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Student Consumer Information Web Page

The Student Right-to-Know Act was passed by Congress in 1990. It requires institutions eligible for Title IV funding to calculate the graduation rates of certificate- or degree-seeking, full-time students entering an institution. Those institutions must then disclose such rates to all current and prospective students.

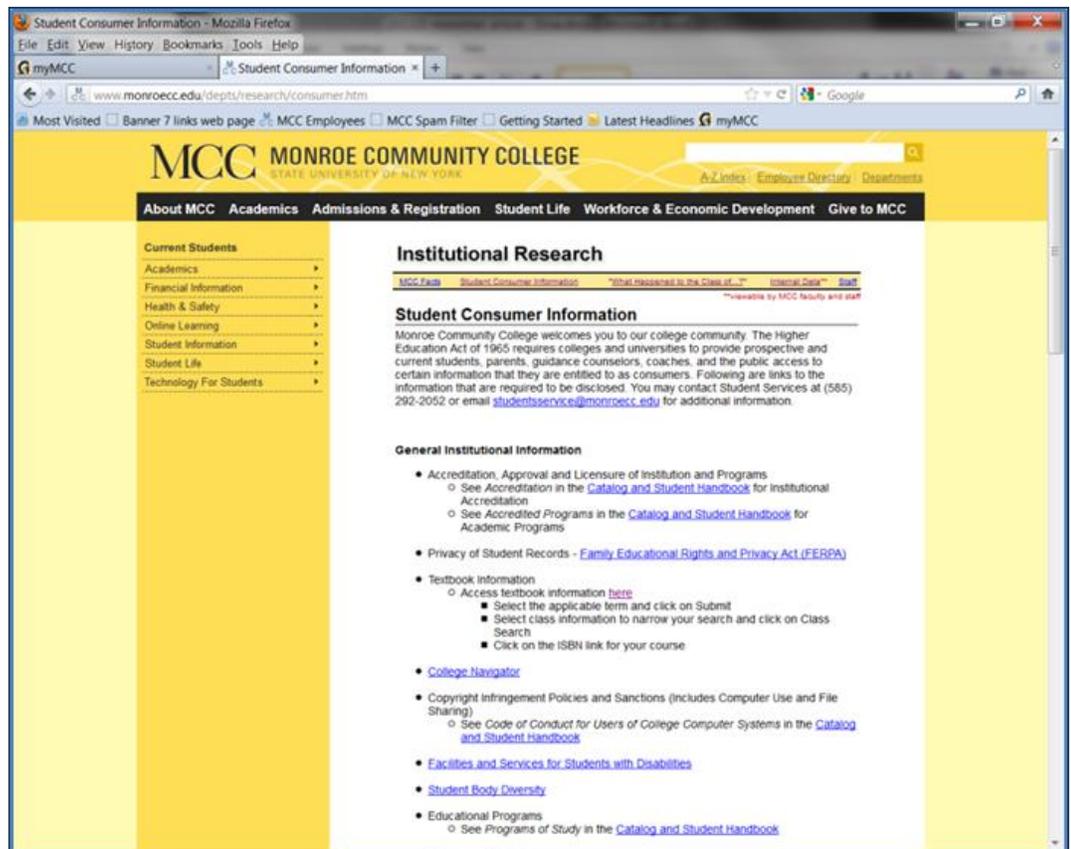
The Institutional Research web pages house a new link to this Student Consumer Information for current and prospective MCC students. Clicking on the link will take you to a page that contains a wealth of information about MCC.

The page includes links related to student services, academic programs, finan-

cial aid assistance, cost of attendance, academic policies, and student outcomes.

You can access the page by going to the IR home page, or by going directly to <http://www.monroecc.edu/depts/research/consumer.htm>.

The new web page provides links to several pieces of information that are useful for both current and prospective students.



Few Students Take a Course More Than 3 Times

In the first study, less than 3% of students took a course four or more times. In the second study, less than 1% took a course four or more times.

About a year ago, we did two studies in which we looked at the number of times students repeat a course.

For the first study, we considered nine courses across the College. We looked at data from four fall cohorts (starting with fall 2000), and selected students who took each course for the first time. Then we tracked them out eight years to identify course repeaters. In all, over 20,000 students' trajectories were followed.

What we found was that 7% to 25% of students retake a course a second time, 1% to 7% repeat a course a third time, and no more than 3% retake a course a fourth time.

In the second study, we focused on nine courses in a single department. The starting cohort was composed of 11,400+ students from fall 2008 to summer 2009 who had not taken the courses in the previous 10 years. We then followed their trajectories up to inter-

session 2012.

What we found was that 19% of the students took a course twice, fewer than 5% took it three times, and less than 1% took it four or five times.

Essentially, students as a whole seem to regulate themselves when it comes to the number of times they take a given course. Anecdotally, teaching faculty may know of students who repeated a course seven or eight times but, College-wide, that is rare.

CCSSE Results Are In!

We recognized that our full-time and part-time students' interaction with the College is different. As such, we tested for statistically significant differences in survey answers based on respondents' enrollment status.

On the last page of our fall 2012 newsletter, we mentioned that we had received the data from the Community College Survey of Student Engagement (CCSSE) that was administered in spring 2012. In the survey, students were asked questions about institutional practices and their own behaviors, activities, and experiences that may be associated with learning and retention.

