



Academic Program Review FY2009
Liberal Arts Departments and Career & Technical Programs

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Prepared by:

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Overview

Introduction and Overview

Academic Program Review for FY09 is similar to the Academic Program Review for FY08 with a few changes. As in previous years, the financial allocation measures are reported based on one year prior due to a year lag in the data source. Therefore, for this report, FY08 financial allocation measures are reported.

Changes to the Program/ Department List

A recent shift in some MCTC curriculum has caused some programs to require students to take core coursework that then branches into specialized curriculum leading to individual credentials. This has been the approach in many of the Allied Health programs which utilize the Health Care Core Curriculum (HCCC) before branching to various credentials, such as Central Services Technician. Recently, more widespread usage of this core curricular approach, including in the new Cinema area and Education/Child Development, invalidates the “program” concept as used in previous academic program reviews (defining a program as a unique 4-digit SUBJ code - or course designator). Due to these issues, and in consultation with the Deans and Cabinet, the following changes were made to the Program/Dept list for Academic Program Review FY09:

1. Aircraft Technician Program (Combines AMTA, AMTG, AMTP, and AMTR)
2. Allied Health Program (Combines CMHW, CSIP, HCCC, PHLE, and the DNTA courses associated with Dental Office Support Personnel)
3. Cinema Program (Combines CIST, CIPR, CINE, DREC, EDIT, FILM AND SCRIN)
4. Dental Assistant Program (DNTA courses excluding Dental Office Support Personnel courses)
5. Education and Child Development Program (Combines CHDV and EDUC)
6. Graphic Design and Electronic Publishing Program (Combines GRPH and EPUB)
7. Fine Arts Department (Combines ARTS and PHOT)
8. Separate INFS into a distinct Liberal Arts department and CTE program

Modifications to the report format and data elements:

- *Overall Enrollment and Efficiency Measures*- The source for the majority of these measures is the *MnSCU Hyperion/Brio Report Tool: Academic Program Management/Instructional Section Costs*. Information provided through this source for FY05 to FY08 has changed since previous reports were published. The data in the current report reflects the most current information available from MnSCU.
- *Program cohort success measures*- The methodology for cohort selection has changed based on feedback about prior program review reports. All cohort success measures are impacted by these changes. In addition, retention and completion rates at MCTC will no longer be reported.
- *Awards*- Awards not offered in a particular year are not listed separately under *Awards Detail*. These are combined into a “grandfathered awards” category.
- *Post-award success measures*- Each type of award earned is reported: Associates, Certificate, and Diploma.

To supplement Academic Program Review, other relevant data sources will be used for reporting separately as the data becomes available. This includes the following:

- Assessment of Student Learning
- Wage and labor market projection data
- Graduates’ employment and wage data- A new report from MnSCU’s compilation of unemployment insurance data for the Workforce Investment Act (WIA)

Note: When reviewing the program review tables, please note that gray areas indicate data is not available for that specific data element, either because the data source did not have the data or the program was not offered at MCTC during that time period.

Overall Enrollment and Efficiency Measures

These measures provide program-level information about enrollment and efficiency. The following table provides a detailed explanation of the measures for this section as well as information about the source of the data. These measures come directly from the *MnSCU Hyperion/Brio Report Tool: Academic Program Management/Instructional Section Costs*, except where otherwise noted. The label in brackets is the column heading from the MnSCU Hyperion report where it is applicable.

OVERALL ENROLLMENT AND EFFICIENCY MEASURES	
<i>Measure</i>	<i>Definition and Parameters</i>
Total FYE¹	The total of all registered student credit hours for a fiscal year is divided by 30. [Student FYE]
Faculty FTE¹	Full time equivalent faculty (instructional) activity by course rolled up to the subject level. [Instruction Cou FTE] <i>Note: an exception is contact hour calculations which are not reflected</i>
Student/Faculty Ratio¹	The total Student FYE divided by Faculty FTE, expressed as a ratio of students to one faculty.
Subject Cost/FYE¹	The Subject cost per FYE, direct instructional costs including faculty salaries, non-personnel expenses and equipment. [Cost per SUBJ]
Number of Sections¹	The total number of course sections taught in a subject during a fiscal year. [Section Count]
Total Number of Seats Filled¹	The number of students enrolled in the program or department's 4-digit subject code(s) (SUBJ) courses during a fiscal year [Number Enrolled]
Average Section Size¹	The total number of seats filled divided by the total number of sections [Avg Nbr Enrl per Section]
Saturation Rate¹	A calculated field reflecting the total number of seats filled divided by the maximum capacity for all course in a SUBJ. [Number Enrolled/Max Size] <i>Note: Uses Max Size from Instruction Cost by Section MnSCU Report</i>
Unduplicated Headcount²	The unduplicated count of total number of students enrolled in SUBJ courses during a fiscal year.
Percent Underrepresented Students²	The number of underrepresented students divided by the unduplicated headcount. A student is considered underrepresented if any one of three criteria is met: <ul style="list-style-type: none"> • <i>Students of Color:</i> ethnicity of African or African-American, Native American, Asian/Pacific Islander, or Hispanic • <i>First-generation:</i> Defined by the Minnesota State Legislature for accountability purposes as a student neither of whose parents attended college. • <i>Low-income:</i> Defined as students who applied for financial aid and are eligible for a Pell Grant.
Percent Students of Color²	The subset of the above measures including ethnicity of African or African-American, Native American, Asian/Pacific Islander, or Hispanic and do not have Resident Alien status.

