



Inside IR

INSIDE THIS ISSUE:

Tableau Reports Now Available	1
ALP vs. Non-ALP Students	2
Single Moms Design Challenge	3
Who Are Our Students?	4
What Happened to the Class of 2018	5

Four categories of information are available for users, and the reports contain information that is commonly asked for. The categories include:

- *Census Enrollment*
- *Student Outcomes*
- *Graduation Rates*
- *AACC Pathways Key Performance Indicators*

Tableau Reports Now Available – No Research Request Required!

By William Dixon

The Office of Institutional Research has a new tool available to MCC employees to create their own reports. This tool is listed in the [Internal Resources section of the IR website](#) and requires users to log in. Once logged in, click on “Tableau Reports” in the “Internal Data” section near the top of the page.

Tableau Reports allows users to create custom reports based on the census information the College reports to the state and federal governments. Four categories of information are available for users, and the reports contain information that is commonly asked for. The categories include: Census Enrollment, Student Outcomes, Graduation Rates, and AACC Pathways Key Performance Indicators. Each of these reports contains unique information and allows users to look at information over the past five years, three years for graduation rates.

In order to open these reports, users will need to have Tableau Reader installed on their computer. The software is free and a link is provided in the reports area. The Reader has been installed on the majority of computers at MCC.

It is the hope of Institutional Research that these reports will allow users to quickly generate information without having to submit a Research Request. The following are the descriptions of what is contained in each report:

- **Census Enrollment**
This shows the student headcount as of the official fall census. Users can create reports based on term, current student status, MCC School, pathway, degree type, and Pell eligibility.
- **Student Outcomes**
This report allows users to see what happens to students from one fall term to the next fall term. The report includes term, status, sex, age group, degree type, enrollment status, and pathway. Students who graduate or are marked as deceased in Banner are not included in the retention rate calculations.
- **Graduation Rates**
Graduation rates are calculated using the incoming, first time in college cohort and the last program the student was enrolled in. Using this method, a graduation rate can be calculated for programs that do not directly admit new students.
- **American Association of Community Colleges (AACC) Pathways Key Performance Indicators**
MCC is participating in the Community College Research Center (CCRC) project on Guided Pathways. The project has a set of

Tableau Reports Now Available *(cont'd)*

key performance indicators and this report highlights many of them. Users can drill down by pathway, gender, race/ethnicity, and Pell eligibility.

will be posted in the Tableau Reports area. Reports under development include MCC employees 2005 to present, and the Voluntary Framework of Accountability (VFA) for the past three years.

As new reports are made available, they

ENG101 C-or-Better Rates for ALP vs. Non-ALP Students

By Clint Cantwell

An Accelerated Learning Program (ALP) is designed to support students who are not considered college ready in a specific area such as math or English. Corequisite courses (courses taken simultaneously with the college ready course) are an example of an ALP. TRS099 as a corequisite to ENG101 is one example of an ALP at MCC.

In spring 2019, a total of 1,426 students enrolled in ENG101, with 175 of those students simultaneously enrolled in TRS099. The overall C-or-Better rate for ENG101 was 44.7%. The C-or-Better rate for students simultaneously enrolled in TRS099 was 56.0%, while it was 43.2% for those not simultaneously enrolled in TRS099. Table 1 summarizes this data.

This indicates that those enrolled in

TRS099 as a c-requisite perform at least as well, if not better, than those without TRS099 as a co-requisite. In fact, a correlation was found between ENG101 C-or-Better rates and simultaneously taking (or not taking) TRS099. However, it is important to note that correlation *does not* indicate causation. It is not possible to know from this data if TRS099 as corequisite causes the difference in ENG101 C-or-Better rates. Rather, this data points to a potential benefit from taking TRS099 simultaneously with ENG101.

Another ALP is TRS080 paired with MTH150, which was implemented in fall 2015. As more data on ALPs becomes available, the IR Office will analyze student success measures.

An Accelerated Learning Program (ALP) is designed to support students who are not considered college ready in a specific area such as math or English.

This indicates that those simultaneously enrolled in TRS099 as a co-requisite course perform at least as well as, if not better than, those without TRS099 as a co-requisite course.

Table 1. C-or-Better Rates for ENG101 Students, without TRS099 vs. with TRS099

	ENG101 Total Enrollment	ENG101 w/o TRS099	ENG101 w/ TRS099
Students w/ COB	638	540	98
Total Students	1,426	1,251	175
ENG101 COB Rate	44.74%	43.17%**	56.00%**

**Statistically significant difference, $p < .05$

Update on the Single Moms Success Design Challenge Grant

By Mary Ann M. DeMario

In spring 2019, MCC was one of four community colleges nationwide awarded the Single Moms Success Design Challenge (“SMSDC”) grant. A six-year long, student-centered design process, the grant overseen by the Education Design Lab and funded by the ECMC Foundation. At MCC, the grant is being implemented by an interdivisional Core Team. (See Table 2.)

