

2008 CCSSE Report Addendum

Part V: Comparison of MCC Day and Evening Student Responses

Introduction

Mesa Community College (MCC) participated in the *Community College Survey of Student Engagement* (CCSSE) for the first time in spring 2008. The survey was administered to randomly selected sections in which 1,246 completed surveys were collected and sent to CCSSE for processing and analysis.

The last time MCC surveyed students in this manner was the *Student Assessment of the College Environment* (SACE) in fall 2003. The SACE results found statistically significant differences when comparing the responses of day and evening students: day students were generally more positive about their experience at the college. These results, combined with recent evening student enrollment declines prompted further study of the 2008 CCSSE data to compare the responses of day and evening students.

This analysis found that while evening students are as satisfied as day students with their overall experience at MCC, they indicated being less academically challenged and less impacted by their time at the college than day students.

This report serves as an addendum to the 2008 CCSSE Report currently available through the Office of Research and Planning (ORP). For CCSSE methodology and other CCSSE results, please refer to the main CCSSE report.

This addendum will:

- Analyze differences in the respondent profiles of the day and evening student cohorts
- Summarize differences between the responses of students in the day and evening cohorts
- Compare responses of each cohort using the five CCSSE benchmarks

Methodology

As with previous reporting on CCSSE results, it is important to note that an inverse proportion of full-time and part-time students responded to the survey than attend MCC: 64% of the student respondents report attending college full-time, while the college's actual full-time student enrollment is 30% (IPEDS). Only 36% of surveyed students report attending part-time compared to 70% as reported to IPEDS. This inverse representation is a result of the sampling technique and the in-class administration process. For this reason, survey results are either weighted or disaggregated on the full-time/part-time variable so that reports will accurately reflect the underlying student population.

The day and evening student cohorts were created based on students' responses to question 22 of the CCSSE: "When do you most frequently take classes at this college?" This produced a day student cohort size of 891 (644 full-time and 247 part-time) students and an evening student cohort size of 319 (132 full-time and 187 part-time) students. The weighted cohort sizes, as calculated by CCSSE, are 784 day students and 426 evening students.

Results

Respondent Profile

Respondent characteristics of the day and evening cohorts differ slightly. In general, evening students were more educated, were more likely to be married, and were more likely to have dependents in their care. Over a quarter of evening students reported having at least an associate degree, while about one in ten day students reported having similar academic degrees. Nearly 40% of evening students said they were married and over a third reported having children living with them, while 16% of day students reported being married and a fifth indicating they had children living with them.

In addition, differences were present in how evening students reported paying for tuition, their goals in attending MCC, their GPA, and the amount of time spent working for pay. Evening students reported relying on their own income or savings to fund their studies more than any other funding source (61.5%), while day students reported using both their own income/savings and money received from a parent or significant other equally as major funding sources (42.7% and 40.9%, respectively).

When asked about their goals for attending MCC, day students were much more likely to choose transferring to a 4-year university as a primary goal (70.8%) than evening students (46.8%). The most common primary goal for evening students was to obtain or update job-related skills (41.1%), which was a slightly higher number than day students (35.3%). Evening students also reported having a higher GPA than day students, with 25.3% reporting having an “A” compared to 16.5% of day students.

Finally, evening students indicated that they were more than twice as likely to be working a full time job (more than 30 hours per week) than day students (68.5% and 32.5%, respectively).

Day and Evening Cohort Comparisons

The 2003 SACE survey found that day students were more positive than evening students regarding student services and administrative and physical services. The 2008 CCSSE echoes many of those findings. While this section will concentrate on those areas in which day and evening students had statistically significant differences, it is important to note that the overall satisfaction with their experience at MCC remains high for both groups of students: 96.8% of day students and 97.9% of evenings students said that they would recommend MCC to a friend or family member. Also, a vast majority of students in both cohorts described their entire educational experience at MCC as either “good” or “excellent” (92.6% evening and 88.8% day).

Students in both cohorts indicated having favorable relationships with other students, faculty and administrative staff. Over 80% indicated a positive relationship with faculty, more than 70% of respondents indicated a positive relationship with other students, and over half said the same about administrative personnel.

While both cohorts generally gave similar positive responses about their overall experience at MCC, the groups differed significantly in three areas: 1) academic challenge, 2) how much MCC has contributed to advancing their skills and goals, and 3) the importance students place on student services.

