# Inside IR

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## Relationship of Unemployment and HS Graduating Class Size to MCC Enrollment

It has been assumed that there is a relationship between MCC enrollment and local unemployment and/or high school graduating class size. To test this hypothesis, we computed multiple stepwise regressions in which there were two independent variables (i.e., county unemployment rates from 1990 through 2011, and size of Monroe County high school graduating classes) and two models (i.e., annual instructional FTEs and MCC fall census headcount).

Both models accounted for 95% of the variation in instructional FTEs and fall census headcount. In other words, both unemployment and the number of high school graduates are associated with enrollment at MCC.



**Monroe County Unemployment & MCC Fall Headcount**
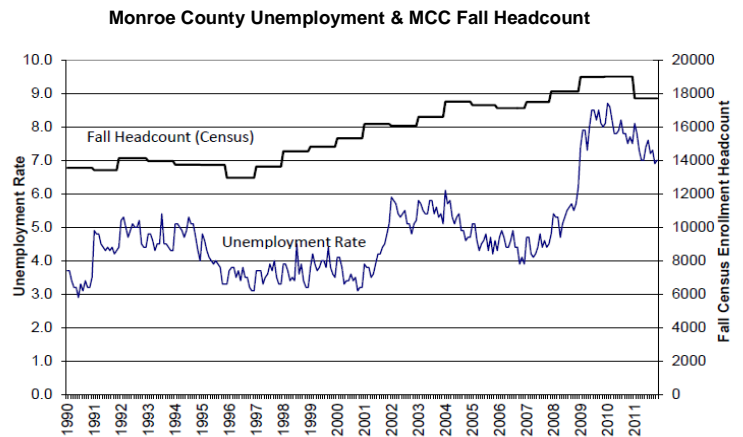
Further, to predict the average instructional FTEs, we need to know the December unemployment rate and the recent graduating class size. To predict the average fall census headcount, we need to know the August unemployment rate of the previous year and the size of the most recent high school graduating classes.

The procedure described here is one more tool that can be utilized to calculate enrollment projections which, in turn, inform budget development.

Currently, five different methodologies are utilized to inform our enrollment planning for the next budget cycle as well as for the next five years.

*The SUNY CC enrollment information is based on early release data from the Integrated Post-Secondary Education Data System ("IPEDS"). It may change for future reports.*

## Changing Enrollment at SUNY CCs

MCC experienced record growth in fall 2010 with 18,995 students at census. At the same time, 23 of the 29 SUNY CCs experienced growth, 20 of whom also had record enrollment within the last four years.

In fall 2011, our fall en-
rollment dropped 6.8%, but we weren't alone. Sixty-six percent of SUNY CCs also showed a decline, including 15 of the 20 mentioned above who had had record enrollment in 2010. In fact, all of the Western NY CCs showed a decline from 2010 to
2011. The greatest decline was 8.6% at Tomkins Cortland CC, and the greatest increase was 7.8% at Broome CC.

Overall, enrollment for fall '11 was a challenge for many SUNY CCs.

| *Graduation Rates within Three Years* | | | |
|---|---|---|---|
| *College Readiness* | *Male* | *Female* | *Total* |
| College English / Math Waived or Level 8 | 33.9% | 42.7% | 37.7% |
| College English / Math Level 4-6 | 22.8% | 28.6% | 25.6% |
| Not College Ready | 11.4% | 15.1% | 13.4% |
| *Average 3–Year Grad Rate* | *22.7%* | *27.1%* | *24.0%* |

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*The Student Expectations Survey will be administered next in summer 2014. The Student Experiences Survey will be administered in early spring 2015 to the students who completed the Expectations Survey.*

www.monroecc.edu/depts/research/StaffOnly/CCSSESurveys.htm

www.ccsse.org/center/highimpact/

# Degree Completion Study Results

A recent study was conducted in which we looked at first-time, full-time, degree-seeking students from fall 2005, fall 2006, and fall 2007, and their three-year graduation rates.

We took into account students' Accuplacer scores and academic records, and confirmed that their demographics were representative of MCC's student body.

The results of the study show that graduating within three years depends on students' college readiness, but varies by gender. In addition, the differences in graduation rates by gender (regardless of college readiness) were statistically significant.

The table to the left contains a summary of the findings. The percentages represent the graduation rates for each group.

# Surveys Enlighten Readiness-to-Completion

The Expectations Survey is administered to accepted students the summer before they start classes at MCC. The Experiences Survey is administered in January to students who completed the Expectations Survey.

We are in the process of conducting a study to see how changes in students' expectations and experiences relate to their short- and long-term success at MCC.

The dataset is composed of students who entered MCC in fall 1998, fall 2002, fall 2006, and fall 2010 and completed both the Expectations Survey and Experiences Survey.

The outcomes we're looking at are fall-to-fall persistence and graduation or transfer (to a four-year college) within three years, although the latter can't be assessed for students who entered MCC in fall 2010.

The following are some of the preliminary findings:
 • More than four-fifths of respondents persisted at MCC to the following fall.
 • Two-fifths graduated on time or transferred without graduating from MCC first.
 • The biggest predictors of students' success were non-academic in nature.

The study will be completed and presented to the Academic Services Leadership Council (ASLC) this semester.

