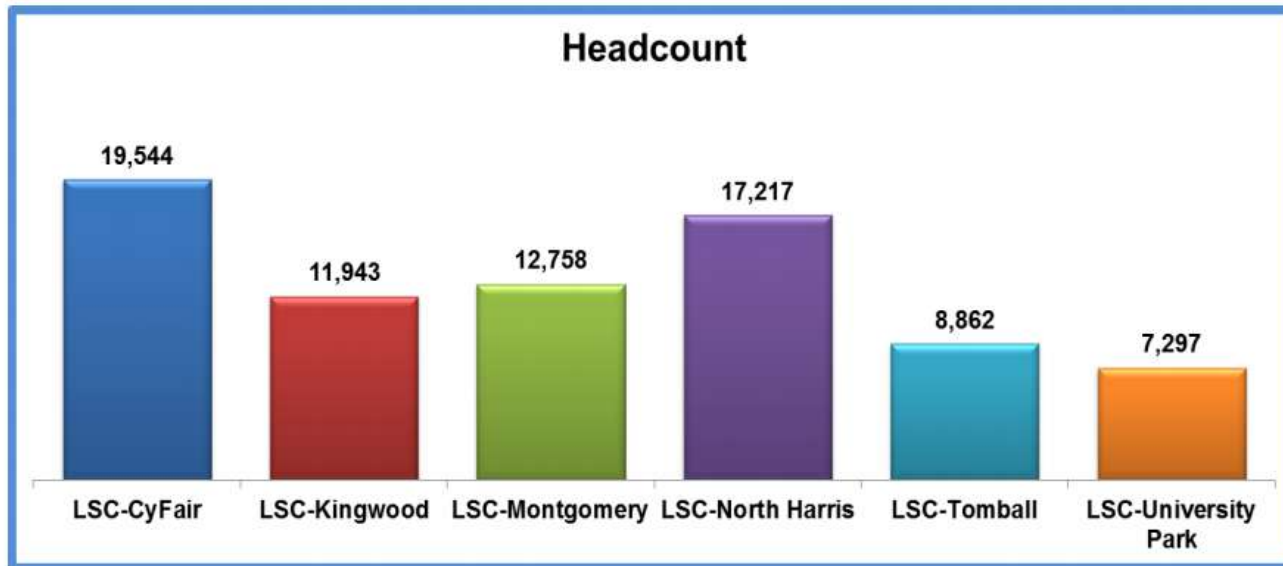
- Training Module: Filemaker Pro
 - Converting files
 - Sort, Find, and Replace functions
 - Combine datasets
 - Import and Export data

- Training Module: Excel
 - Pivot Tables
 - ORIE Style Guide
 - Quick tips on report formatting in Excel

- Training Module: Headcount and Enrollments
- Training Module: Enrollments by Delivery Method
- Training Module: Completion and Success
- Training Module: Contact Information and Methodology

Lone Star College System
Student Demographics
Official Day
Fall 2013

Headcount	System-wide		LSC-CyFair		LSC-Kingwood		LSC-Montgomery		LSC-North Harris		LSC-Tomball		LSC-University Park	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grand Total	77,621	100%	19,544	25%	11,943	15%	12,758	16%	17,217	22%	8,862	11%	7,297	9%

