

Inside IR



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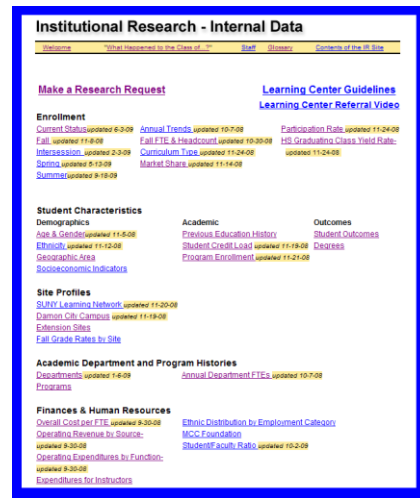
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Institutional Research Web Pages

The Institutional Research Office's Web pages contain a lot of data on Monroe Community College. You can view them by going to the A-Z index on the MCC home page, then selecting either **I** for Institutional Research or **R** for Research.

On the first IR Web page you will find our mission statement. This will give you an idea of who we are and what our role is here at MCC. From there you can click on several links in the yellow bar at the top of the page including MCC Facts, Student Profile, What Happened to the Class of...?, Internal Data and Staff information.

If you are an MCC employee, you can access



the Internal Data link. It is password protected so you must enter your user ID and password to log in. On this page you will see categorized links that, when selected, will take you to several pages of MCC data. These links are updated often.

The Internal Data page also contains links that

will take you to a glossary of terms and an outline of the contents of the IR Web site. You can also access the Research Requests Form here.

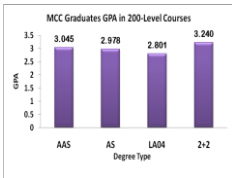
Making a Research Request

There are times when you may need data or analyses not shown on the IR Web pages. That's when you need to make a Research Request.

From our Internal Data

page, select the link on the left that says [Make a Research Request](#). That will take you to a page that explains the types of requests we do. After reading the narrative,

select the link for the [Research Request Form](#). Then enter your user ID and password, click on the **Create Request** button, and fill in your information.



Different Academic Programs, Different GPAs

MCC graduates' GPAs in their 200-level courses varied depending on the degree they earned.

In a recent study, graduates from three academic years were classified by degree type as being graduates from:

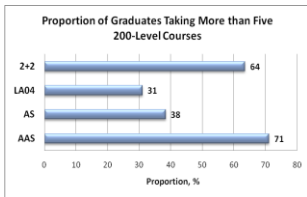
- 2+2 programs
- Transfer programs (AS) other than 2+2
- Career programs (AAS)
- LA04 other than 2+2 programs

The results show that 2+2 program graduates (approximately 79 to 85 per year) earned GPAs above 3.2 in their 200-level courses. More than 62% attempted more than five 200-level courses.

Of the transfer graduates (approximately 516 per year), 38% attempted more than five 200-level courses and earned average GPAs of 2.978 in them.

Seventy one percent of AAS graduates (approximately 696 per year) attempted more than five 200-level courses. Typically they earned a 3.045 GPA in those courses.

LA04 graduates, who accounted for 46% of all graduates, earned an average 2.801 GPA in their 200-level courses. Thirty one percent attempted more than five 200-level courses.



Creating Scannable Surveys with Remark

The IR Office now uses Remark for many of the surveys we design!

Remark software recognizes optical marks (bubbles and checkboxes), machine-generated characters (OCR), and barcodes.

We design our own surveys in Microsoft Word, print them, and distribute them to faculty, staff, or students. Once the surveys have

been completed and returned to us, we scan them and either analyze or export the data into statistical software. The last step is to write the report and get you the data you need.

Some of the surveys we have designed in Remark include: Student Opinion of the Robert A. Mathematics

Learning Center (RAFMLC), MCC Follow-Up on the Dual Credit Program, Administrative Service Employee Satisfaction and Needs Survey, and the Housing and Residential Life Student Satisfaction Survey.

SurveyTracker Can Create Web-Based Surveys

The IR Office can now create Web-based surveys in-house for students to access through the MCC Web site!

Our new SurveyTracker software allows us to do it all: design Web-based surveys, import an audience list, send an invitation/link to the

survey via e-mail, collect and analyze the data, and write reports. This not only makes our job easier but allows for a faster turnaround to get you the results you need.

To date, the Overall Course

Evaluations for five Nursing courses, several surveys for Dental Studies, and the Point-of-Service Surveys for student services offices have all been created in SurveyTracker.

