



MINNEAPOLIS
COMMUNITY & TECHNICAL
COLLEGE™

Policy 3.03: A Review

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OVERVIEW



- Policy definition
- Factors considered in policy review
- Local requirements across state
- Enrollment trends and course outcomes
- Local requirements and new students, transfer, and completers
- Conclusions and next steps



3.03 Policy

- Defines AA award
- Part 4 Subparts C-E define local requirements for AA:

Subpart C. Health Coursework

A program to award an A.A. must include a minimum of two credits of coursework in the Health Department.

Subpart D. Physical Education Coursework

A program to award an A.A. must include a minimum of one credit of coursework in the Physical Education Department.

Subpart E. Information Literacy Competency

A student must successfully complete INFS 1000.



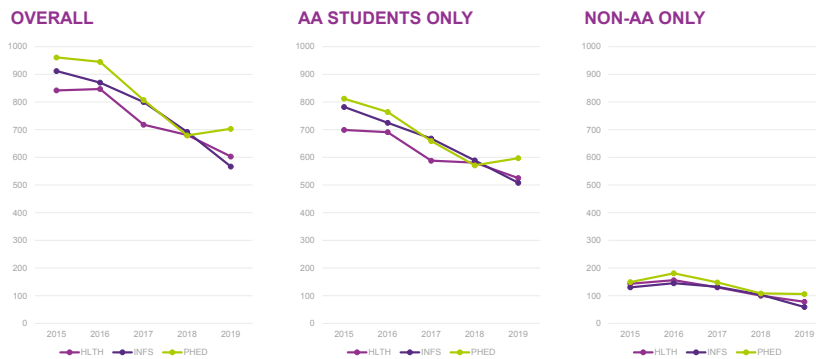
Factors Considered in Policy Review

- Based on feedback from open forums, requests to IE
 - Situate policy across system
 - Describe trends for relevant courses
 - Enrollment, course success
 - Describe student experiences with courses
 - Who takes/doesn't take course
 - What courses mean for
 - Takers/non-takers and their outcomes
 - Students transferring out of MC
 - Reverse transfers back into MC

Local Requirements across System and State

- Local requirements are prevalent across system colleges:
 - Data collected for 24 colleges
 - 2 have no add't'l requirements
 - 18 require Health and/or Physical Education
 - 8 require some form of FYST/Student Success/Orientation course
 - 1 requires information studies (Alexandria)
- But not at most frequent 4-year transfer destinations:
 - None of the 3 map to reqs at UMN, Metro State, Augsburg
 - HLTH, INFS, PHED courses typically transfer as elective credits

Enrollment Trends in HLTH, INFS, PHED



Enrollment Trends (cont'd)

OVERALL

- From FY2015 to FY2019, look at number of unique students enrolling in these 3 subjects for the first time
- In that 5 year span...
 - HLTH ↓ 28%
 - INFS ↓ 38%
 - PHED ↓ 27%
- Part of the decline in enrollment reflects campus-wide enrollment decline of 22.5%

AA STUDENTS

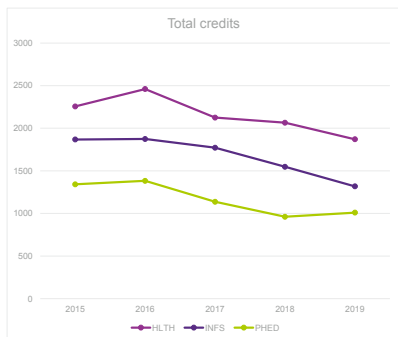
- Among AA students, declines somewhat attenuated:
 - HLTH ↓ 25%
 - INFS ↓ 35%
 - PHED ↓ 26%
- Declines more pronounced than overall decline in AA students (↓20.3%)

NON-AA ONLY

- Students *not* in AA programs represent approx. 10 (INFS) to 15% (PHED) of all enrollments
- Decline in these courses among non-AA students is steeper:
 - HLTH ↓ 45%
 - INFS ↓ 55%
 - PHED ↓ 29%

Enrollment Trends (cont'd)

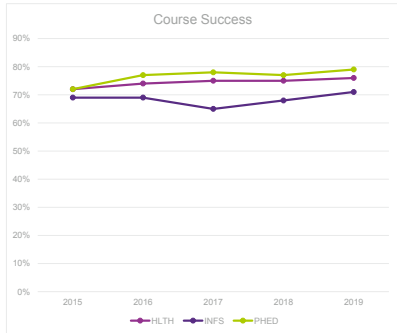
TOTAL CREDITS ATTEMPTED



- Total credits attempted in these subjects declined less sharply than the number of students taking courses:
 - HLTH ↓ 17%
 - INFS ↓ 29%
 - PHED ↓ 25%
- This reflects the fact that a single student may take multiple courses within subject (e.g., pursue a Yoga teaching cert) or may attempt same course multiple times

Course Outcomes for HLTH, INFS, PHED

Excluding drops...



