Monroe Community College
STATE UNIVERSITY OF NEW YORK

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Inside IR

INSIDE THIS ISSUE:

Applied, Accepted, and Enrolled… but Left Before Census

A report that the IR Office writes each November is based on an analysis of fall students who applied and were accepted to MCC, but did not enroll.

Last year, we took a different approach: looking at students who applied to, were accepted at, and enrolled at MCC (and no other college), but didn't persist until census.

In fall 2014, 17,069 individuals applied to MCC, 72.4% (n=12,362) of whom were accepted. Of those, 49.8% (n=6,156) were actually enrolled by census. However, upon closer examination, we found that an additional 1,005 actually had enrolled at MCC, but left before census.

Figure 1 shows the trajectories of these 1,005 students.

Further review was done on the two groups of students who "Weren't Dropped for Non-Payment" (n=509, n=123) because they represented 63% of the students who registered for classes but left before census.

In terms of their educational status, we found that…

- 52% were returning students (i.e., they had been enrolled at MCC at some point in the past)
- 34% were first-time college students
- 11% were transfers from other colleges
- 3% were continuing from the spring

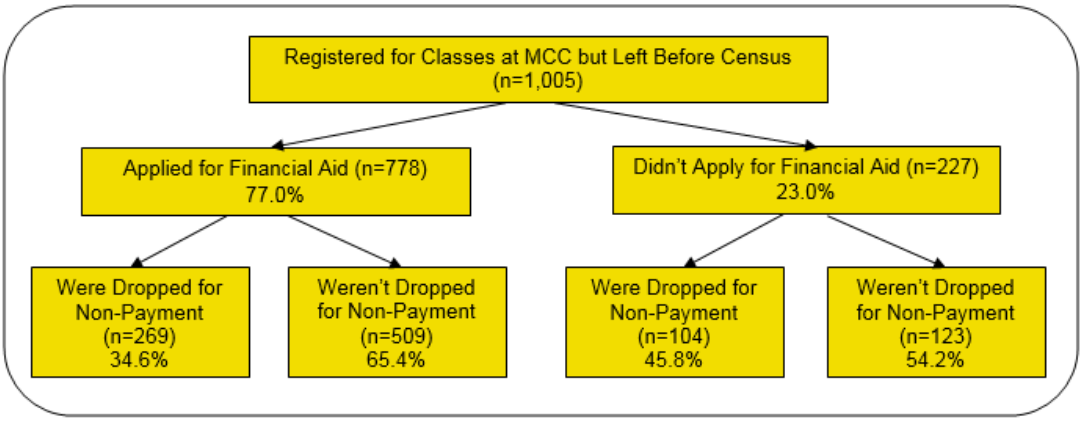
In terms of their family backgrounds, we found that…

- 18% were single parents
- 20% had children under age six
- 20% had children age six or older
- 52% were first-generation college students

(Continued on p. 2)

Each year, when we write this report, we use the National Student Clearinghouse to find out if and where students enrolled if they didn't enroll here.

Figure 1. Trajectories of Students Who Enrolled but Didn't Stay Until Census



Applied, Accepted, and Enrolled (continued)

The Budget Resource Committee ("BRC") was designed to guide resource allocation at MCC.

Among the (n=128) students with children under age six…

- 22 were dropped for non-attendance
- 109 dropped their courses before the start of the semester
- 30 dropped their courses after the start of the semester.

Among the (n=124) students with children age six or older…

- 19 were dropped for non-attendance
- 107 dropped their courses prior to the start of the semester
- 25 dropped their courses after the start of the semester.

We also conducted analyses designed to look at these students'…

- registration for online courses
- previous enrollment at MCC and cumulative GPA when they left
- educational goals
- employment plans

The full report was presented to the 2015-16 Budget Resource Committee.

Fall-to-Spring Persistence Rates

The IR Office has created a new database on fall-to-spring retention. One of our goals in doing so is to find trends prior to the fall-to-fall retention calculations.

The Fall 2013 issue of *Inside IR* was dedicated to fall-to-fall retention. You can see more recent fall-to-fall retention reports, by several demographic characteristics, using the link to iDashboards on the IR website.

Recently, the IR Office created a similar database for fall-to-spring persistence that we will be using for ad hoc reports and to create another dashboard. This new key performance indicator may show trends prior to the fall-to-fall retention calculation.

Table 1 illustrates some initial fall-to-spring retention trends. Note that, when computing the retention rates, we excluded students who graduated or were non-matriculated in fall. This creates the cohort of "potential to return."

In a future issue of *Inside IR*, we'll show more detailed fall-to-spring persistence

