

# Inside IR



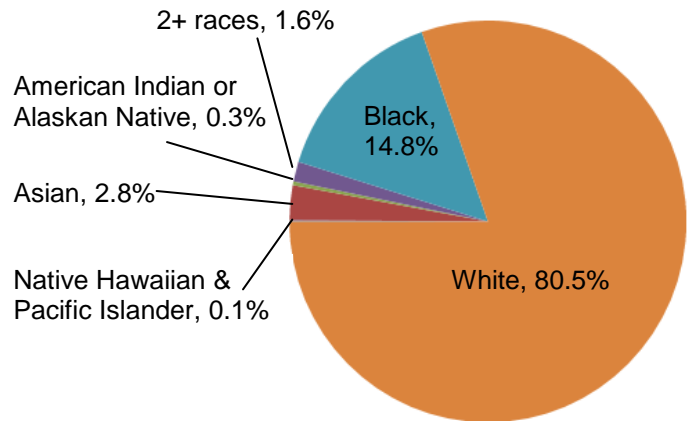
## INSIDE THIS ISSUE:

The (Enrollment) Future	2
Research Design	2
Reverse Transfers	3
MLC Usage and Course Grades	3
SLN Enrollment and Outcomes	3
New System for Enrollment Reporting	4

## New Race/Ethnicity Reporting Requirement

If you have completed your 2010 U.S. Census form, you may have noticed that you had to answer questions about your race and ethnicity. The term “Hispanic” is now being considered an ethnicity rather than race. Similarly, starting in fall 2010 all colleges will be required by federal law to start reporting race and ethnicity for students and employees in a new way.

First, individuals will be asked to identify their **ethnicity** in terms of whether or not they are Hispanic. If they are, they are asked to indicate the Spanish speaking region they are from (i.e., Central America, Dominican Republic, Mexico, Puerto Rico, South America, or Other Hispanic/Latino). Then, regardless of how they responded to the



**Monroe County Race Breakdown (2008)**

\*6.0% of the population shown is of Hispanic ethnicity, regardless of race

ethnicity question, they are asked to select one or more of the following **rac**es: American Indian or Alaskan Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, or White.

For MCC faculty and staff, this means that when you request a report from either

IR or Computing, you need to take into account people who select multiple races. For example, if you need information on Black/African American students, you need to be aware of those who identified themselves as Black only or Black in combination with other races.

## Placement of Incoming HS Graduates

A recent IR study looked at the Accuplacer placement of 3,367 new high school graduates who enrolled at MCC in fall 2008. The following are some key findings:

- 22% of students were

placed in developmental level English.

- 76% were placed in College level English or were waived from the English Accuplacer exam.

- 9% were placed in developmental level math.

- 29% were placed in Level 8 math courses or were waived from taking the math Accuplacer exam.

**Full-Time Equivalent (FTE) –**

A unit of measure derived from student credit hours. For the semester, one FTE is equivalent to 15 student credit hours. For the year, one FTE is equivalent to 30 student credit hours. At MCC, we usually report annual FTEs on our website.

## What Does the (Enrollment) Future Hold?

Recently, the Enrollment Planning Committee met to review enrollment projections, which are done by IR, for the next five years. This is performed for internal planning, budget preparation, and SUNY reporting requirements.

Enrollment at MCC has been increasing despite periods of some decline.

In 1994 we peaked at 9,900 credit FTEs, declined for four years, then recovered in 1998 with 9,986 credit FTEs. We hit a second peak in 2004 with 13,906 credit FTEs, then declined until 2007. Since then,

we've been experiencing annual growth.

We can already see signs of change, however. The number of students graduating from high schools in Monroe County is projected to decrease, which we caught a glimpse of in 2009. The under 24 age-group of Monroe County residents is also declining.

As early as 2011, MCC could begin to experience a decline. It may be reason-

able to infer that if a new VP for Economic Development is put in place, he/she may infuse 100 credit FTEs, delaying a possible decline to 2012. However, in order to reverse any long-term decline, MCC would need to add hundreds of credit FTEs through either program expansion or new programs.

Knowing the forecast gives MCC time to start acting.

## Research Design: Beyond Stats 101

IR often gets requests for data that shows that an intervention in a course had a positive effect on students' grades, retention, etc. The requester may be thinking of a research design from an introductory statistics class: if Group A experienced a treatment and Group B did not, perform a hypothesis test on differences of proportions or means. However, there are broader issues IR has to take into account.

Higher education research is social science research. Issues of internal/external validity need to be considered such as: students' maturation, history, self-selectivity, the Hawthorne effect, and the John Henry effect.

There are basically three categories of research design: experimental (i.e., randomized assignment), quasi-experimental, and non-experimental (i.e., post hoc). IR typically does the latter because we get requests to analyze data

“after the fact.” This approach has major methodological drawbacks however.

One drawback is that Group A may be created as the result of self-selectivity, either by students or faculty. Another drawback is that there are often confounding variables. A third drawback is that the construction of a treatment group may be based on an ecological fallacy. That is, a subpopulation is identified with a certain attribute, then the selection of the participants is based on the group attribute instead of individual attributes.