Academic Challenge

Evening students were more likely to report being less academically challenged and engaged than day students, even though they reported skipping class less often than day students. For example, 42.4% of evening students reported that they have never made a class presentation and over half reported never working with a classmate outside of class (51.2%). A lower percentage (27.6%) of day students reported

never making a class presentation and 35.0% had never worked with a classmate outside of class. In addition to presentation and collaborative work, nearly a third of evening students said they had not been required to write a paper or report during the current school year, compared to 12.3% of day students.

MCC's contribution to student progress

Next, when asked about how much their experience at MCC contributed to their knowledge, skills, and personal development, the mean scores of students in the evening cohort were significantly lower than those in the day cohort for most of the items, as seen in the table below.

12. How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?		Day Mean	Evening Mean	Significant Difference?	
a.	Acquiring a broad general education	2.91	2.68	*	0.26
b.	Acquiring job or work-related knowledge and skills	2.34	2.32		
c.	Writing clearly and effectively	2.54	2.29	*	0.27
d.	Speaking clearly and effectively	2.51	2.23	*	0.28
e.	Thinking critically and analytically	2.88	2.64	*	0.27
f.	Solving numerical problems	2.66	2.52		
g.	Using computing and information technology	2.65	2.57		
h.	Working effectively with others	2.72	2.47	*	0.27
i.	Learning effectively on your own	2.88	2.84		
j.	Understanding yourself	2.49	2.28	*	0.21
k.	Understanding people of other racial and ethnic backgrounds	2.36	2.08	*	0.28
l.	Developing a personal code of values and ethics	2.20	1.95	*	0.26
m.	Contributing to the welfare of your community	1.92	1.67	*	0.26
n.	Developing clearer career goals	2.51	2.26	*	0.25
o.	Gaining information about career opportunities	2.34	2.07	*	0.26

Importance of Student Services

The last area of the CCSSE in which the day and evening student cohorts varied significantly was in the level of importance each group placed on student services. Once again, evening students mean scores were significantly lower than day students, as seen in the table below.

13.3. How important are the services to you?		Day Mean	Evening Mean	Significant Difference?	
a.	Importance: Academic advising/planning	2.52	2.25	*	0.37
b.	Importance: Career counseling	2.23	2.04	*	0.24
c.	Importance: Job placement assistance	1.94	1.81		
d.	Importance: Peer or other tutoring	2.14	1.89	*	0.31
e.	Importance: Skill labs (writing, math, etc.)	2.16	1.96	*	0.25
f.	Importance: Child care	1.74	1.65		
g.	Importance: Financial aid advising	2.30	2.11	*	0.22
h.	Importance: Computer lab	2.32	2.13	*	0.23
i.	Importance: Student organizations	1.85	1.56	*	0.39

j.	Importance: Transfer credit assistance	2.32	2.09	*	0.27
k.	Importance: Services to students with disabilities	2.04	1.80	*	0.27

Comparison of CCSSE Benchmark Items

CCSSE groups 38 of the engagement items into five “Benchmarks of Effective Educational Practice”: active and collaborative learning, student effort, academic challenge, student-faculty interaction and support for learners. According to CCSSE, these benchmarks “reflect many of the most important aspects of the student experience” and “are some of the most powerful contributors to effective teaching, learning, student retention, and student success.”

While CCSSE provides overall benchmark scores for the total MCC cohort, this figure was not available for day and evening cohorts. So, this section will compare the mean scores of each cohort for each item with the five CCSSE Benchmarks. In general, the mean scores for the evening student cohort were lower than those of the day student cohort.

Active and Collaborative Learning

The active and collaborative learning benchmark consists of seven items about the frequency of students’ participation in academic activities. The day and evening student cohorts differ significantly in three areas. Day students report making class presentations as well as working on assignments outside of class more frequently than evening students. Also, day students indicated a higher level of participation in community-based projects completed as part of a course.

<i>Item</i>	<i>Day Mean</i>	<i>Evening Mean</i>	<i>MCC Mean</i>	<i>Scale</i>
Asked questions in class or contributed to class discussions	2.84	2.91	2.86	Very often (4), Often (3), Sometimes (2), Never (1)
Worked with other students on projects during class	2.65	2.48	2.59	
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	2.58	2.41	2.53	
Made a class presentation	2.11*	1.87	2.02	
Worked with classmates outside of class to prepare class assignments	1.98*	1.73	1.89	
Tutored or taught other students (paid or voluntary)	1.39	1.36	1.38	
Participated in a community-based project as a part of a regular course	1.34*	1.18	1.28	

*Significant Difference (effect size ≥ 0.2)

Student-Faculty Interaction

The student-faculty interaction benchmark consists of eight items about the frequency of contact and communication between students and faculty. The day and evening cohorts gave similar responses for each item in this benchmark.