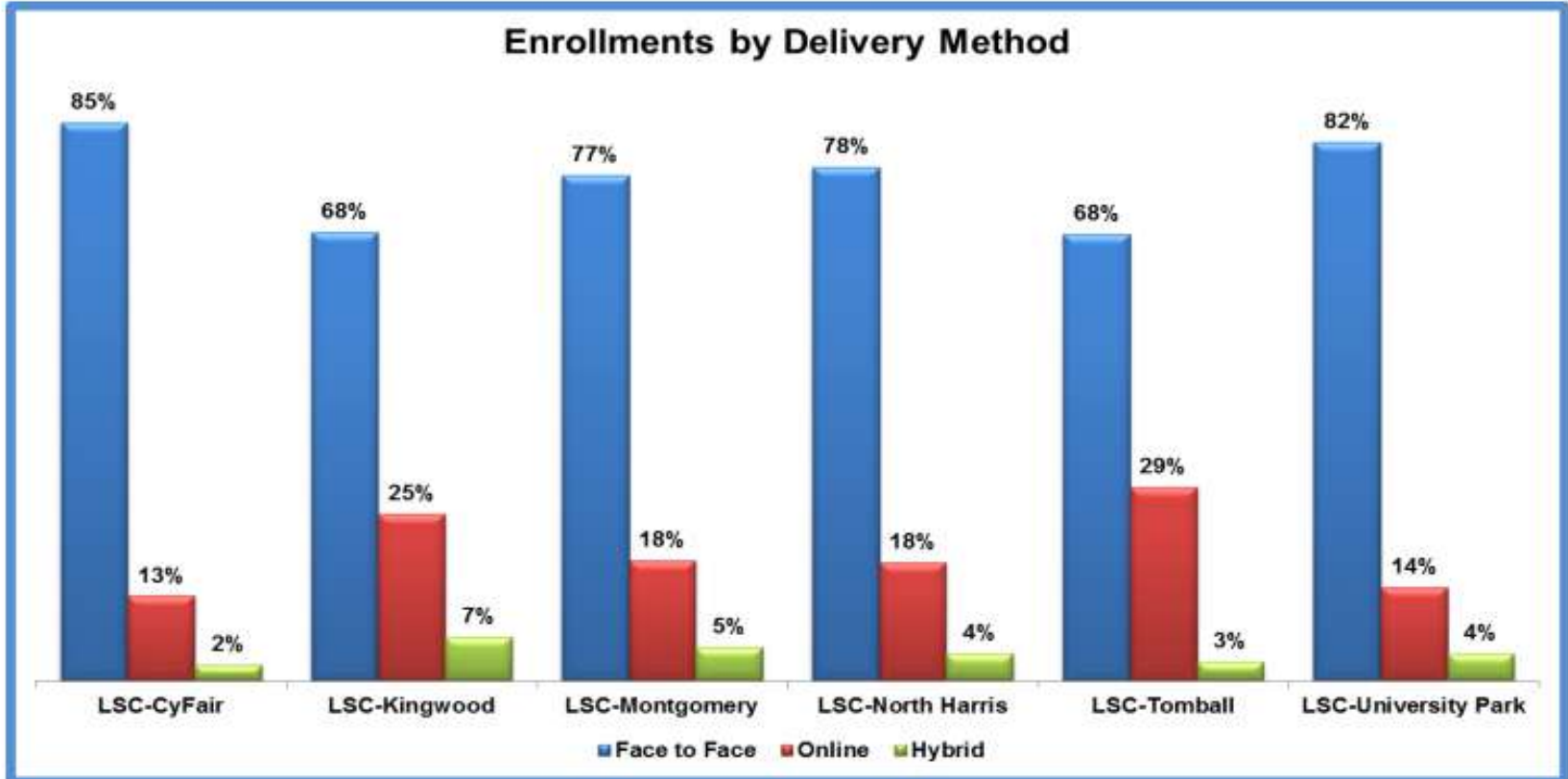


Start where you are. Use what you have. Do what you can.
 —Arthur Ashe



Research and Institutional Effectiveness

Lone Star College System Enrollments by Delivery Method Official Day Fall 2013



Campus	Enrollments			
	Face-to-Face	Online	Hybrid	Total
LSC-CyFair	41,594	6,302	1,186	49,082
LSC-Kingwood	18,724	6,947	1,820	27,491
LSC-Montgomery	23,855	5,678	1,582	31,115
LSC-North Harris	30,814	7,111	1,612	39,537
LSC-Tomball	11,742	5,081	495	17,318
LSC-University Park	12,072	2,097	602	14,771
System-wide Total	138,801	33,216	7,297	179,314



Research and
Institutional Effectiveness

Lone Star College System
LSC-University Park
Enrollments by Delivery Method
Official Day Fall 2013

Subject	Catalog	Enrollments			
		Face-to-Face	Online	Hybrid	Total
ACCT	2401	128	28		156
	2402	43	30		73
ACCT Total		171	58		229
ACNT	1331	17			17
	1347	11			11
	2303	21			21
	2309	16			16
ACNT Total		65			65
ARTS	1301	200	27		227
	1304	31			31
	1311	15			15
	1316	26			26
	1317	13			13
ARTS Total		285	27		312
BCIS	1405	30	27		57
BCIS Total		30	27		57
BIOL	1322	18	10		28
	1406	137		28	165
	1407	59			59
	1408	149		26	175
	1409	60			60
	2401	177		45	222
	2402	78		58	136
	2404		34		34
	2420	94			94

ORIE Training Module #2

Enrollments by Delivery Method

Report Request: Please provide a count of enrollments by delivery method for LSC-UP broken out by subject and catalog number for Fall 2013 Official Day. In order to keep the report a reasonable length, please only report the following subjects: GOVT, HIST, MATH and SPCH.