Estimating the Response Rates of SOCAF

The Student Opinion of Course & Faculty (SOCAF) has a high response rate, but how high is high? The goal of estimating a response rate is not to make an argument for or against the current implementation of the survey, but simply to add precision to statements made about response rates.

First, there is no way to get

a true number since the surveys are not tagged. However, precise upper and lower bounds can be calculated, hinting at the actual response rate.

Second, since we know the total enrollment of course sections and the number of surveys returned for each section, we can calculate a lower bound (i.e., returned surveys divided by total section enrollment).

Third, since the survey was administered, some students might have withdrawn or stopped attending the course. We therefore divide number of returned surveys by the total number of students passing (D- or better) the course. This gives an upper bound on the response rate.

The table on the right shows the lower and upper bounds for the most recent survey.

Response Rate Estimates

College	
Lower Bound.....	54%
Upper Bound.....	69%
Brighton Campus	
Lower Bound.....	57%
Upper Bound.....	73%
DCC Campus	
Lower Bound.....	53%
Upper Bound.....	69%
SUNY Learning Net	
Lower Bound.....	22%
Upper Bound.....	30%

Graduates Give MCC High Grades

The majority of recent MCC graduates give the College a grade of C or better in terms of how well it contributed to their growth in critical thinking, writing, and math. This comes from responses to the 12-Month Graduate Follow-Up Survey, which used to be administered annually. It asked alumni how well the College prepared them with certain

skills they have needed.

Likewise, the majority of AAS and certificate graduates give the College a grade of B or better in terms of how well it prepared them for employment in their field, and the majority of AA and AS graduates gives the College a grade of B or better in terms of how well it prepared them for further

academic study.

The last graduating class to receive the 12-Month Graduate Follow-Up Survey was the Class of 2007. Starting with the Class of 2010, the data for will come from the Alumni Survey, which will be administered every two years.

Members of the Class of 2007 graded MCC as...

C or Better in:	
Critical thinking.....	93.8%
Writing.....	94.3%
Math.....	87.1%
B or Better in:	
Prep for employment In field (AAS & Certificate grads).....	74%
Prep for further academic study (AA & AS grads).....	60%

High Transfer Rate of Recent Graduates

The “What Happened to the Class of 2008?” book and brochure will soon be hot off the presses!

Of the 1,739 alumni who responded to the Graduate Follow-Up Survey, 801 (46%) have transferred full-time. The biggest local

feeder schools are, in order: SUNY Brockport (217 grads), RIT (106 grads), St. John Fisher (85 grads), SUNY Geneseo (30 grads), and Nazareth College (44 grads).

If you do not receive a “What Happened to the

Class of 2008?” book or brochure by mid-November and would like one, please email Mary Ann Matta in the Research Office at mmatta@monroecc.edu.

“Of the 1,736 respondents to the Graduate Follow-Up Survey, 801 (46%) have transferred full-time.”

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

Angel E. Andreu , Director	292-3031	aandreu@monroecc.edu
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Mary Ann Matta , Specialist	292-3032	mmatta@monroecc.edu

Joining the IR Office as a new Specialist on November 2, 2009 will be **Andrew Welsh**.

There's more to you.
There's more to MCC.



We're on the Web!

<http://www.monroecc.edu/depts/research/index.htm>

CCSSE – Survey of Student Engagement

What is CCSSE?

CCSSE stands for: Community College Survey of Student Engagement.

CCSSE is a national survey that measures students' academic engagement inside and outside of class. Spring 2009 was the first term in which MCC participated as part of the 29 SUNY community colleges consortia.

A committee has been formed to guide analysis of the results. The committee is composed of: Angel Andreu, Director,

Institutional Research; Stuart Blacklaw, Dean, Curriculum and Program Development; Peggy Harvey-Lee, Director, Counseling and Advising Center; and Janet Waasdorp, Assistant Professor, Department of Education.

The MCC CCSSE committee will be participating in a CCSSE workshop on December 1, 2009 that will instruct on best practices in: understanding CCSSE reports, communicating CCSSE results, and using CCSSE to enhance

institutional effectiveness and Middle States accreditation.

No doubt, there will be presentations about the results. So be on the lookout for announcements.

On a final note, IR wishes to thank all faculty members who gave up valuable class time to participate in CCSSE. The national survey response rate was 79% while MCC's rate was 88%.