



Data Summary for Graduation Task Force: African-American Males Subgroup

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Prepared by:

Office of Strategy, Planning & Accountability
Minneapolis Community & Technical College
1501 Hennepin Ave
Minneapolis, MN 55403

Contact:

Sam Carey
Kopp Hall K1300
612-659-6321

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Cohort Overview

This report shows demographic information and success rates (graduation, transfers and retention, [see page 11](#)) for African-American/Black Males. For each piece of information included, the data is also provided for the overall MCTC student cohort who enrolled at the same time.

Black/African-American ethnicity is self-identified as a person having origins in any of the black racial groups of Africa. Note: Black or African-American students who are not citizens of the United States but who are attending school in the U.S. are classified as “International Students” regardless of the ethnic background reported.

This report uses fall-entering cohorts defined by MNSCU. A cohort is a group of students who enter a college or a program at the same time. Fall-entering cohorts used in this report are students who began coursework at MCTC in the Fall term or took Fall term classes but began the preceding summer term. All three cohorts selected for this report have had at least three years since initial enrollment. High school students enrolled in courses at MCTC were excluded from the cohorts.

The African-American/Black population differs noticeably from the overall MCTC cohort in several measures. For example:

- African-American Males represents between 12% and 13% of the MCTC cohorts examined ([see Table 1](#)).
- African-American/Black males are more likely to come from low-income backgrounds ([see page 5](#)) and more likely to be the first in their family to attend college ([see page 6](#)).
- African-American males have lower graduation rates after three years than the overall MCTC cohorts. ([see page 11](#)).

MCTC Cohort Demographics

Table 1: Overall Cohort by Race/Ethnicity

African-American Males are highlighted below for comparison.

Entering Term	Cohort N	American Indian		Asian or Pacific Islander		Black/African Males		Black or African American		International Student		Hispanic or Latino		White		Unknown	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2004	2,347	52	2.2%	140	6.0%	289	12.3%	606	25.8%	42	1.8%	99	4.2%	1,324	56.4%	84	3.6%
Fall 2005	2,715	84	3.1%	148	5.5%	353	13.0%	732	27.0%	47	1.7%	111	4.1%	1,539	56.7%	54	2.0%
Fall 2006	3,077	71	2.3%	218	7.1%	406	13.2%	927	30.1%	44	1.4%	135	4.4%	1,649	53.6%	33	1.1%

Students with “Unknown” ethnicity or “Unknown” gender did not provide this data to MCTC.

Table 2: Overall Cohort by Gender

African-American Males are highlighted below.

Entering Term	Cohort N	Female		Male		African American Males		Unknown	
		N	%	N	%	N	%	N	%
Fall 2004	2347	1198	51.0%	1105	47.1%	289	12.3%	44	1.9%
Fall 2005	2715	1374	50.6%	1323	48.7%	353	13.0%	18	0.7%
Fall 2006	3077	1645	53.5%	1425	46.3%	406	13.2%	7	0.2%

Students with "Unknown" ethnicity or "Unknown" gender did not provide this data to MCTC.

Cohort by Age Group

Table 3: Overall Cohort by Age Group

Entering Term	Cohort N	<20		20-24		25-34		35-44		Over 44		Unknown Age	
		N	%	N	%	N	%	N	%	N	%	N	%
Fall 2004	2,347	582	24.8%	822	35.0%	572	24.4%	190	8.1%	99	4.2%	82	3.5%
Fall 2005	2,715	736	27.1%	919	33.8%	646	23.8%	193	7.1%	124	4.6%	97	3.6%
Fall 2006	3,077	897	29.2%	1,045	34.0%	697	22.7%	237	7.7%	123	4.0%	78	2.5%

Table 4: African-American Males by Age Group

Entering Term	Cohort N	<20		20-24		25-34		35-44		Over 44		Unknown Age	
		N	%	N	%	N	%	N	%	N	%	N	%
Fall 2004	289	72	24.9%	84	29.1%	75	26.0%	37	12.8%	20	6.9%	1	0.3%
Fall 2005	353	90	25.5%	116	32.9%	79	22.4%	35	9.9%	30	8.5%	3	0.8%
Fall 2006	406	108	26.6%	128	31.5%	104	25.6%	40	9.9%	24	5.9%	2	0.5%

Cohort by Income Status

Low-Income status is defined as a student's eligibility for a Federal Pell Grant. Only those who apply for financial aid provide this information to the school so many students will have an Unknown Status. It is the best measure available but the number of Unknowns will be larger than other measures used in this report.

