

User Guide

2016 - 2017

AIR Values, Mission, and Vision



ANALYTICS & INSTITUTIONAL REPORTING

VALUES

ACCURACY

Deliver correct & precise information

COMMUNICATION

Connect through dialogue

CUSTOMER-FOCUS

Delight our customers

INNOVATION

Introduce new approaches

INSIGHT

Contribute to deeper understanding

RESPECT

Treat others well

MISSION

Serve as a trusted partner providing data and analytical expertise to support planning and decision-making.

VISION

Be an industry leader in the use of data and analytics to drive institutional and student success.

AIR Services at a Glance

AIR Provides

- Official data for research, reporting and decision-making
- In-depth analysis of institutional data
- Methodology used to pull data
- Texas State Reporting (TSR)
- Ad hoc reports
- Raw data
- Graphs & charts
- Presentation-ready reports
- Dashboards
- Scorecards
- Research Study assistance



Other Departments Provide

- Oversight of business processes related to data integrity
- Development and modification of queries
- Subject matter expertise (Human Resources, Financial Aid, Administration and Finance, iStar, Student Records, etc.)
- Institutional Effectiveness (QEP) assistance
- Survey creation
- PowerPoint presentations

AIR Request Process



Overview

- Client submits online Service Request Form.
- Request is received by AIR.
- Ticket is created and assigned to an AIR Analyst.
- AIR Analyst contacts the client to review details of the request and determine due date.
- AIR Analyst completes the request for the client and submits it for internal review.
- Once the report has been reviewed for quality assurance, it is sent to the client and the ticket is closed.
- Client receives online survey to evaluate AIR's services.

What You Can Expect

- Timely communications regarding the status of your request
- Accurate data
- Clear explanations of how the data are derived
- Help in understanding the data

How to Read an AIR Report

- **Banner or Logo** – Shows it's an official AIR report.
- **Title** – Describes what the report is about.
- **Header** – Identifies what each row of the report contains.
- **Report Body** – Contains the data elements.
- **Footnotes** – Lists data element specifics like how they were identified or special things to consider. Also lists the source, ticket number and initials of the analyst who created the report.

Basic Report Anatomy

ANALYTICS & INSTITUTIONAL REPORTING		LONE STAR COLLEGE	
Spring 2014 High School Graduates from the LSC-North Harris Service Area ISDs and High Schools Enrolled at LSC Official Day Fall 2014			
ISD	High School	Total	
Aldine	Aldine High School	116	18.0%
	Carver High School	55	8.5%
	Eisenhower High School	150	23.3%
	Hall Center for Education	13	2.0%
	MacArthur High School	145	22.5%
	Nimitz High School	152	23.6%
	Victory Early College High School	14	2.2%
Aldine Total		645	100.0%
Spring	Andy Dekaney High School	96	19.1%
	Spring High School	147	29.2%
	Westfield High School	136	27.0%
	Wunsche Career Academy	124	24.7%
Spring Total		503	100.0%
Grand Total		1,148	100.0%

Note: High school attended and high school graduation date are self-reported by student.

Source: AIR - Official Day 2014

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AIR Resources

Standardized AIR Report Location	Reports Available
<p>Analytics & Institutional Reporting (AIR) Webpage</p> <p>www.lonestar.edu/air</p>	<ul style="list-style-type: none"> ○ Day 1 Reports ○ Official Day Reports ○ Fast Facts ○ Common Data Set ○ AIR Newsletter ○ External Agencies (IPEDs, TACC, THECB, TEA)
<p>AIR SharePoint Site</p> <p>intranet.lonestar.edu → College Services → Analytics & Institutional Reporting</p> <p>Tip: Setting Alerts in SharePoint One thing that you may want to do is set an alert so that whenever information changes on the SharePoint site, you will receive notification. To do this, open the SharePoint site and click the Page tab. Click Alert me in the Share & Track group, and then, from the drop-down list, click Set an alert on this page. You are given several options on the frequency of alerts, as well as how to be alerted.</p>	<ul style="list-style-type: none"> ○ CCCSE Reports ○ Completion and Success Reports ○ CE Reports ○ Degrees Awarded Reports ○ Demographic Reports ○ Dual Credit Reports ○ Finance Reports ○ Gatekeeper Reports ○ Graduation Rate Reports ○ Persistence Reports ○ Service Area Population Reports ○ Transfer Reports ○ ISD Reports ○ Data Dictionary ○ IPEDS Website Tour ○ THECB Website Tour ○ TEA Website Tour
<p>AIR Dashboards and Scorecards</p> <p>AIR.lonestar.edu</p>	<ul style="list-style-type: none"> ○ Star Facts ○ Enrollment Management ○ Scorecards ○ Future Dashboards

Terms, Concepts & Methodologies

Academic Year: The 12-month period of time generally extending from September to August. Consists of a Fall, Spring, and Summer term.

