Inside IR

A survey is defined as a series of questions distributed to more than fifty people for the purpose of research or analysis.

New College-Wide Survey Protocol

A college-wide survey protocol was approved by the College leadership in December 2013.

Monroe Community College participates in a number of surveys that are intended to collect data from prospective students, current students, alumni, faculty, and staff for administrative, planning, and reporting purposes.

In response to the College's ongoing commitment to accountability and serving the needs of its campuses and the wider community, there continues to be a strong need for these types of surveys.

In addition to internal demands for data collection via surveys, there has also been demand for survey data by external groups.

The purpose of the survey protocol is fivefold:

1. To ensure that the same individuals aren't being surveyed multiple times during the same term, which could result in "survey fatigue" and, therefore, less meaningful survey data
2. To keep IR "in the loop" about surveys being conducted at the College
3. To ensure that the data collected is valid,

reliable, and used to inform decision-making
4. To categorize, study, and archive survey projects and results, in part, to provide relevant information to individuals who may be considering and designing future surveys
5. To eliminate the collection of duplicate data

The full protocol with a calendar of current surveys and the targeted population can be found at:

http://www.monroecc.edu/depts/research/surveyprotocol.htm

New Gainful Employment Data Available

You can view the most up-to-date Gainful Employment data for each of MCC's certificate programs by going to http://www.monroecc.edu/etsdbs/MCCatPub.nsf/CertificatePrograms?OpenPage , clicking on a program, scrolling to the bottom of the page, then clicking on the Gainful Employment link.

In 2011, the Gainful Employment rule was issued by the federal Department of Education. Its purpose is to monitor for-profit and community colleges that provide career training programs. These schools must post data on their website regarding their certificate programs to help prospective students make informed decisions.

In the fall issue of *Inside*

IR, we listed the information MCC is required to display on its website. We also gave a link to a pdf that contained MCC's data. However, in January 2014, the federal government changed the requirements. Now, colleges must only show the following information for each program:

- Costs for entire program
- Median debt incurred

by recent graduates
- Time to graduate
- Percent of students who graduated in that time
- Job placement rate of recent grads
- Jobs related to program

The federal government now provides an electronic template for college data.

SUNY Student Opinion Survey Results

Every three years, SUNY community colleges participate in a SUNY-wide student opinion survey of college services and other educational experiences. The successful implementtation of the survey requires teaching faculty to give up a class time so that students can share their opinions.

The following are some statistically significant increases we found from the spring 2013 survey since the spring 2010 survey:

The first five bullets show the percentages of respondents who reported that MCC made a "Very Large" or "Large" contribution to certain areas.

- Developing an openness to the opinions of others: 50% vs. 35%
- Acquiring knowledge and skills for intellectual growth throughout your life: 55% vs. 43%
- Writing clearly and effecttively: 49% vs. 32%
- Working well with others: 47% vs. 35%

The next four bullets show the percentages of respondents who reported that they were "Very Satisfied" or "Satisfied" with certain services and processes.

- Computer/technology support services: 72% vs. 62%
- Financial aid services (not the amount of aid): 77% vs. 59%
- Personal safety/security on campus: 72% vs. 62%
- Course registration process: 71% vs. 63%

TRS Flexible Pace Pilot

One of the primary goals of MCC's Title III grant is to increase student retention rates in an effort to increase the rates of graduation or transfer to a four-year school.

As part of the grant, the ESOL/Transitional Studies Department pilot tested a flexible pace course format for TRS092 and TRS094. This format allows students to complete the coursework modules at their own pace within the semester.

IR conducted an analysis of the outcomes from the pilot, and the results from spring, summer and fall 2013 are very encouraging.

Among the students who weren't in the Transitional Studies (TS01) program but took TRS092, the C-or-better rate increased 14.5%. Among students in the Transitional Studies program who took TRS092, the C-or-better rate increased 27.1%.

Student retention also improved. TRS092 and TRS094 students who took a flexible pace course showed a statistically significant improvement in retention from spring to fall, as shown in the following table.

Spring 2013 to Fall 2013 Retention Rates

Course	Traditional	Flexible Pace
TRS092	40.2% N=1003	53.3%* N=75
TRS094	48.2% N=1732	62.8%* N=78

*Statistically significant difference (p<.05)

Retention of Male Students

IR looked into differences in male students' retention. Retention was based on initial enrollment at either the Brighton or Damon campuses in the fall, then re-enrollment at any MCC campus the following fall. The key findings were as follows:

- From fall 2009 to fall 2010, there was a dip in retention for both campuses*.
- From fall 2011 to fall 2012, male retention at Brighton bounced back, but at DCC it remained low. The gap between campuses was most noticeable among White and Black students.