Table 5: Overall Cohort Income Status

Entering Term	Cohort N	Low Income		Not Low Income		Unknown	
		N	%	N	%	N	%
Fall 2004	2347	905	38.6%	544	23.2%	898	38.3%
Fall 2005	2715	1039	38.3%	661	24.3%	1015	37.4%
Fall 2006	3077	1263	41.0%	813	26.4%	1001	32.5%

Table 6: African-American Males Income Status

Entering Term	Cohort N	Low Income		Not Low Income		Unknown	
		N	%	N	%	N	%
Fall 2004	289	200	69.2%	38	13.1%	51	17.6%
Fall 2005	353	248	70.3%	51	14.4%	54	15.3%
Fall 2006	406	296	72.9%	64	15.8%	46	11.3%

Cohort by First-Generation Status

A first-generation student is defined by the Minnesota State Legislature, for accountability purposes, as a student neither of whose parents attended college.

Table 7: Overall Cohort First-Generation Status

Entering Term	Cohort N	Yes		No		Unknown	
		N	%	N	%	N	%
Fall 2004	2,347	838	35.7%	1277	54.4%	232	9.9%
Fall 2005	2,715	629	23.2%	2018	74.3%	68	2.5%
Fall 2006	3,077	738	24.0%	2270	73.8%	69	2.2%

Table 8: African-American Males First-Generation Status

Entering Term	Cohort N	Yes		No		Unknown	
		N	%	N	%	N	%
Fall 2004	289	144	49.8%	141	48.8%	4	1.4%
Fall 2005	353	128	36.3%	222	62.9%	3	0.8%
Fall 2006	406	166	40.9%	234	57.6%	6	1.5%

Cohort by Academic Preparation Status

The following tables show the placement for students for Reading/Writing courses and Math courses as of the initial term at MCTC. Writing placements are currently determined by Reading placement. The entry course for Language Arts and Math is determined by placement testing through the Accuplacer system before enrolling. Some students take placement tests after completing coursework at MCTC. To measure college preparedness, the highest score available through the end of the first term is used for these purposes.

Table 9: Overall Cohort Academic Placements: Reading

Entering Term	Cohort N	ABE		ESL 0032		ESL 0042		ESL 0052		READ 100		READ 200		College-Level*		Unknown	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2004	2,347	39	1.7%	3	0.1%	76	3.2%	61	2.6%	128	5.5%	268	11.4%	1,424	60.7%	348	14.8%
Fall 2005	2,715	13	0.5%	44	1.6%	106	3.9%	102	3.8%	175	6.4%	334	12.3%	1,579	58.2%	362	13.3%
Fall 2006	3,077	6	0.2%	67	2.2%	113	3.7%	126	4.1%	173	5.6%	399	13.0%	1,910	62.1%	283	9.2%

Table 10: African-American Males Academic Placements: Reading

Entering Term	Cohort N	ABE		ESL 0032		ESL 0042		ESL 0052		READ 100		READ 200		College-Level*		Unknown	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2004	289	18	6.2%	0	0.0%	11	3.8%	15	5.2%	39	13.5%	46	15.9%	137	47.4%	23	8.0%
Fall 2005	353	4	1.1%	14	4.0%	28	7.9%	22	6.2%	42	11.9%	69	19.5%	148	41.9%	26	7.4%
Fall 2006	406	3	0.7%	22	5.4%	39	9.6%	32	7.9%	47	11.6%	66	16.3%	161	39.7%	36	8.9%

*Includes students who were exempted from taking any READ classes.

