



Inside IR

INSIDE THIS ISSUE:

Enrollment Projections	1
Recent Civitas Findings	2
Online Enrollment	3
MCC Students Who Are Parents	4

Student FTE is calculated by taking the number of student hours generated for a year and dividing by 30. This metric allows colleges to make a comparison to other institutions on an "apples to apples" basis.

Enrollment Projections: Building the Budget

By William Dixon

Twice a year, MCC updates its enrollment projections in order to build its future budget. This process takes into account many different variables at the college and community at large. These variables include the Monroe County high school graduating class size, high school yield rates, the current unemployment rate in the area, and historical enrollment and retention trends. The intent is to create a realistic projection for the up-coming year that can be used to build the college budget.

The college budget is driven not only by the enrollment projection but also any variables that may influence financial expectations. In order to create the budget, administrative services looks at how much the state will provide in student funding, how much the local share from Monroe County will be and any increases that we can expect.

It is important to note that headcount alone does not equate to a budget number. MCC is funded based on student FTE. This figure is calculated by taking the total number of credit hours all students enroll into and dividing by 30, but FTE is rarely reported in state or national comparisons. This figure puts all colleges on equal footing in terms of funding. If colleges were funded based on headcount, a college that enrolled three part-time students taking three

credit hours each would be funded at three times the rate of a school that had one full-time student taking 12 credit hours. This benefits MCC in that a large percentage of our student body are full-time.

Five different enrollment models are created each semester and the results are discussed by academic leadership including: Academic Services, Administrative Services, Student Services, and others responsible for the recruitment and retention of students.



Recent Civitas Findings

By William Dixon

Monroe Community College has been utilizing Civitas since fall 2017. During this time, over 30 initiatives have been evaluated using the Illume Impact tool. This tool allows the College to identify what student populations were impacted the most by the initiatives.

Some of the recent findings focus on the use of learning centers on campus. Results from Illume Impact indicate that attending a learning center has a positive impact on student persistence. The impact is strongest for those students in the bottom two quartiles of predicted persistence. This means that the centers are the most beneficial to students at the most risk of not continuing at MCC.

Past analysis showed that the Center for Academic Reading (CAR) and the Math Learning Centers had a lift in persistence of 5.9% and 4.9%, respectively. Recent changes to the learning centers and the creation of the Tutoring and Academic Assistance Center (TAAC) showed a lift in persistence of 8.2%.

Results from Illume Impact also indi-

cated that students who received scholarship aid, regardless of the amount, had a 2.6% increase in persistence. This lift was highest for part-time and first time students. In partnership with the MCC Foundation, a targeted nudge was set out through Illume Student to over 4,000 part-time and first-time students during the scholarship open enrollment period. The purpose was to raise awareness of the availability of scholarships and link those students directly to the online scholarship application.

As more Illume Impact reports are created, they will be posted to the IR website. An area for Civitas is already in the MCC Internal Resources section.

Table 1 summarizes the results from many of the Civitas Illume Impact reports run to date. The numbers indicate how much of a lift in persistence each initiative had on student groups at MCC.

Table 1. Recent Civitas Impact Results

Impact Report	All Students	First Time at MCC	Full-Time	Part-Time	Least Likely to Persist
CAR	5.9	4.5	4.7	12.8	8.3
Math Learning Centers	4.9	5.41	4.2	7.2	8
TAAC	8.2	9.2	7.7	10.1	N/A
Face-to-Face Orientation	4.3	4.1	3.2	12.2	N/A
MCC Scholarship	2.6	5.8	N/A	3.6	N/A

Illume Impact allows the College to measure the impact of various initiatives on student persistence, controlling for extraneous variables.

Persistence is defined as a student enrolling in consecutive terms. For example, a student who enrolled in fall 2017 and spring 2018 is said to have persisted to the next term. This definition is also applicable to spring students who are enrolled the next fall.

Online Enrollment

By Elina Belyablya

Spring is typically more popular for online enrollment than the fall. In spring 2019, there were a record 3,964 students who attempted an online course. The growth was due to an increase in students seeking associate degrees.

