

# Inside IR



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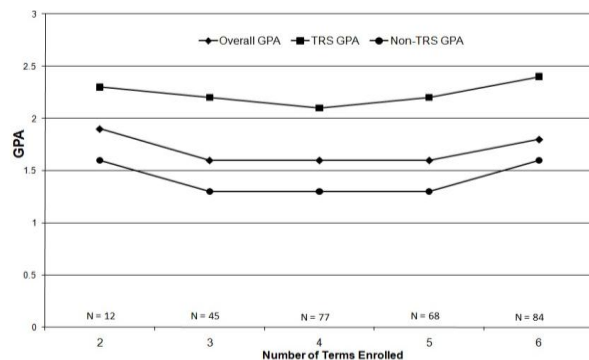
The IR Office's Code of Ethics, adopted from the Association for Institutional Research, is available on our homepage:  
[http://www.monroecc.edu/depts/research/documents/2002codeofethics\\_000.pdf](http://www.monroecc.edu/depts/research/documents/2002codeofethics_000.pdf)

## Academics of TS01 Students Who Don't Graduate From or Transfer Out of MCC

The IR Office recently investigated the academics of TS01 students who don't transfer or graduate. Of the TS01 students enrolled from 2000-2007, 75.7% met this criteria. Analyses revealed that a primary reason for their leaving MCC was poor grades. Further, they typically had higher GPAs in their transitional studies courses than in their non-transitional studies courses.

Only 29.6% of the students included in the analyses successfully transferred into certificate- or degree-seeking programs. Those who did so had an average GPA in their transitional studies courses above 2.0, but their GPA in their

GPAs of Students Who Moved From TS01 into a Degree or Certificate Program But Didn't Transfer or Graduate



non-transitional courses was 1.6 on average. Those who didn't transfer out of the TS01 program had an average transitional studies course GPA of 1.3 and an average non-transitional studies course GPA of 1.0.

TS01 students' arithmetic and algebra Accuplacer scores were related to

their success at MCC. Specifically, students who were placed at math level 4 or higher were more likely to graduate or transfer.

Further analyses showed that TS01 students typically only stay through the spring semester, either in their first or second year here, before leaving.

## Learning Centers Referrals

MCC's [Learning Centers](#) give students access to computers, printers, AV equipment, and tutoring.

Faculty are required to refer students to the Learning Centers at the beginning of the semester for SUNY FTE reporting purposes, but

they can also do so as we approach final exams (May 21-26).

Just go to Banner Self-Service, select the Faculty Tab, and follow the link to Learning Center Referral Form. Then select your courses and the students you would like

to refer, and indicate in the Objectives box the area(s) in which students need help.

Once you complete the referral, an email will be automatically generated to the students you selected.



## Student Opinion Survey (SOS) Results

The SOS is administered every three years to students at all SUNY community colleges. One of the benefits is that SUNY community colleges can compare their findings across all administrations of the survey.

In spring 2010, the SOS was administered to students in 41 randomly selected classes at MCC.

IR's report is based on the responses of 866 students, and analyses show that they were representative of the overall MCC student population.

The report, which will soon be posted on the IR web pages, shows mostly positive results. It includes a comparison of students' responses to the 2003 and 2006 admin-

istrations of the surveys. It also includes a comparison of responses across demographics (i.e., males vs. females, students under 25 vs. 25 and over, white vs. minority students, and full- vs. part-time students).

## Student Engagement Survey (CCSSE) Results

In spring 2009, MCC participated for the first time in the Community College Survey of Student Engagement (CCSSE). A full report of the findings will soon be posted on IR's website (see the link in the margin), but the following are some initial results based on our 88% response rate:

In terms of academic support services, there were three areas where

importance was greater than satisfaction: academic advising/planning, financial aid advising, and career counseling. Conversely, there were three areas where satisfaction was greater than importance: peer/other tutoring, student organizations, and skill labs.

There were four issues which respondents indicated would cause them to withdraw from a class or

from MCC altogether:

- lacking finances (42%)
- working full-time (32%)
- caring for dependents (24%)
- being academically unprepared (22%)

Overall, 94% said they would recommend MCC to a friend or family member, and 86% rated their experience as either excellent or good.

## The Student Right to Know Act: Graduation Rates

According to the Student Right to Know Act of 1990, colleges are required to publish graduation rates as a measure of student success. The rates are calculated as the number of first-time, full-time, degree-seeking students who started in a given fall and graduated within 150% of the expected

time it takes to complete their credential. For a two-year degree, this translates into three academic years; for a one-year certificate this translates as one-and-a-half academic years.