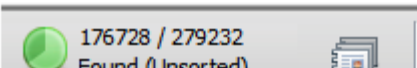
Data Dictionary:

Enrollment	All courses students are enrolled in.
Campus	One of the six Lone Star College System campuses
Delivery Method/ Instruction Mode	This is how the course is delivered/ taught- Face-to-Face, Online or a Hybrid of the two.
Status	"E" for Enrolled Student. All other statuses are filtered out.
Class Status	"A" for Active. All other statuses are filtered out.
Class Type	"E" for Enrollment Section. All other statuses are filtered out.

Data Source:

File Name (s)	Source	File Type
Fall 2013 Official Day Raw Data.fmp	These data are pulled from iStar using the daily registration query.	.fmp (Filemaker Pro)


Protocol:

Step	Action	Protocol
1	Create working folder labeled with your name.	You should have completed this step in the first module. Please save work to this folder.
2	Copy raw data file and save off working file into your folder.	
3	Find good statuses in raw data file.	To filter: In FMP click Find. Use fields and statuses above (in Data Dictionary) to limit the raw enrollments to enrolled students in active courses.
4	Once fields are limited to only good statuses then use the toolbar to delete all remaining records.	In the toolbar locate the green circle (Found Records). 

ORIE Analyst Toolbox

- Banked Data
- Campus Divisions and Departments
- Coding Documents
- Conference Resources
- LSCS Contact Information
- Protocol Bank
- References
- Software and Tools
- SQL Queries
- Tips and Tricks
- Training
- z.Analyst Toolbox Maintenance Schedule
- z.Archive
- z.Document Drafts
- z.IRIE Staff Meeting Notes

Protocol Bank

1. Awaiting Approval	1/31/2014 1:30 PM
Academic Level	10/18/2012 3:02 PM
Age and Gender	1/31/2014 9:38 AM
Disability	2/11/2014 4:10 PM
Dual Credit	2/4/2014 4:44 PM
Enrollment Information	9/18/2013 1:40 PM
ESOL	12/11/2013 4:01 PM
Executive Summary	9/25/2013 1:13 PM
Faculty Data	10/2/2013 11:58 AM
FERPA	11/22/2013 9:48 AM
Financial Aid	2/11/2014 2:35 PM
FTIC	6/25/2013 7:22 AM
Grade Report	1/31/2014 8:58 AM
Graduates	2/5/2014 12:17 PM
PTK	12/18/2013 8:48 AM
Race and Ethnicity	9/30/2013 9:50 AM
Student Data	2/11/2014 4:05 PM
Surveys	2/11/2014 3:29 PM
Three-Peat Course Data	8/15/2013 9:04 AM
Transfers	1/31/2014 11:12 AM
Tuition Status and Residency	1/17/2014 5:12 PM
Veterans	2/11/2014 4:19 PM
 Protocol Document Template ...	11/19/2013 10:44 ...

Date Last Updated: 04/02/2013

PLEASE NOTE: Dual Credit coding in iStar changed in Summer 2012. Dual Credit advisors are working to "clean up" the data in iStar, but it is still in progress. The following population definitions will not always capture every student. There are many with **missing** or **incorrect** information. Use your best judgment when creating a report and footnote.

Description of Population:

Students under the age of 18 who have not earned a high school diploma or GED prior to enrolling.

Dual Credit: Students enrolled in the Dual Credit Program at a high school. These students earn simultaneous credit for High School and College. Credit earned applies toward high school diploma. Program length: 2 years.

Early College: Students enrolled in Early College attend a high school location for 4 years. Credits earned are applied toward a high school diploma and may also be applied toward an associate's degree. With enough credits, students may graduate with a diploma and associate's degree.

Accelerated College: Similar to Early College. Program is only available at LSC-Montgomery.

Home School: A high school age student who is being home-schooled and earning credit for a credential or college.

Exceptional Admit: Any person high school age who does not have a high school diploma or GED.