Demographically, the largest increase from last spring is among African American females (+26.5%). It brings the representation of students of color in online spaces to 38%. This semester, females account for 61% of online learners.

The number of students taking all their courses online (i.e., “All Online”) increased 10.6% over last spring. Two out

of three students with any online courses are taking traditional face-to-face courses as well (i.e., “Mix”). The comparison of All Online and Mix students is shown in Table 2.

All Online students are generally age 25 or older, female, residing outside of Monroe County, and not students of color. The differences in proportions between All Online and Mix loads are statistically significant.

Figure 1 shows, for the past three years, the breakdown of online students by the type of credential they pursued.

This semester, we have a record number of students taking online courses.

This semester, females account for 61% of online learners.

Table 2. Demographics of Online Students

	Spring 2018		Spring 2019	
	Mix	All Online	Mix	All Online
Total	2,495	1,194	2,643	1,321
Male	1,002	446	1,060	472
Female	1,493	748	1,583	849
% Female	60%	63%	60%	64%
Non-Minority	1,548	830	1,551	860
Minority	916	360	1,067	446
% Minority	37%	30%	40%	34%
Residing in Monroe County	2,011	817	2,152	913
% in Monroe County	81%	68%	81%	69%
Less than age 20	759	130	807	164
Age 20-24	878	429	893	466
Age 25-29	365	243	407	260
Age 30 and Older	493	392	536	431
% Age 25 and Older	34%	53%	36%	52%

All Online students are generally age 25 or older, female, residing outside of Monroe County, and not students of color.

Figure 1. Online Enrollment by Credential Type



MCC Students Who Are Parents

By Mary Ann M. DeMario

MCC students who are parents of young kids benefit from our campus child care center. As shown in Figure 2, those who used the center had a statistically higher fall-to-fall persistence rate and on-time graduation rate than those who didn't use the center.

These findings are the only empirical evidence in the nation that campus child care helps college students who are parents succeed. In 2017, they helped drive the first-ever increase in federal investment in student-parents. As a result, the federal Child Care Access Means Parents in School (CCAMPIS) grant, which provides child care subsidies to low-income college students, was tripled from \$15 million to \$50 million. The findings also helped inform Governor Cuomo's new Family Empowerment Community College Program, which will help single parents attending

community colleges in New York state.

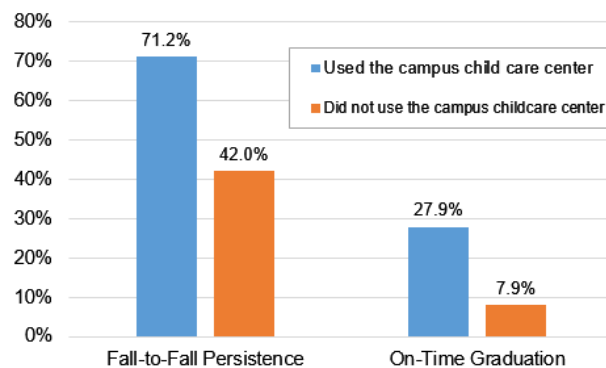
Recently, I conducted research on all MCC students who are parents of dependent children, not just those with young kids. Compared to non-parents, our parents are disproportionately:

- female
- students of color
- age 25 or older
- Monroe County residents
- part-time
- economically at risk (Pell-eligible)
- high academic risk (had to take remedial courses in both math and English).

Further, although the Downtown campus has fewer students, disproportionately more of them (21%) are parents as compared to the Brighton campus (12%).

Although the Downtown campus has fewer students overall, disproportionately more of them are parents (21%) as compared to the Brighton campus (12%).

Figure 2. Academic Outcomes of MCC Students who are Parents



For more information about the Institutional Research (IR) Office, you can visit [our pages](#) on the MCC website or contact an IR staff member:

William Dixon, Director, 292-3031, wdixon5@monroecc.edu

Elina Belyablya, Assistant Director, 292-3033, ebelyablya@monroecc.edu

Allison Wanek, Secretary, 292-3035, awanek@monroecc.edu

Mary Ann Matta DeMario, Specialist, 292-3032, mdemario1@monroecc.edu

Clint Cantwell, Specialist, 292-3034, ccantwell3@monroecc.edu