Sources:

¹Data from MnSCU Hyperion/Brio Report Tool: Academic Program Management/Instructional Section Costs

²MnSCU Operational Data

OVERALL ENROLLMENT AND EFFICIENCY MEASURES (CONTINUED)	
Measure	Definition and Parameters
Finance Allocation Measures	
Impact on MCTC Allocation Per Program¹	This measure relates to MCTC's program cost compared to MnSCU Peer program costs. Color coding is as follows: <i>Red</i> – indicates that MCTC's program is operating at a higher cost than the average range of MnSCU's peer programs (i.e., is spending more than the upper limit of the range that MnSCU has set). <i>Blue</i> - indicates that MCTC's program is operating within the range of MnSCU's peer programs' average costs that MnSCU has set. <i>Green</i> – indicates that MCTC's program is operating at a more efficient rate than the average of MnSCU peer programs (i.e., spending below the lower limit of the range MnSCU has set).
MnSCU Allocation Cost/Revenue Per Program¹	The number depicted in the report indicates the following: A <i>negative number</i> (shown in parentheses): indicates amount that MCTC's state allocation is reduced because the program fell into the <i>Red</i> category A zero: indicates that programs falling in the <i>Blue</i> category were within the acceptable band of costs and, therefore, MCTC does not gain or lose state allocation dollars A <i>positive number</i> : indicates amount of additional state allocation MCTC receives because the program fell into the <i>Green</i> category

Sources:

¹Data from MnSCU Hyperion/Brio Report Tool: Academic Program Management/Instructional Section Costs

²MnSCU Operational Data

Overall Student Success Measures

Similar to Academic Program Review in FY08, course-level success measures (i.e., course completion rate, enrollee success rate and completer success rate) are included. These measures have been defined by the National Community College Benchmarking Program as indicators of student success at the course-level.

Additionally, *Program Cohort Success Measures* for Career and Technical Programs are reported. In order to provide data relevant to program viability and health, a cohort of students within a program is examined over a period of time. For purposes of program review, a cohort is defined as follows:

The first fall or preceding summer semester a student takes a course in a program s/he is eligible to be in the cohort. If the student takes 5 or more credits in that program during the same fiscal year, s/he is included in the cohort.

(Example: Jim enrolled in an ACCT course in Fall 2007. If Jim only took that one course from Summer 2007 to Spring 2008, Jim would not be included in any ACCT cohort. However, if Jim attempted 3 courses in FY07 for a total attempted credits in ACCT of 11, Jim will be included in the 2007 cohort. If Jim took at least one ACCT course in Fall 2008, he would be included in the Retention Rate. If he completed credits for an award in Spring 2009, he would be included in the 2yr completion rate.)

Cohort measures allow for the calculation of retention rate (i.e., first fall to second fall) and completion rates over four years. Rate information, as opposed to raw numbers of completions, allows programs to examine trend data while taking into account any changes in program enrollment. Completion rates accumulate each year; therefore the four year completion rate is the total percentage of the cohort who earned an award in four years. The cohort retention rate and completion rates are calculated for students who remained in the program. The following table provides a detailed explanation of the measures for this section. The cohort created provides a proxy measure of student intention in the absence of valid major data. Note: due to the unique curriculum of a few programs, however, this metric does not result in a robust cohort.

COURSE-LEVEL AND PROGRAM-LEVEL SUCCESS MEASURES	
<i>Measure</i>	<i>Definition and Parameters</i>
Course-level Success Measures (Includes all courses in 4-digit subject code)	
Course Completion Rate	Percent of all grades in SUBJ courses that were not W
Enrollee Success Rate	Percent of all grades in SUBJ courses, including withdraw, that were successful (i.e., A, B, C, P)
Completer Success Rate	Percent of all grades in SUBJ courses, excluding withdraw, that were successful (i.e., A, B, C, P)
Program Cohort Success Measures (CTE only)	
Number in cohort	The number of students who attempted at least one program course in the fall or preceding summer term and took 5 or more credits in that program during the same fiscal year.
Cohort Retention Rate in Program	The percent of students in each cohort who took at least one course in the program the subsequent fall term.
Cohort Completion Rate in Program	The percent of students earning at least one award within the given time frame within the program. Completion rates are cumulative; therefore the 4-year completion rate includes all those students who completed earlier.
Program Success Measures	
Awards	The aggregated number of awards earned within a fiscal year for each program broken down by degree level (Associate Degree, Diploma and Certificate) and the total number of awards.
Awards Detail (CTE only)	Awards for a program calculated for a fiscal year broken down by degree title. Awards which are no longer offered by a program are grouped together under the label "Grandfathered Awards" for each award type.
Post-award Success Measures (CTE only)	
<i>Note: Data from MnSCU Graduate Placement Survey. Data are self-reported and responses are collected by award, so some individuals could be included for multiple times for different awards. One response category, students in unrelated employment not seeking additional employment, has been excluded from our calculations because it is extremely low frequency (less than 2% of survey responses) and the majority of these students are liberal arts majors. For programs which only include one SUBJ code, the placement survey data is broken down by award type (Associate awards, Diplomas, and Certificates). For programs which include more than one SUBJ code, the placement survey data is broken down by award.</i>	
Number in Related Employment	Students who report employment, either full-time or part-time, within a field related to his/her degree.
Number Seeking Related Employment	Students who are either unemployed or are employed, but are still searching for a position related to their field of study.
Number Pursuing Education	Students who reported they have enrolled in a school in pursuit of another credential after graduating from MCTC.
Other	Students who are not seeking employment or the response unknown/no response.

Source: MnSCU Operational Data