



Inside IR

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Repeating Courses Research Revisited

In the spring 2013 issue of *Inside IR*, we presented an article on the number of times students repeat courses. Recently, there was a request to update the data by including more courses.

For the first study, we looked at over 20,000 students who started at MCC from fall 2000 to 2003, and tracked them out 32 terms. For the current study, we looked at over 23,000 students who started at MCC from fall 2004 to 2007, and tracked them out 32 terms.

Not surprisingly, the results were similar.

We found that from 6.8% to 25.7% of students take a given course a second time, and from 1.0% to 8.2% take a given course three times. After that, the per-

centage of students who repeat a course four or more times never rises above 2.0%. In fact, nearly 0% of students take a course five or more times.

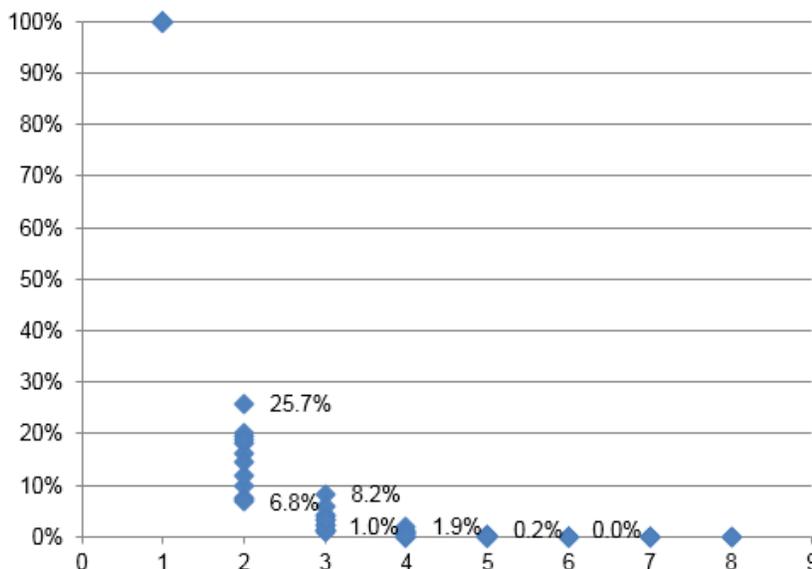
Figure 1 shows this rapid decline on the number of course repeats.

The conclusion from the previous study still holds:

“... 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.”

Nearly 0% of students take a course five or more times.

Figure 1. Course Repeat Percentages by Number of Times Taking a Course



Student Outcomes in Flexible Pace vs. Traditional Format TRS Math

The IR Office compiled student outcome data for TRS math courses (i.e., TRS092, TRS094), and compared the results for students who took a flexible pace format to those who took a traditional lecture format. The dataset was for spring 2013 through summer 2015.

As shown in Tables 1-2, we found higher “C or Better” rates among flexible pace students when compared to traditional lecture students for both TRS092 and TRS094. (The difference was statistically significant.)

Regarding persistence to the next term,

there are mixed results.

There were no statistically significant differences in the C or Better rates in successive courses for students coming from a flex or traditional section of the prerequisite course (i.e., TRS092 or TRS094).

The largest difference had to do with the C or Better rates between flex and traditional TS01 students in TRS094. That is, flexible pace TS01 students had a 15.4% higher C or Better rate than traditional pace TS01 students.

Flexible pace TS01 students had a 15.4% higher C or Better rate than traditional pace TS01 students

Table 1: TRS092 Results

Student Cohort	Outcome	Statistically Significant Difference between Traditional & Flex? (% difference)
All students	C or Better Rate in TRS092	Yes (8.2%)
1 st time students	C or Better Rate in TRS092	Yes (7.2%)
TS01 students	C or Better Rate in TRS092	Yes (6.0%)
All students	Persistence to next term	No
1 st time students	Persistence to next term	Yes (5.7%)
TRS092 flex pace students in TRS094 the next fall or spring	C or Better Rate in TRS094	No
TRS092 traditional students in TRS094 the next fall or spring	C or Better Rate in TRS094	No

Table 2: TRS094 Results

Student Cohort	Outcome	Statistically Significant Difference between Traditional and Flex? (% difference)
All students	C or Better Rate in TRS094	Yes (6.0%)
1 st time students	C or Better Rate in TRS094	No
TS01 students	C or Better Rate in TRS094	Yes (15.4%)
All students	Persistence to next term	No
1 st time students	Persistence to next term	No
TRS094 flex pace students in MTH080 the next fall or spring	C or Better Rate in MTH080	No
TRS094 flex pace students in MTH080 the next fall or spring	C or Better Rate in MTH080	No
TRS094 traditional lecture students in MTH098 the next fall or spring	C or Better Rate in MTH098	No
TRS094 traditional lecture students in MTH098 the next fall or spring	C or Better Rate in MTH098	No

Results of the MCC Wellness Council Survey

In late January 2016, the IR Office emailed a link to the MCC Wellness Council’s Program Planning Survey to MCC employees. By mid-February, we had a 37.1% response rate.

The results showed that the top activities most respondents reported enjoying outside of work were, in order:

1. Walking
2. Reading
3. Spending time with family and/or friends

Many respondents also indicated that they utilize electronic fitness tracking apps, devices, and/or websites. “My Fitness Pal” and “Fitbit” were tied with the most users, followed by “Map My Fitness / Map My Run / Map My Ride.”