The survey had been administered to a random sample of students in spring 2012, then mailed to the CCSSE organization in Austin, Texas so they could be combined with the re-

sults of other community colleges nationwide.

The IR Office has just finished writing the summary report on MCC's CCSSE results.

In the report, we describe MCC students' experiences and perceptions and, where relevant, compare them with the national consortium of participating CCSSE community colleges.

We also recognized that our full-time and part-time students' interaction with the College is different. As such, we tested for statistically significant differen-

ces in survey answers based on respondents' enrollment status.

The results are largely positive, but also suggest areas where College resources could be focused in order to maximize students' engagement and experiences.

You can read this most recent CCSSE report (as well as the report that was written in 2010) at:

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

Campus Child Care Center & Student Outcomes

The Richard M. Guon Child Care Center (“GCCC”), located on the Brighton campus, serves parents who take classes at MCC, work at MCC, or live in the larger community.

The IR Office recently conducted analyses designed to see how Student-Parents who utilized the GCCC compared to those who didn’t utilize it. Student-Parents were defined as MCC students who have one or more children under age six. The three issues we looked at were: academic goals, retention rates, and graduation/transfer rates.

Regarding academic goals, we looked at the survey responses of Student-Parents who attended MCC in fall 2012.

The results show that a higher percentage of Student-Parents who utilized the GCCC plan to graduate from MCC then transfer to a four-year college as compared to the Student-Parents who didn’t utilize the GCCC (58.8% vs. 40.2%, $p < .05$).

In terms of retention rates, we looked at first-time, full-time Student-Parents who attended MCC in fall 2009, 2010, and 2011 (aggregated), then checked to see how many of them were here the following fall. The results show that the Student-Parents who utilized the GCCC had a higher retention rate than those who didn’t utilize the GCCC (68.3% vs. 50.6%, respectively; $p < .001$).

Regarding graduation and/or transfer rates, we looked at the first-time, full-time Student-Parents who attended

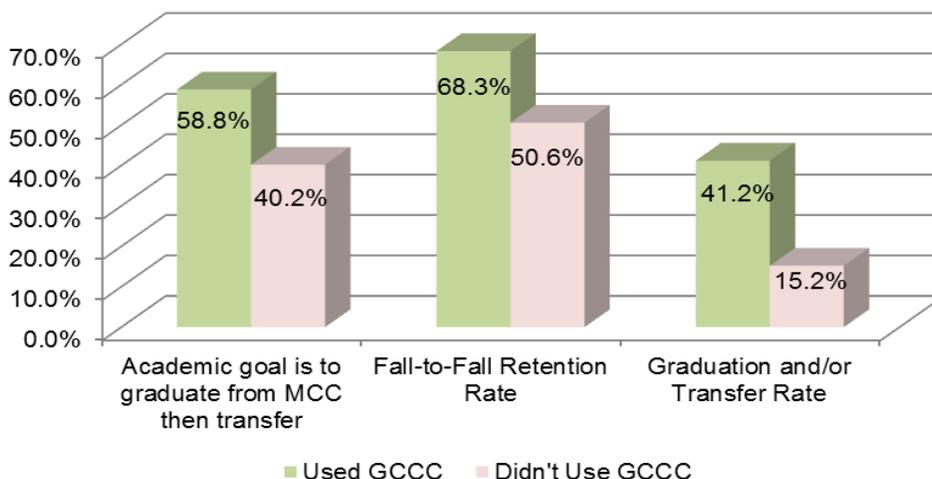
MCC in fall 2006, 2007, 2008, and 2009 (aggregated), then saw how many of them had graduated and/or transferred to a four-year college within three years. The results show that the Student-Parents who utilized the GCCC had a higher graduation/transfer rate than those who didn’t utilize the GCCC (41.2% vs. 15.2%, respectively).

Overall, the Student-Parents who utilize the GCCC plan to take classes at MCC until they graduate. They also have higher retention and graduation/transfer rates than their peers who don’t utilize the GCCC. However, there are many other variables that may contribute to these students’ success besides child care.

A higher percentage of the Student-Parents who utilized the GCCC plan to graduate from MCC then transfer to a four-year college as compared to the Student-Parents who didn’t utilize the GCCC (58.8% vs. 40.2%, respectively).

There are many other variables that may contribute to these students’ success besides child care.

Student-Parents’ Academic Goals & Outcomes



First Ever Express Enrollment Days a Success

Express Enrollment Days Time to Participate

Average Time	95% Confidence Interval for True Average Time	
	Lower Bound	Upper Bound
143 min.	134 min.	152 min.

The IR office measured the efficiency of the June 22nd and 26th (2012) Express Enrollment Days (EED). Data on the number of students who were queued at the ELC and check-in/check-out times were collected to see if there were any bottlenecks or delays.

The ELC was spot-checked hourly and, across both days, there were no queues.

We were able to collect both the check-in and check-out times of 225 of the approximately 600 people who attended EED on June 26th. Since only a sample was available, an interval with 95% confidence of the average time was constructed.

The results show that the time range was 134 to 152 minutes (roughly two hours and 20 minutes).

The minimum time was four minutes and the maximum time was seven hours and 29 minutes, but only three students took longer than six hours.

It is clear that students were able to accomplish most of their registration tasks in a short amount of time. Going forward, this data can be used to both set expectations for EED participants and plan for future events.

For more information about the Institutional Research (IR) Office, 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/>