Annual Headcount: The number of students enrolled in one or more courses with each student counted only once for the year.

CE: Continuing Education.

Certificate Program: A technical program designed for entry-level employment or for upgrading skills and knowledge within an occupation. Certificate programs serve as building blocks and exit points for AAS degree programs. This award is approved by the CB at one of four levels, appears on the Workforce Program Clearinghouse Inventory, and is subject to the CB program evaluation process.

CIP Code: Classification of Instructional Programs.

The taxonomy for all levels of instructional programs, developed by the U.S. Department of Education's Center for Education Statistics.

Combined Sections (Linked Sections): Combined sections are two or more classes taught at the same time by one instructor, counting as one teaching unit. Credit classes may be linked or a Continuing Ed class may be linked to a credit class. The CE/credit linked classes were formerly called concurrent enrollment classes.

Continuing Students: Those students who attended the previous term at any LSC location.

Cohort: A group of persons who share one or more particular statistical or demographic characteristics, such as having received their associate's degree in a certain year or range of years.

Compass: An academic skills assessment instrument approved by the Board and offered by American College Test (ACT).

Contact Hour: A unit of measure that represents an hour of scheduled instruction given to students of which 50 minutes must be of direct instruction. Also referred to as clock hour.

Credit Hour: A unit of measure representing an hour (50 minutes) of instruction per week over a 15-week period in a semester system or a 10-week period in a quarter system.

Day 1: The first day of class in the term.

Delivery Method: Defined by Instruction Mode of section taught:

Face-to-Face = 'P'.

Online = 'OL' and 'W'.

Hybrid = 'PG','PL','PR','R','RG','RL','VG','VL','WG','IV','WL'.

(Historical: Day, Evening, Weekend, Online, Hybrid).

Developmental Education: Developmental education is defined as courses, tutorials, laboratories, or other efforts to bring students' skill levels in reading, writing, and mathematics to entering college level. English for Speakers of Other Languages (ESOL) and study skills or thinking skills courses are considered developmental education courses in the ACGM manual and fall under developmental education funding limits established by the Texas Legislature.

Dual Credit/ Early College High School: Simultaneously completing a high school and college course for credit at both levels. The courses can be taught at the high school or the post-secondary location. Students receive both high school and post-secondary credit upon satisfactory completion of a dual credit course

Terms, Concepts & Methodologies

(aka Concurrent but AIR uses Dual Credit). "Dual Credit" may apply to students taking a course at a campus or college credit only, as the students are still in the dual credit program, but the earned credits only apply to a college degree.

Enrollment: Total of all courses students enrolled in.

Faculty: Fall into two categories, full-time and adjunct, as defined by THECB Accountability Measures

Feeder High School: A high school within the LSC service area.

First-Generation College Student: A student who is the first member of his or her immediate family to attend a college or university; neither of his or her biological or adoptive parents have ever attended a college or university.

First-Time Freshman: An entering freshman who has never attended any college. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).

Freshman: A student who has completed fewer than 30 semester credit hours in a 120 semester credit hour program.

FTIC: First time in college (FTIC = Student with 0 credit hours at start of term, excluding Dual Credit students).

Full-time Equivalent Student (FTE): Full-time equivalent.

There are 2 methodologies that we use for calculating FTE.

LSC Methodology = All credit hours/ 12 = FTE.

IPEDS Methodology = # Full-time students + (# Part-time students x .335737).

Full-time Faculty: Teaching more than 80%, under contract.

Full-time Student: An undergraduate student enrolled in 12 or more semester credit hours.

Gatekeeper Courses: Defined by the Achieving the Dream Core Team at LSC based upon the guidelines from AtD that say: "Gatekeeper courses are college level classes that students are required to complete successfully before enrolling in more advanced classes in their major. Therefore, they serve as a major roadblock for many students".

ENGL 1301

MATH 1314

PSYC 2301

HIST 1301

HIST 1302

SOCI 1301

GPA (Grade Point Average)

Term GPA: Calculated with grades earned in all courses at LSC during the most recent semester, including developmental courses.