Table 1. Fall-to-Spring Retention

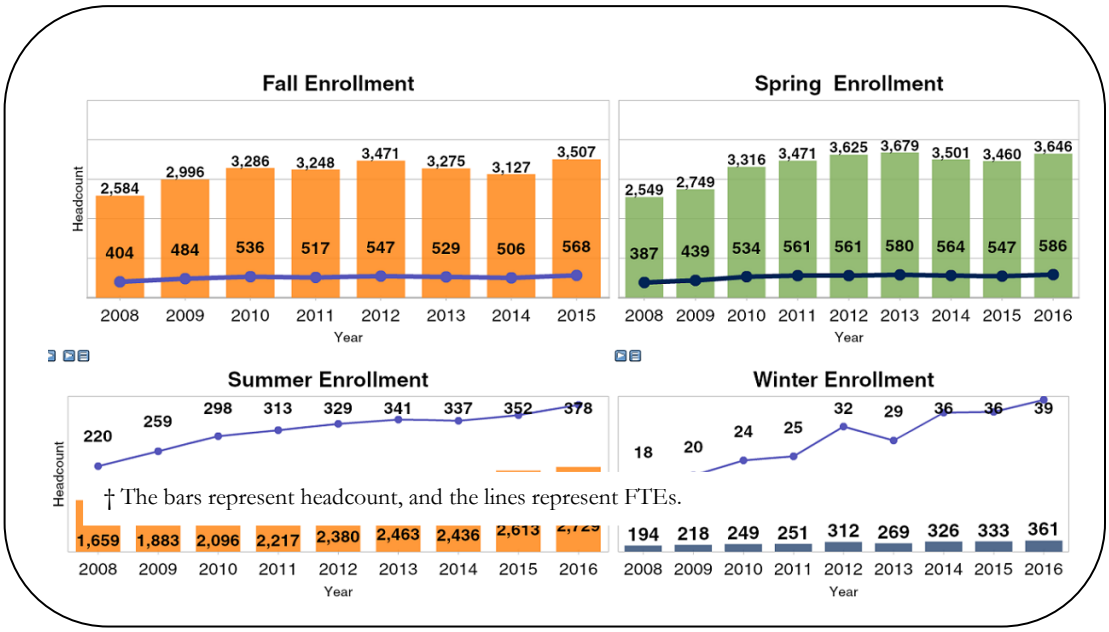
Fall Term	Fall Cohort		First Time to MCC	
	Persistence Rate	Potential to Return	Persistence Rate	Potential to Return
2012	79.2%	14,797	81.2%	4,996
2013	79.8%	14,052	82.7%	4,715
2014	77.5%	13,088	79.7%	4,403
2015	76.4%	12,539	79.0%	4,289

Enrollment in Online Courses

Online courses have changed from being called SUNY Learning Network ("SLN") courses to Open SUNY courses. The change stemmed from SUNY's effort to appeal to prospective students across New York State to earn a degree completely online by choosing from courses across all SUNY campuses.

Another change involves the steady increase in enrollment in online courses at MCC, as shown in Figure 3. As illustrated, enrollment has been increasing across all terms, with the fastest growth taking place during summer and intersession. The greatest enrollment is in spring.

Figure 3. Enrollment in Online Courses at MCC by Term Type †



† The bars represent headcount, and the lines represent FTEs.

This semester, MCC's Master Schedule shows 239 courses that are offered completely online.

Variables that Predict College Success

In March 2012, the IR Office conducted analyses on the socioeconomic variables that predict success, defined as graduation or transfer to a four-year college. We looked at incoming first time students (not transfers) from fall 2006 through spring 2008.

One of the key findings was that students who hadn't taken remedial courses (excluding ESL) were twice as likely to succeed as those who had taken remedial courses. Students' first generation status also predicted their success.

Recently, we revisited the study and modified it by…

- adding data on first-time students from fall 2008 through spring 2012
- utilizing an academic risk variable that tags students as being zero, one, or two levels below college readiness

(Continued on p. 4)

Variables that Predict College Success (continued)

For the academic risk variable, we categorize students as belonging to one of three levels of college readiness:

- *Zero Levels Below College Ready (i.e., College Ready) – students was not placed into any remedial math or English course*
- *One Level Below College Ready – student was placed into one remedial math or English course*
- *Two or More Levels Below College Ready - student was placed into two or more remedial math or English courses*

To be eligible for a Pell grant, students must: (1) not have earned a bachelors or professional degree, and (2) be economically disadvantaged.

- employing geocoded census tract data connected to each student's address.

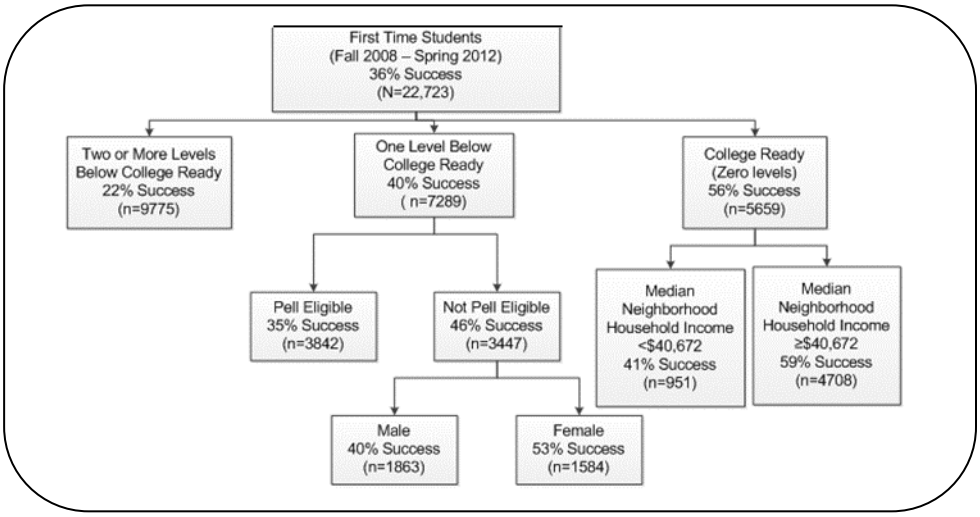
As shown in Figure 4, the academic risk variable is the best predictor of students' success. The second best predictors are income-related.

For the students who are college ready, median neighborhood household income has a significant effect on success. (Specifically, 59% of students with a median neighborhood household income greater than $40,672 succeed as compared to 41% of students with a median neighborhood household income lower than $40,672.)

For the students one level below college readiness, Pell grant eligibility has a significant effect on success. (Specifically, 46% of students not eligible for Pell succeed compared with 35% of those eligible for Pell.)

There were also several changes regarding the prediction of first generation students' success since the initial study, which may explain the change in results. A forthcoming report will detail these changes.

Figure 4. Prediction of MCC Students' Success



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