Usually when situations like this occur, the results show no difference between Groups A and B. From IR's perspective,

that's not surprising because the groups were not well-defined from a research perspective.

Good research needs to take into account a lot of important issues before statistical comparisons can be made. In some cases, a statistical comparison may not even be possible or the best method.

But don't despair! The IR Office is available to meet your needs. We advise that you discuss your goals with us before you conduct a study of your own. We can help determine the research question that needs to be answered as well as the best research approach, taking into account validity, reliability, the appropriate statistical tests, etc.

*An unsophisticated forecaster uses statistics as a drunken man uses lampposts – for support rather than illumination.*

Andrew Lang

## “Reverse Transfers” to MCC

A recent study by the IR Office looked at “Reverse Transfers,” i.e., students who attended another college within before enrolling at MCC.

Of the 8,539 Reverse Transfers who enrolled at MCC from 2004-2009, 60.9% had previously attended a four-year college and 33.9% had previously attended a two-year college. What is interesting is

the large number of students who had earned a degree/certificate before enrolling at MCC (N=728).

MCC had the most Reverse Transfers during 2008-2009, followed by 2007-2008. The most common types of colleges students transferred in from were, in order: 4-year in-state private schools, 4-year in-state SUNY schools, and 2-year SUNY schools.

We speculate that the reason for this influx of transfers from other colleges is economic in nature. However, the overall Reverse Transfers trend seems to be decreasing.

### Most Common Colleges Attended by Reverse Transfers

2-Year Colleges:	#
Finger Lakes CC	519
Genesee CC	443
Everest Instit. (f.k.a. RBI)	183
Onondaga CC	118
4-Year Colleges:	#
SUNY Brockport	623
RIT	582
St John Fisher College	265
UB	255

## MLC Usage and Students’ Math Course Grades

A recent study conducted by the IR Office looked at students’ Math Learning Center (MLC) usage and their math course grades in fall 2008. Students’ MLC usage was quantified in two ways: (1) the number of times students swiped their card to enter and exit the MLC, and (2) the amount of time between entry and exit. The results showed

the following:

- 24% of students enrolled in a math class at MCC had used the MLC.
- The C-or-better rate for math courses was 57.7% among non-MLC users and 63.1% among MLC users, a statistically significant difference.
- The students who used the MLC for 100 minutes

or more (cumulatively) during the semester showed a higher C-or-better rate than the students who spent 50 or fewer minutes there (cumulatively) during the semester. This was also a statistically significant difference.

## Distance Learning (SLN) Enrollment & Outcomes

Enrollment in distance learning courses increased 2.6 times over the last ten years, and the share of students taking at least one SLN course grows each semester.

In fall 2009, SLN courses attracted 2,928 students, which represents 15.4% of the MCC student body.

Five percent of these students (N=997) were taking all their courses online. Sixty-six percent of SLN students were female.

Performance in SLN courses varies by department, and C-or-better rates are higher in the fall than in the spring semester. Previous research has found that the

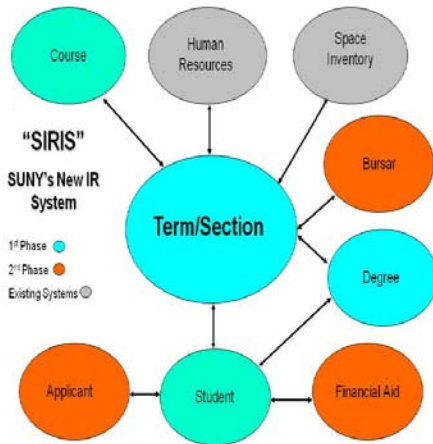
risk factors for SLN students are age and prior academic experience.

More information about SLN enrollment, demographics, and academic background is available on the IR website under Site Profiles, SUNY Learning Network.

C or Better Rates\*

Fall Term	SLN Courses	Face-to-Face Courses
2009	64.1%	72.2%
2008	70.5%	73.6%
2007	71.1%	72.8%
2006	70.2%	71.2%
2005	69.9%	72.2%

\*Across SLN vs. Face-to-Face versions of the same courses



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[http://www.monroecc.edu/  
depts/research/index.htm](http://www.monroecc.edu/depts/research/index.htm)

## New System for Enrollment Reporting to SUNY

The SUNY IR Office has developed a new data system for enrollment reporting. It replaces the old Student Data File enrollment reporting model with three new data submissions: course, student, and term/section.

**Course submission** establishes a campus inventory of courses.

**Student submission** (SDS) contains students' demographic and academic records and is transmitted once for census and once for end-of-term enrollment.

**Term/Section submission** (TSDS) connects the course and student modules, determining the final FTE enrollment for the term; it transmits course schedules, student class rosters with grades, and information about the faculty teaching the courses.

The system was adapted for deployment at MCC by Computing and Registration and Records. The first phase is currently being implemented in Banner Production starting with the fall 2009 enrollment reporting to SUNY.

The system incorporates new student identification requirements so, to be included in the SUNY enrollment report, students cannot be younger than 10, older than 100, or have their date of birth missing. It also establishes new requirements for student and teaching faculty tracking within the SUNY system using SUNY identification numbers. SUNY is also planning to add Financial Aid and Bursar modules.

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

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