Cohort by Academic Preparation Status (continued)

Table 11: Overall Cohort Academic Placements: Math

Entering Term	Cohort N	ABE		Math 60		Math 70		Math 80		College-Level*		Unknown	
		N	%	N	%	N	%	N	%	N	%	N	%
Fall 2004	2,347	353	15.0%	321	13.7%	739	31.5%	217	9.2%	161	6.9%	556	23.7%
Fall 2005	2,715	443	16.3%	598	22.0%	427	15.7%	348	12.8%	315	11.6%	584	21.5%
Fall 2006	3,077	517	16.8%	705	22.9%	445	14.5%	415	13.5%	333	10.8%	662	21.5%

Table 12: African-American Males Academic Placements: Math

Entering Term	Cohort N	ABE		Math 60		Math 70		Math 80		College-Level*		Unknown	
		N	%	N	%	N	%	N	%	N	%	N	%
Fall 2004	289	87	30.1%	45	15.6%	71	24.6%	24	8.3%	25	8.7%	37	12.8%
Fall 2005	353	102	28.9%	98	27.8%	34	9.6%	54	15.3%	24	6.8%	41	11.6%
Fall 2006	406	110	27.1%	119	29.3%	45	11.1%	55	13.5%	23	5.7%	54	13.3%

*Includes students who were exempted from taking any Math classes.

Cohort by Enrollment Status

Enrollment status is based on the initial term of enrollment at MCTC. Any student enrolled in 12 or more credits is considered a full-time student.

Table 13: Overall Cohort by Enrollment Status

Entering Term	Cohort N	Full-Time Students		Part-Time Students	
		N	%	N	%
Fall 2004	2,347	1,142	48.7%	1,205	51.3%
Fall 2005	2,715	1,313	48.4%	1,402	51.6%
Fall 2006	3,077	1,452	47.2%	1,625	52.8%

Table 14: African-American Males by Enrollment Status

Entering Term	Cohort N	Full-Time Students		Part-Time Students	
		N	%	N	%
Fall 2004	289	128	44.3%	161	55.7%
Fall 2005	353	160	45.3%	193	54.7%
Fall 2006	406	182	44.8%	224	55.2%

Cohort by Admission Status

Table 15: Overall Cohort Admission Status

Entering Term	Cohort N	Undergrad Regular		Undergrad Transfer		Other Undergrad	
		N	%	N	%	N	%
Fall 2004	<i>Transfer students were miscoded prior to Fall 2005. No data available is available.</i>						
Fall 2005	2,715	1,342	49.4%	985	36.3%	388	14.3%
Fall 2006	3,077	1,463	47.5%	1,232	40.0%	382	12.4%

Table 16: African-American Males by Admission Status

Entering Term	Cohort N	Undergrad Regular		Undergrad Transfer		Other Undergrad	
		N	%	N	%	N	%
Fall 2004	<i>Transfer students were miscoded prior to Fall 2005. No data available is available.</i>						
Fall 2005	353	252	71.4%	77	21.8%	24	6.8%
Fall 2006	406	279	68.7%	108	26.6%	19	4.7%

Undergrad Regular = First-time college students who have enrolled in a degree program at MCTC.

Undergrad Transfer = Transfer students who have prior college credits who have enrolled in a degree program at MCTC.

Other Undergrad = Students who are not enrolled in a degree program at MCTC.

Cohort by Recent High School Graduate Status

A student is defined as a recent high school graduates if the student graduates between January 1 and August 31 and enrolls at MCTC for the Fall Semester of the same year.