As stated on the [Education Design Lab’s website](#):

“The challenge goal is to improve attainment rates of degrees or high-quality credentials by 30% at each institution by 2024. As a portfolio, the cohort will improve the education outcomes for a total of 6,000 - 8,000 single mother learners.”

MCC was selected because we are the only college in the nation that collects data on our students’ marital and parental status. We are also the only college that has quantified the experiences and needs of its “Student-Parents,” particularly, its Single Mom

Learners.

As compared to MCC Non-Parents, our Student-Parents are disproportionately first-generation college students and living below the poverty line. Among MCC Single Mom Learners, who make up more than half of our Student-Parent population (see Figure 1), the disparities are even starker. Nearly three-quarters of Single Mom Learners are first-generation college students and more than nine in 10 live below the poverty line.

Since May, the MCC SMSDC Core Team has been conducting interviews with MCC faculty, staff, and Single Mom Learners. Over the summer, quantitative and additional qualitative data were collected using a survey designed specifically for MCC Student-Parents.

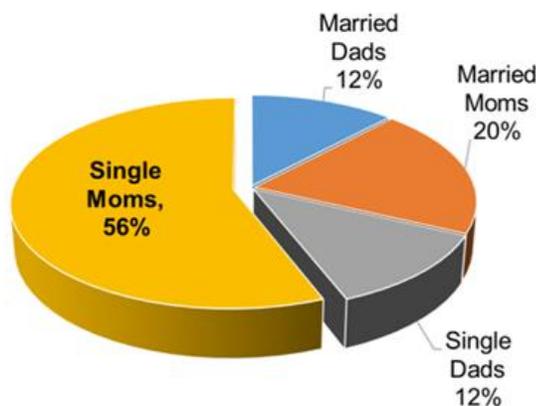
In spring 2020, the Core Team will begin testing prototypes designed to help increase, by 30%, MCC Single Mom Learners’ six-year rates of graduation and/or transfer to a four-year college.

Table 2.

SMSDC Core Team

Mary Ann M. DeMario (Lead)
Julianna Frisch
Kim DeLardge
Heather Cruz
Peggy Harvey-Lee
Vilma Patterson
Medea Rambish
Victoria Boese
Rosanna Yule
Junior Dillion
Marcy Lynch

Figure 1. MCC Student-Parents by Type: 2018-19



Nearly three-quarters of Single Mom Learners are first-generation college students and more than nine in 10 live below the poverty line.

Who Are Our Students?

By Elina Belyablya

MCC diversity has been increasing year over year. This semester, students of color make up close to 43% of the student body. The percent of students of color varied by campus:

- Brighton Only 39%
- Downtown Only 66%
- Brighton and Downtown 57%

The fall 2019 census included 1,292 students who took all their courses online, the majority of whom were degree-seeking (78%). This group topped a thousand for the first time in

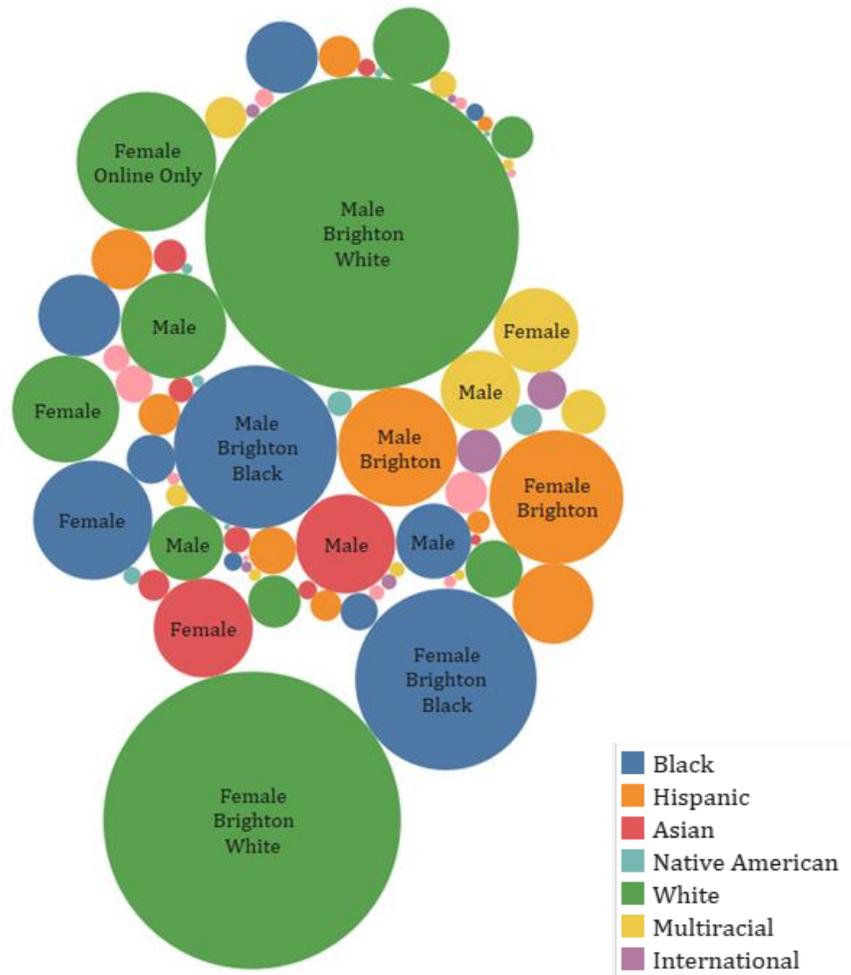
MCC history. Students with an all online load accounted for 11% of fall enrollment. This group was mostly female (67%), age 25 or older (54%), and white (61%).