Cumulative GPA: Calculated with grades earned in all courses at LSC, including developmental courses.

Terms, Concepts & Methodologies

Headcount: Student is counted once at each campus. Total of all campuses equals system headcount. Headcount may also refer to a student being counted once within the system, regardless of campus attended, or once per time period, e.g. term or academic year.

New Students: First-time students at LSC.

Official Day: 12th class day for the spring and fall semesters (aka Census Day and Official Census Day).

Part-time Student: A student who is enrolled for less than 12 semester credit hours in the fall, spring, or summer semesters.

Persistence Rate: The rate at which students persist in higher education, often as measured by the percentage of students who continue in higher education from one year to the succeeding year. To avoid confusion, this term is replacing the term "retention rate," which is used in the public education sector as a reference to students who are held back and not promoted to the next grade.

Phi Theta Kappa: Students who have completed at least 12 college level credit hours, have a cumulative GPA of 3.5 or higher, and enrolled in at least 3 credit hours.

Race/Ethnicity: Categorized on THECB Accountability reports as White, Black, Hispanic, Asian, or Multi-racial. Ethnicity is defined by THECB as Hispanic or Not-Hispanic.

Retention Rate: Percent of previous term unduplicated students who return to same college the following term.

Returning Student: Students who attended LSC sometime in the past other than the previous term.

Sophomore: A student who has completed the equivalent of one year of undergraduate work; that is, at least 30 semester hours but less than 60 semester hours in a 120-hour program.

Student-Faculty Ratio: The number of full-time equivalent students (see FTE Student for formula) in any term or academic year compared to the number of full-time equivalent faculty in the same time period. Determined by dividing student FTE by faculty FTE.

Transfer Student: A student entering the reporting institution for the first time and who is known to have previously attended another institution at the same level (e.g., undergraduate to undergraduate, graduate to graduate; not undergraduate to graduate). This does not include an institution's own graduates who enter for further education.

TSI: The Texas Success Initiative (TSI) is a state legislated program designed to improve student success in college. All students, unless considered TSI Exempt, must take the TSI assessment prior to enrolling in classes. Students scoring below the placement test standards are required to enroll in developmental courses which do not apply towards a degree or certificate.

Unduplicated Students: The sum of students enrolled with each student counted only once during the reporting period, regardless of when the student enrolled.



Other Helpful Resources

THECB (Texas Higher Education Coordinating Board)

<http://www.thecb.state.tx.us/>

- Texas Higher Education Accountability System– Find data for Closing the Gaps Key Measures
 - Participation
 - Success
 - Excellence
 - Institutional Effectiveness and Efficiency
 - Interactive Institutional List
- CIP Codes – Interactive CIP Codes Guide
- Faculty Salaries – Average Faculty Salaries by Year
- List of Institutions –Download lists of postsecondary institutions by category.
- Course Inventory – WECM (Technical) Courses, ACGM (Academic) Courses, Academic Unique Needs Courses, Degree Programs (Clearinghouse) Awards, Texas Workforce Education (WECM)
- National Community College Benchmark Project (NCCBP)
- ASALFS Students Pursuing Additional Education
- This report tracks students (graduates, completers and non-returners) who were enrolled in a Texas public community, state or technical college during a given academic year and were enrolled in a Texas public institution the following fall.

TACC (Texas Association of Community Colleges)

- Tuition and Fee Survey
- Community College Enrollment
- Texas Community Colleges

IPEDS

- IPEDS is the primary source for data on colleges, universities, and technical and vocational postsecondary institutions in the U.S.
- College Navigator – Find and compare general information for U.S. colleges and universities.
- IPEDS Data Center – Look up and compare institutions by one or more variables.
- Executive Peer Tool – Create comparisons between a focus institution and peer institutions using all of the data available in the printed IPEDS Data Feedback Report and additional variables from the latest collection year.

TEA (Texas Education Agency)

- AEIS (Academic Excellence Indicator System) – The AEIS pulls together a wide range of information on the performance of students in each school and district in Texas.
- District Reports
- Campus Reports
- P-16
- Snapshot-School District Profiles – Find statistics such as ethnicities, drop-out rates, special needs, and economically disadvantaged.

Analytics and Institutional Reporting (AIR)

Email: so-air@lonestar.edu

Website: www.lonestar.edu/air

Portal: air.lonestar.edu

SharePoint: intranet.lonestar.edu