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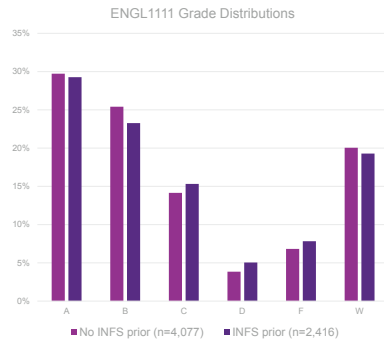
- Steadily increasing course success in PHED and HLTH courses
- Stable course success rates for INFS
 - Recovered from sharp decline in 2017 over past two years
- Equity gaps somewhat smaller than college-wide average (10-12%)

Equity Gaps	2015	2016	2017	2018	2019
INFS1000	2%	14%	15%	2%	5%
HLTH	15%	8%	14%	6%	6%
PHED	8%	7%	12%	7%	9%

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INFS and ENGL1111

WHAT HAPPENS IN ENGL1111?



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- INFS1000 is intended to prepare students to conduct research in their college-level courses, such as the type of research conducted in ENGL1111 (Research and Composition for Change)
- Do INFS1000 takers do better in ENGL1111? Since Fall 2015
 - >60% of ENGL1111 took course *without* INFS
 - Overall grade distribution about equal for INFS takers and non-takers
 - Whether taking INFS before or concurrently w/ ENGL1111
 - Students taking INFS before or concurrently with ENGL1110 have slightly lower grades in ENGL1110
 - Caveat:**
 - Purely a descriptive relationship
 - Cannot disentangle causation from correlation

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INFS and Baccalaureate Attainment

- What happens to students at 4-yr colleges?
- Skills students develop in INFS1000 may be particularly salient in upper division coursework at 4-yr institutions
- Do INFS1000 completers do better at their 4-yr institutions?
 - Among transfers who didn't complete the AA...
 - Equally likely to subsequently *enroll* in a 4-yr (~79% of all transfers eventually attend at least one 4-yr institution)
 - Among those who do enroll in a 4-yr institution
 - 40% of those who took INFS1000 before transferring complete their Bachelor's degree
 - 49% of those who transfer without taking INFS1000 complete their Bachelor's degree
 - Important caveat: again cannot disentangle correlation from causation

Who meets these local requirements?

Starting cohorts

- Out of 1,782 first-time AA students in Fall 2015/16/17
 - ~1/3 took INFS as of FY2019
 - ~1/3 took PHED
 - ~29% took HLTH
- Why?
 - Many stop-outs occur before students get to these courses, esp. in first 2 terms
 - Many students transfer before taking these courses

INFS and first 24 creds

- INFS required within first 24 credits
- Of ~1,350 AA new students who earned 24+ credits b/t 2015/19
 - 758 (56%) have not taken INFS1000
 - 191 (14%) took INFS1000 w/in first 24 credits
 - 402 (30%) took it after earning 24 credits
 - 2.5 terms after on avg (includes summer)

Graduates

- Among AAs granted between 2017 and 2019 (705)
 - High adherence to policy
 - 98.5% took INFS1000 at MC
 - 16% take it term of grad, 21% 1 to 2 terms prior
 - 90% took HLTH, PHED
 - Remainder transfers, equivalencies, substitutions, etc

What do students do before transferring?

LOCAL REQS

- For all AA transfers 2016-19 who didn't graduate/complete MNTC
 - 17% completed INFS
 - 22% of those w/ 40+ creds
 - 10% of those w/ <40 creds
 - 27% completed PHED
 - 33% of 40+ creds
 - 18% of <40 creds
 - 26% completed HLTH
 - 33% of 40+ creds
 - 16% of <40 creds

COMBINED REQS

- For same group of 2016-2019 transfers from AA program
 - 7% completed all 3 reqs
 - 10% of those earning 40+ credits
 - 2% of those transferring w/ < 40 creds
- ~ Half of students transferring w/ 40+ credits complete none
- ~ 2/3rds of students transferring w/ < 40 creds complete none

What happens to reverse transfers?

- System office conducts degree audits for students interested in reverse transfer
- Reverse transfer students have generally completed system AA reqs but left before earning award
 - 153 former MC students consented to reverse transfer audit since Fall 2015
 - 19 granted AA
 - 88% were ineligible at least in part because of local reqs in policy 3.03
- System-wide study from 2018:
 - 3,307 consent to RT review; 1,344 AA awarded (41%)
 - Minneapolis College granted degrees to 13 (8%) of potential reverse transfers
 - 2nd lowest award rate in system (Rainy River 0% but only had 6 referrals)
 - Rates at other colleges: Century 38%, Normandale 26%, St Paul College 63%

Next Steps

- Once Administration releases proposed policy, Institutional Effectiveness will strive to add to this report any information and/or requested analysis by stakeholders during review/comment period
- Institutional Effectiveness staff are also available to meet with stakeholders and consult on any questions about current report, possible additional analyses, etc.

Thank You

Contact: Fernando.Furquim@Minneapolis.edu
[SharePoint data request form](#)



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