The median age of students, age 21, has not changed in the past 10 years.

Most MCC students (60%) are currently taking a full time load in the fall.

Figure 2 illustrates the proportions of students by sex, campus, and race/ethnicity.

Figure 2. Fall 2019 Students by Sex, Campus, and Race/Ethnicity



This semester, students of color make up close to 43% of the student body.

“What Happened to the Class of 2018?”

By Mary Ann M. DeMario

The “What Happened to the Class of 2018?” book and brochure are posted on the [IR website](#). Hard copies will soon be distributed on and off campus.

During the 2017-18 academic year, MCC awarded 1,959 associate degrees and 319 certificates. Outcome data was collected on 68% of graduates.

Some of the report highlights include:

- 67% of graduates are employed and/or continuing their education.
- Local employers continue to hire the majority of our graduates who enter the workforce. Of the career and certificate program graduates who secured full-time employment, 96% are employed in Monroe or an adjacent county.
- 68 percent of the graduates who transferred are attending SUNY or CUNY institutions.

Graduates’ outcomes by award type are shown in Figure 3.

*Figure 3.
Graduate Outcomes by Program Type*

2,278 CREDENTIALS WERE AWARDED TO GRADUATES OF THE CLASS OF 2018
• 1,352 (59%) GRADUATES HAD BEEN IN TRANSFER PROGRAMS
• 607 (27%) GRADUATES HAD BEEN IN CAREER PROGRAMS
• 319 (14%) GRADUATES HAD BEEN IN CERTIFICATE PROGRAMS
❖ TRANSFER PROGRAM GRADUATES
WE HAVE OUTCOME DATA ON 981 A.S./A.A. GRADUATES:
• 882 (90%) ARE CONTINUING THEIR EDUCATION (FULL-TIME OR PART-TIME)
• 59 (6%) ARE EMPLOYED FULL-TIME
• 25 (3%) ARE EMPLOYED PART-TIME
• 6 (1%) ARE CURRENTLY AVAILABLE FOR EMPLOYMENT
• 9 (1%) HAVE NOT CONTINUED THEIR EDUCATION AND ARE NOT EMPLOYED
❖ CAREER PROGRAM GRADUATES
WE HAVE OUTCOME DATA ON 351 OF THE A.A.S. GRADUATES:
• 210 (60%) ARE EMPLOYED FULL-TIME, 196 (56%) IN THEIR MAJOR FIELD
• 24 (7%) ARE EMPLOYED PART-TIME
• 111 (32%) ARE CONTINUING THEIR EDUCATION (FULL-TIME OR PART-TIME)
• 5 (1%) ARE CURRENTLY AVAILABLE FOR EMPLOYMENT
• 1 (<1%) HAVE NOT CONTINUED THEIR EDUCATION AND ARE NOT EMPLOYED
❖ CAREER PROGRAM GRADUATES - CERTIFICATES
WE HAVE OUTCOME DATA ON 223 OF THE CERTIFICATE GRADUATES:
• 83 (32%) ARE EMPLOYED FULL-TIME, 70 (31%) IN THEIR MAJOR FIELD
• 12 (5%) ARE EMPLOYED PART-TIME
• 124 (56%) ARE CONTINUING THEIR EDUCATION (FULL-TIME OR PART-TIME)
• 4 (2%) ARE CURRENTLY AVAILABLE FOR EMPLOYMENT



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