In addition to these graduation rates, two-year institutions can include, as

a measure of success, the number of students who transfer to other institutions.

At MCC the group of students used for the success rate reporting represents about 51.8% of our incoming, matriculated, fall and spring students.

*The CCSSE survey and full report are available at*

<http://www.monroec.edu/depts/research/StaffOnly/CCSSEsurveys.htm>

*You can view the Student Right to Know data (i.e., Graduation Rates of First-Time Full-Time Cohorts) on the IR home page*

<http://www.monroec.edu/depts/research/documents/StudentOutcomes-ASGradRatechart2007.pdf>

*It is also available in our Student Outcomes pages and on the Admissions Office page, in the Student Profile section.*

## “What Happened to the Class of 2009?” Report

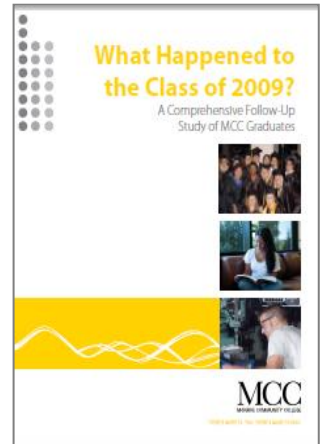
The “What Happened to the Class of 2009?” book and brochure have been distributed to our off-campus constituents and MCC faculty and staff. The report is also posted on the IR website. (See the link in the margin.)

During the 2008-09 academic year, MCC awarded 2,471 associate degrees and 163 certificates. Information in the report is based on the

1,718 graduates who responded to the survey. Some of the highlights include:

- 1,770 (67%) of graduates had been in a transfer (A.A. or A.S.) program.
- 701 (27%) of graduates had been in a career (A.A.S.) program.
- 163 (6%) of graduates had been in a certificate program.

- 96% of the respondents are employed or continuing their education.
- Local employers continue to hire the majority of our grads who enter the workforce. Of the career and certificate respondents who reported full-time employment, 90% are employed locally.
- 71% of the respondents who transferred are attending local colleges and universities.



The full report can be viewed at:  
<http://www.monroecc.edu/depts/research/documents/WHTCO2009bookforIRwebsite.pdf>

## Course Registration Timing Affects GPA

A recent study by IR shows that there exists a statistically significant relationship between the number of days students register prior to the start of classes and their GPA that semester. The data came from five fall and spring semesters, and only full-term courses (i.e., no late starting courses) were taken into account.

Student’s age was also a significant contributor to academic success, which was quantified as a GPA of 2.0 or higher. Students under 25 (who made up 70% of the population studied) had a 50% chance of earning a GPA of 2.0 or higher if they registered at MCC five to 33 days prior to the start of classes.

Future studies could be designed to investigate which processes have a negative effect on students’ academic outcomes.

## Monroe County HS Grads Who Enroll at MCC

Of MCC’s total incoming first-time students, what percent are recent spring graduates of Monroe County high schools? 75%? 60%? Actually, it’s 46%.

In the total enrollment picture, first-time students make up about 26% of our

total enrollment. The majority of our enrollment is continuing students; they made up 52.8% of our total fall 2010 enrollment.

Overall, even though the local high school graduating class numbers are projected to drop, their impact is not as significant

to our budget as are keeping and increasing our number of continuing students.

You can view Student Characteristics (i.e., Demographics, Academics, and Outcomes) in the Internal Data section of the IR web site:  
<http://www.monroecc.edu/depts/research/StaffOnly/index.htm>

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.

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/>

"It's a huge mistake to theorize before one has data. Inevitably, one begins to twist facts to suit theories instead of theories to suit facts."

-Sherlock Holmes (2009)



## Accuplacer Research Protocol

Within the last year, the IR Office has received a number of requests for us to look out how students' Accuplacer, SAT, ACT, and Regents exams relate to one another as well as to students' course outcomes. In order to create a uniform procedure for conducting these types of research, we developed the following research protocol:

**Data:** We will look only at Accuplacer scores and placements, and SAT, ACT, and Regents exam scores within the three most recent years.

**Participants:** We will look only at first-time students who took a given course in their first fall semester at MCC. (This is to minimize threats to internal validity such as the learning that students experience during their first term, and the events that occur after their first term.)

**Timeline:** Each spring, we will conduct an analysis of Accuplacer scores, placements, revised placements, and course outcomes from the fall.

**Analysis:** We will focus on descriptive information

on these variables as well as on whether students took certain course at or outside their placement level. We will also conduct logistic regressions in order to predict students' 50% chance of earning a C or better in a given course.

**Communication:** We will work in concert with the Assistant Director of Counseling and Advising and the Placement Testing Committee to discuss future research.