<i>Item</i>	<i>Day Mean</i>	<i>Evening Mean</i>	<i>MCC Mean</i>	<i>Scale</i>
Received prompt feedback (written or oral) from instructors on your performance	2.63	2.60	2.62	Very often (4), Often (3), Sometimes (2), Never (1)
Used email to communicate with an instructor	2.61	2.50	2.57	
Discussed grades or assignments with an instructor	2.45	2.37	2.42	
Talked about career plans with an instructor or advisor	1.90	1.83	1.88	
Discussed ideas from your readings or classes with instructors outside of class	1.67	1.51	1.62	
Worked with instructors on activities other than coursework	1.36	1.33	1.35	

Academic Challenge

The academic challenge benchmark consists of ten items “addressing the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students and the standards faculty members use to evaluate student performance.” Evening students indicated having a lower number of assigned textbooks, manuals, books, or book-length packs of course readings and a lower number of written papers or reports of any length than the extra-large college cohort.

<i>Item</i>	<i>Day Mean</i>	<i>Evening Mean</i>	<i>MCC Mean</i>	<i>Scale</i>
Worked harder than you thought you could to meet an instructor’s standards or expectations	2.45	2.34	2.42	Very often (4), Often (3), Sometimes (2), Never (1)
Analyzing the basic elements of an idea, experience, or theory	2.88	2.81	2.85	Very much (4), Quite a bit (3), Some (2), Very little (1)
Synthesizing and organizing ideas, information, or experiences in new ways	2.77	2.64	2.72	
Making judgments about the value or soundness of information, arguments, or methods	2.58	2.49	2.54	
Applying theories or concepts to practical problems or in new situations	2.69	2.70	2.70	
Using information you have read or heard to perform a new skill	2.74	2.79	2.76	
Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.69*	2.43	2.60	
Number of written papers or reports of any length	2.58*	2.12	2.42	
Mark the response that best represents the extent to which your examinations during the current school year have challenged you to do your best work <u>at this college</u> .	4.86	4.63	4.79	Extremely challenging (7) – Extremely easy (1)
Encouraging you to spend significant amounts of time studying	2.89*	2.70	2.82	Very much (4), Quite a bit (3), Some (2), Very little (1)

*Significant Difference (effect size ≥ 0.2)

Support for Learners

The support for learners benchmark consists of seven items designed to measure students' perceptions of how much the college emphasizes "services targeted to assist them with academic and career planning, academic skill development and other issues that may affect both learning and retention." Day students felt that the college provided more support to help them succeed than evening students.

<i>Item</i>	<i>Day Mean</i>	<i>Evening Mean</i>	<i>MCC Mean</i>	<i>Scale</i>
Providing the support you need to help you succeed at this college	2.93*	2.70	2.85	Very much (4), Quite a bit (3), Some (2), Very little (1)
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.46	2.32	2.41	
Providing the financial support you need to afford your education	2.19	1.99	2.12	
Providing the support you need to thrive socially	2.03	1.86	1.97	
Helping you cope with your non-academic responsibilities (work, family, etc.)	1.83	1.71	1.80	
Frequency: Academic advising/planning	1.74	1.63	1.70	Don't know (0), Rarely/Never (1), Sometimes (2), Often (3)
Frequency: Career counseling	1.34	1.29	1.32	

*Significant Difference (effect size ≥ 0.2)

Student Effort

The student effort benchmark consists of eight items measuring student behavior. The mean scores for each item in this benchmark are similar or slightly lower than the scores of the national comparison cohort.

<i>Item</i>	<i>Day Mean</i>	<i>Evening Mean</i>	<i>MCC Mean</i>	<i>Scale</i>
Prepared two or more drafts of a paper or assignment before turning it in	2.34	2.16	2.26	Very often (4), Often (3), Sometimes (2), Never (1)
Worked on a paper or project that required integrating ideas or information from various sources	2.74*	2.41	2.62	
Came to class without completing readings or assignments	1.97	1.86	1.93	
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.05	2.02	2.04	None (1), 1-4 (2), 5-10 (3), 11-20 (4), More than 20 (5)
Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	1.88	1.69	1.82	None (0), 1-5 (1), 6-10 (3), 11-20 (4), 21-30 (4), More than 30 (5)
Frequency: Peer or other tutoring	1.46	1.32	1.41	Don't know (0), Rarely/Never (1), Sometimes (2), Often (3)
Frequency: Skill labs (writing, math, etc.)	1.70	1.60	1.67	
Frequency: Computer lab	1.93	1.85	1.89	

*Significant Difference (effect size ≥ 0.2)