Table 17: Overall Recent High School Graduates

Entering Term	Cohort N	Recent High School Graduates	
		N	%
Fall 2004	2,347	415	17.7%
Fall 2005	2,715	535	19.7%
Fall 2006*	3,077	755	24.5%

Table 18: African American High School Graduates

Entering Term	Cohort N	Recent High School Graduates	
		N	%
Fall 2004	289	63	21.8%
Fall 2005	353	75	21.2%
Fall 2006*	406	117	28.8%

**Fall 2006 is the first term of students enrolling in MCTC through the Power of YOU (POY) program. POY was created to address the real and perceived financial barriers to college for students in Minneapolis and St. Paul public schools, especially students of color and low-income students.*

Three-Year Success Rates

The Fall Cohorts selected for this report had at least three years since initial enrollment (150% of the time required to complete a two-year degree). Graduates were measured at the completion of the third spring term for each cohort. Transfers to other schools and retention at MCTC were measured at the start of the fourth fall semester for each cohort.

At the three-year mark, students are placed into mutually exclusive categories: Graduates, Transfers or Retained. If a student falls in more than one category, the preceding is the order of precedence applied. These three groups are combined for an overall “Success” rate. The inverse of the Success rate is the cohort’s attrition rate, students who neither graduated nor are enrolled at any school, MCTC or otherwise.

Transfer data was obtained from the National Student Clearinghouse (NSC) based on matching student’s name and date-of-birth (DOB). Approximately 75% of the students submitted had matches in the NSC database based on the provided search dates. Students who did not attend another school after MCTC would not have a match. Also, of the matching records submitted, 1.2% were blocked by either a school or student from reporting data.

In addition, Transfers are split into two categories: transfers to two-year schools and transfers to four-year schools.

Table 19: Overall Success Rates

Entering Term	Cohort N	Graduates		Transfers				Retained		Success	
		N	%	Two-Year School		Four-Year School		N	%	N	%
				N	%	N	%				
Fall 2004	2,347	479	20.4%	256	10.9%	265	11.3%	303	12.9%	1303	55.5%
Fall 2005	2,715	598	22.0%	292	10.8%	324	11.9%	317	11.7%	1531	56.4%
Fall 2006	3,077	586	19.0%	484	15.7%	424	13.8%	357	11.6%	1851	60.2%

Table 20: African American Male Success

Entering Term	Cohort N	Graduates		Transfers				Retained		Success	
		N	%	Two-Year School		Four-Year School		N	%	N	%
				N	%	N	%				
Fall 2004	289	29	10.0%	41	14.2%	27	9.3%	49	17.0%	146	50.5%
Fall 2005	353	25	7.1%	57	16.1%	32	9.1%	48	13.6%	162	45.9%
Fall 2006	406	34	8.4%	92	22.7%	49	12.1%	58	14.3%	233	57.4%

Success Rates (continued)

The following tables take a closer look at the transfer students in Table 19 and Table 20 ([see page 11](#)).

Each transfer student was categorized based on the cumulative GPA earned after the last semester of attendance at MCTC, those students transferring with a GPA of 2.0 or greater and those transferring with a GPA less than 2.0.

Table 21 Overall GPA at Transfer

Entering Term	Two-year school Transfers				Four-year school Transfers					
	Total Transfers	GPA: 2.0 or greater		GPA: Less than 2.0		Total Transfers	GPA: 2.0 or greater		GPA: Less than 2.0	
		N	%	N	%		N	%	N	%
Fall 2004	256	114	44.5%	142	55.5%	265	212	80.0%	53	20.0%
Fall 2005	292	127	43.5%	165	56.5%	324	258	79.6%	66	20.4%
Fall 2006	484	217	44.8%	267	55.2%	424	334	78.8%	90	21.2%

Table 22: African American Male GPA at Transfer

Entering Term	Two-year school Transfers				Four-year school Transfers					
	Total Transfers	GPA: 2.0 or greater		GPA: Less than 2.0		Total Transfers	GPA: 2.0 or greater		GPA: Less than 2.0	
		N	%	N	%		N	%	N	%
Fall 2004	41	13	31.7%	28	68.3%	27	15	55.6%	12	44.4%
Fall 2005	57	18	31.6%	39	68.4%	32	19	59.4%	13	40.6%
Fall 2006	92	40	43.5%	52	56.5%	49	33	67.3%	16	32.7%