# Comm. College Survey of Student Engagement

This semester, MCC is again participating in the Community College Survey of Student Engagement (CCSSE). The last time was in spring 2009, and you can view those results on the IR web pages. (See the first link on the left.)

In addition to that report, we've used the data as part of a benchmarking project for MCC's Diversity Council.

MCC's participation in the CCSSE means that we're part of a national dialogue, and our data contributes to a nationwide understanding of how to identify and promote high-impact practices at CCs.

Participating in the survey may cause minor inconveniences for the 74 class sections that are targeted but, in the long run, we will be informing our practices and those of the nation.

Thank you to everyone who is participating.

# New Process for Program Review

The IR Office has begun working with Michael Heel from Curriculum and Program Assessment to evaluate various academic programs at MCC. In doing so, we're writing annual reports that contain the following six "chapters":

**1. Introduction**
• Program name
• Degree type
• CIP code
• State Education Department approval date
• Division
• Department
• Number of credits required for degree
• Minimum CQPA required for graduation
• Number of credit hours in residence (i.e., completed at MCC) required

**2. Persistence, Graduation, or Left MCC**
There are three categories titled "Graduated by Next Fall," "Persisted to Next Fall," and "Left MCC" that show the following:

• Students who graduated from the program vs. from the department vs. from a different program/department
• Students who persisted in the program vs. in the department vs. in a different program/department
• Persistence rate in the program vs. in the department vs. a different program/department

**3. Program Changes**
For the fall semesters only, we look at the following:
• Students who moved *into* the program from another program
• Students who moved *out of* the program and into another program
• Top programs that students moved out of and into

**4. Graduation Rates**
This is based on first-time, full-time, fall students who graduate within two, three, and four years. If there is a gateway course for a given program (e.g., NUR110 for the Nursing program), we calculate the two-, three-, and four-year graduation rates since students took that course.

**5. Average Time Taken in the Program to Graduate**
This is calculated for two groups:
• "General" program grads
• "Pure" program graduates (i.e., students who were in the program throughout their MCC experience, or who started as non-matriculated then changed into the program and remained there)

**6. Specific Courses Grade Distribution**
• Students enrolled in key courses at census, then their grades at the end of the semester
• Grades are combined into the following groups: C or better; C- through D; F and W, and Other (e.g., Incomplete)

*If you have questions about program assessment, contact Michael Heel or an IR staff member*

# Placement Tests and First Year Course Success

The probability of earning a C or better in four common first-year courses was recently examined to help us understand how well Accuplacer Reading and Sentence scores predict course success.

The populations studied were first semester, first-time MCC students in fall 2007, fall 2008, 2009, and 2010.

Because Reading and Sentence scores are so highly correlated, a logistic regression model was computed in which we tried to predict the combined Reading and Sentence score students must earn in order to have a 50% chance of earning a C or better in each course. This is different from previous research we've done in which we've looked for a particular Accuplacer cut-off score that students need to succeed in a course.

The results showed that if a student earns a low score on one exam (e.g., Reading), he/she must earn a high score on the other exam (e.g., Sentence) to earn C or better in each course. They also showed the combined Reading-and-Sentence score range students need for each course.

*"…if a student earns a low score on one exam (e.g., Reading), he/she must earn a high score on the other exam (e.g., Sentence) to earn C or better in each course."*

# Socioeconomic Predictors of Student Success

*Socioeconomic Predictors Model*



A recent study was conducted in which we wanted to see which socioeconomic variables predict graduation or transfer to a four-year institution. The dataset was comprised of first-time MCC students from fall 2006 through summer 2008, and 34 variables were analyzed. Currently enrolled students were excluded because they don't have an outcome yet.

Overall, 41% of the students in the study graduated or transferred within four years. The biggest predictor was TRS course history. Students with a TRS course history had a 25% graduation/transfer rate; students without had a 48% rate.

The second biggest predictor was first-generation status, defined in terms of whether one's parents had earned an associate's degree or higher. The students who had two parents with a degree were more likely to graduate/transfer than their peers who came from homes in which one or neither parent had a degree.

Ethnicity, gender, and single parent status were other predictors of graduation/transfer among certain sub-groups in the study.

Overall, the results show us that some students may have a predisposeition toward college while other students could use help with acculturation. Support and intervention programs for the latter group should last more than one semester, and partnerships with K-12 institutions may be one long-term way to help students before they enter MCC.
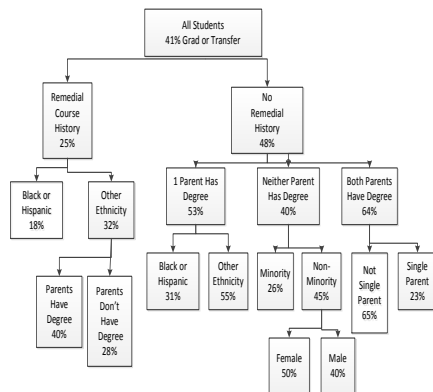
For more information about the Institutional Research (IR) Office or to obtain a full copy of one of the reports summarized here, you can visit our web pages on the MCC website or contact an IR staff member:

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The links to previous issues of "Inside IR" are on our homepage:
http://www.monroecc.edu/depts/research/

**You can submit a Research Request through myMCC. Just click on the Employee tab, then the Institutional Research Request link in the Quick Links box.**