At work, the top five wellness topics that respondents were most interested in were,

in order:

1. Nutrition / healthy eating
2. Physical activity
3. Making the most of one’s health plan
4. Walking programs
5. First aid/CPR and AED certification

When given a list of possible activities that MCC could offer employees, respondents expressed the most interest in on-site exercise classes such as walking, yoga, aerobics, strength training, and Zumba. Further, they reported that the best times to offer such activities were during the lunch hour or after work.

Overall, 60% of respondents indicated that the best way for the Wellness Council to communicate with them about worksite wellness activities is via email.

Respondents expressed the most interest in on-site exercise classes such as walking, yoga, aerobics, strength training, and Zumba.

Summer Enrollment Trends

It is often assumed that most of our summer enrollment is non-matriculated students. However, the majority of summer FTEs are from matriculated students.

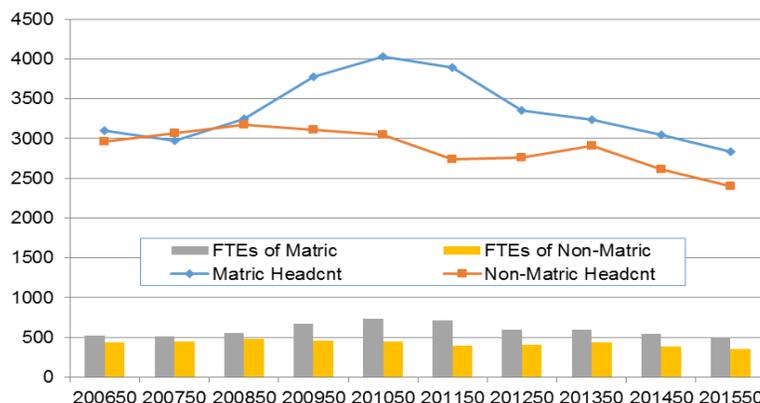
Regarding headcount, if we include PSTF, the proportion of non-matriculated to matriculated students varies. But, if we remove the influence of PSTF (since that population is vastly different from the gen-

eral MCC student body), we see that summer enrollment is mostly matriculated students, both in headcount and FTEs, as shown in Figure 3.

Essentially, summer enrollment is mostly composed of matriculated students. (On average, 54% of the headcount and 58% of the FTEs are matriculated students.)

Summer enrollment is mostly matriculated students.

Figure 3. Summer Enrollment Sans PSTF



Summer 2015 Enrollment

The students who take courses at MCC in summer are very different from the fall and spring populations.

Figure 2a shows the composition of the fall 2015 student body at census. Nearly half of students were matriculated, and had been enrolled at MCC in spring 2015.

Figure 2b shows the composition of the

summer 2015 student body. Most students (56%) were non-matriculated, and many of those were taking courses to supplement their coursework at the Public Safety Training Facility or other colleges. The second largest group was matriculated students who had been enrolled in the spring semester.

For summer 2015, if we exclude the PSTF students (20% of enrollment), we see that most of the remaining students were matriculated.

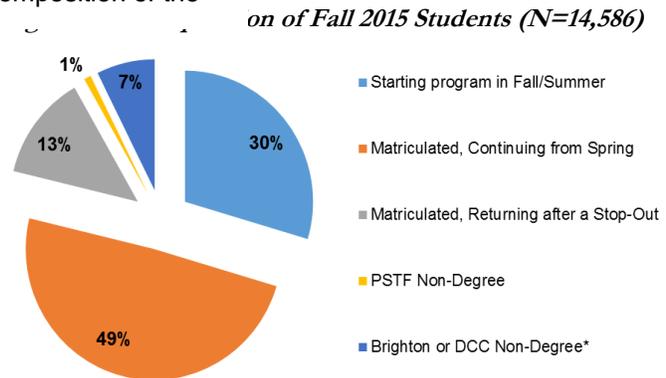
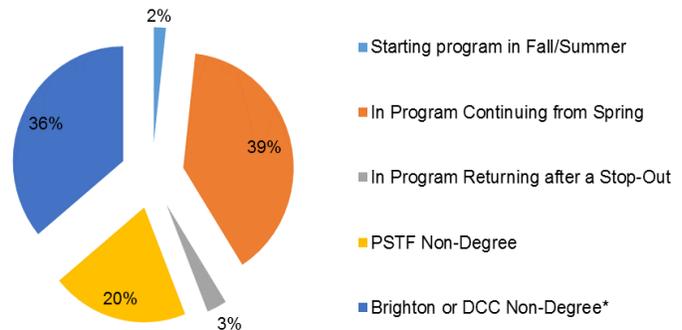


Figure 2b. Composition of Summer 2015 Students (N=6,683)



*Mostly Brighton students, but including students with DCC courses



For more information about the Institutional Research (IR) Office, you can visit [our pages](#) on the MCC website or contact an IR staff member:

Angel E. Andreu, Director, 292-3031, aandreu@monroecc.edu

Elina Belyablya, Interim Assistant Director, 292-3033, ebelyablya@monroecc.edu

Andrew Welsh, Specialist, 292-3034, awelsh4@monroecc.edu

Mary Ann Matta DeMario, Specialist, 292-3032, mdemario1@monroecc.edu

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