Among Hispanic students, there was no decrease in retention at Brighton and there was actually an increase at DCC.
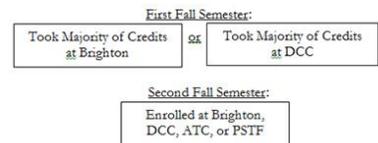
- Overall, Asian males have higher retention rates than White, Black, and Hispanic males*.
- From fall 2011 to fall 2012, the retention of part-time males at the Brighton campus increased* and was the highest in six years.
- From fall 2011 to fall 2012, the retention of males under age 20 decreased at DCC but increased at Brighton*.
- From fall 2010 to fall

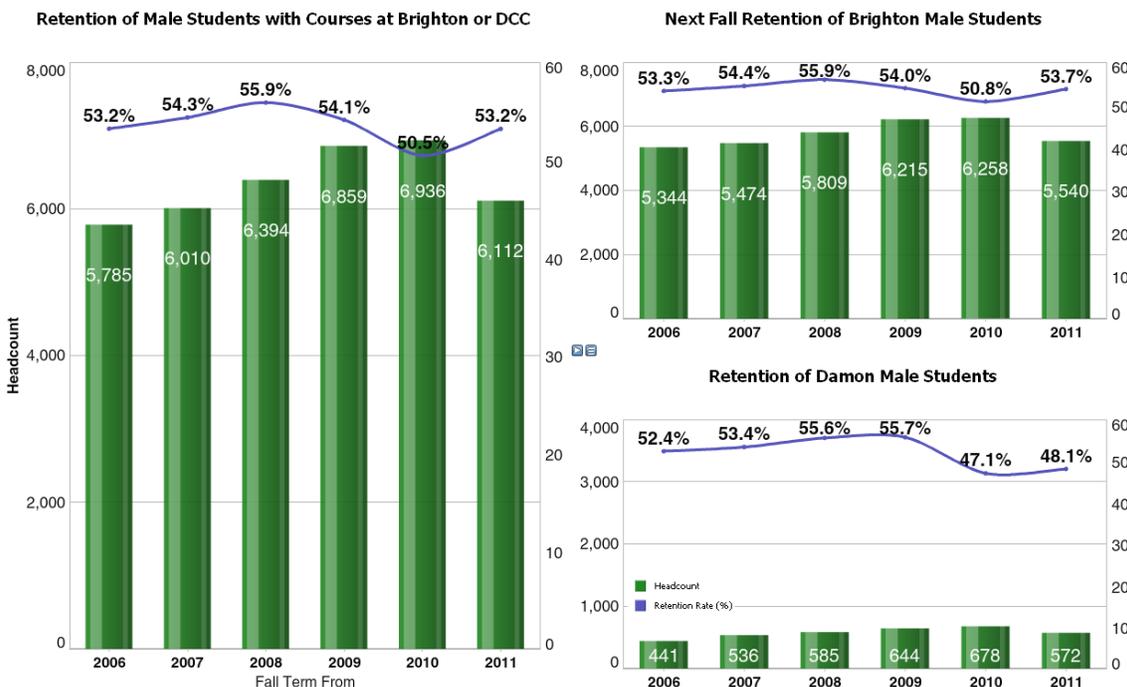2011, the retention of males age 20 to 24 was the lowest at both campuses*.

- With the exception of the past two years at DCC, males in career programs are generally retained at higher rates than males in transfer programs*.
- From fall 2011 to fall 2012, freshmen male retention was higher at Brighton than Damon*.
- With the exception of the last two years, continuing male retention is typically higher at Damon than Brighton*.

*Statistically significant difference between groups

Overall Retention Rates of Males at Brighton and DCC

Retention of Male Students with Courses at Brighton or DCC

- 2006: 5,785 — 53.2%
- 2007: 6,010 — 54.3%
- 2008: 6,394 — 55.9%
- 2009: 6,859 — 54.1%
- 2010: 6,936 — 50.5%
- 2011: 6,112 — 53.2%

Next Fall Retention of Brighton Male Students

- 2006: 5,344 — 53.3%
- 2007: 5,474 — 54.4%
- 2008: 5,809 — 55.9%
- 2009: 6,215 — 54.0%
- 2010: 6,258 — 50.8%
- 2011: 5,540 — 53.7%

Retention of Damon Male Students

- 2006: 441 — 52.4%
- 2007: 536 — 53.4%
- 2008: 585 — 55.6%
- 2009: 644 — 55.7%
- 2010: 678 — 47.1%
- 2011: 572 — 48.1%

Legend: Headcount, Retention Rate (%)

Students of Choice

The graduation rate is based on the number of first-time, full-time, degree-seeking students in a fall term who graduates within 3 years (150%). The success rate is based on the sum of Persistence (three years after entering MCC) + Transfer (within 3 years) + 150% Grad Rate.

In the past, students who presented academic credentials that would allow them to be accepted at selective colleges were referred to as "Students of Choice." For a recent project, IR identified such students and attempted to validate this definition.

The analyses were based on the fall 2008 student cohort and utilized the rubric shown below to assign point values to students.

We found that students who scored…

- one point had a graduation rate of 34% and a success rate of 76%
- two points had a graduation rate of 47% and a success rate of 82%
- three or more points had a graduation rate of 53% and a success rate 88%

Overall, based on the same cohort, the College graduation rate was 25% and the success rate was 60%.

Category	Group I (1 point)	Group 2 (2 points)
Total of AP or IB that earned college credit	2 – 7	More than 7
Combined SAT scores	900 ≥	1900 ≥
Combined ACT scores	20 – 28	29 ≥
Total earned college credit (while in high school)	15 – 29	30 ≥

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