Service Indicators and Reason Codes on the Student
(All exceptional admits SHOULD have an S09 indicator.)

Service Indicator	Reason	Description
S09	DCHS	Dual Credit High School
S09	EAEC	Early College

Data Dictionary

The first section of the data dictionary contains definitions to be used in reports
The second section contains more in depth definitions.

Short definitions for reports

AA – Associate of Arts

AAS – Associate of Applied Science

AAT - Associate of Arts in Teaching

AS – Associate of Science

Success – Final grade A, B, C or P

Note: Success is calculated two ways. Percentage of students who completed course and percentage of students who enrolled in course.

Completion – Final grade given (student did not withdraw).
Grades include A,B,C,D,NP,F,I,P

FTE - LSCS FTE Calculation Methodology = Total Credit Hours divided by 12.
IPEDS Methodology - # Full-time students + (# Part-time students x .335737)

FTIC– First time in college (FTIC = Student with 0 credit hours at start of term.)

Full-time Student –Enrolled in 12 or more semester credit hours

Part-time Student - Enrolled for less than 12 semester credit hours in the fall or spring semester

Dual Credit Student - Simultaneously completing a high school and college course for credit at both levels.



Implementation and Results



Research and
Institutional Effectiveness

Analyst Handbook

Jacqueline Goffney





Implementation and Results



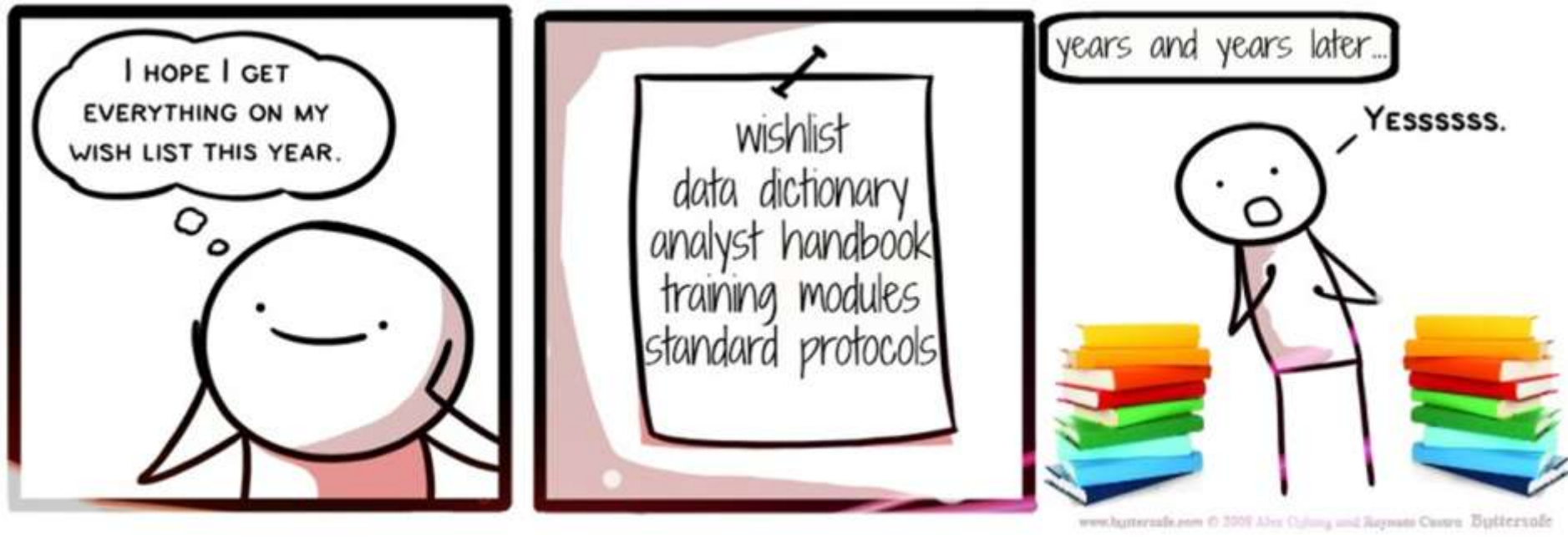


Implementation and Results





Adaptation



Dream Big...



Adaptation

1. Adapt what you have.
2. See. Try. Do.
3. Create electronic resources.

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