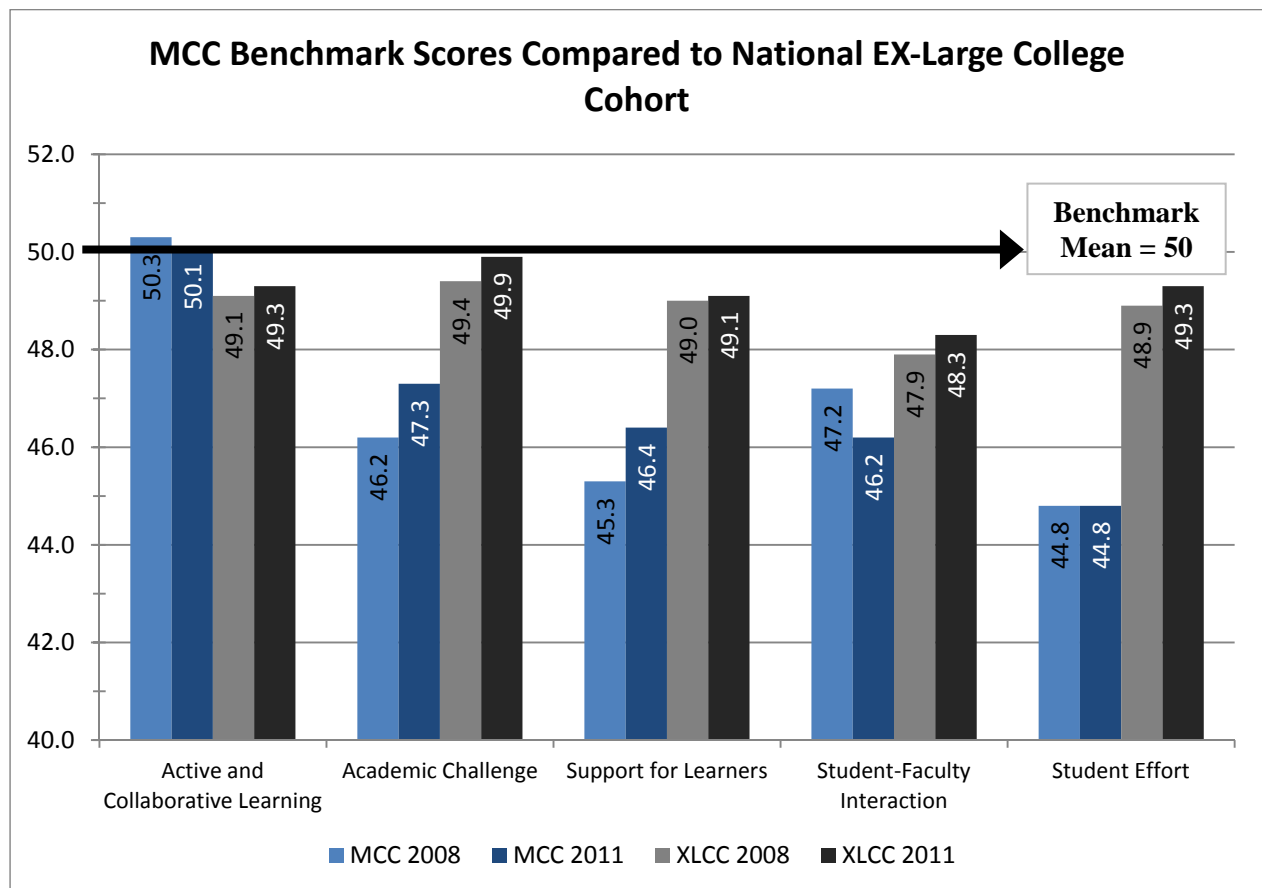


## Part IV: MCC Results Compared to National Extra-large College Cohort

MCC's total benchmark scores are lower than those of XLCC for four of the five areas; however, the benchmark comparison does not tell the whole story. Few individual items within these benchmarks are flagged by CCSSE as statistically significant, so MCC may be performing more similarly to the XLCC on an item by item basis than the overall benchmark scores indicate. CCSSE encourages colleges to take a closer look at items with statistical significance, as this indicates "a difference to be worthy of further investigation." MCC falls below the XLCC on the following four items:

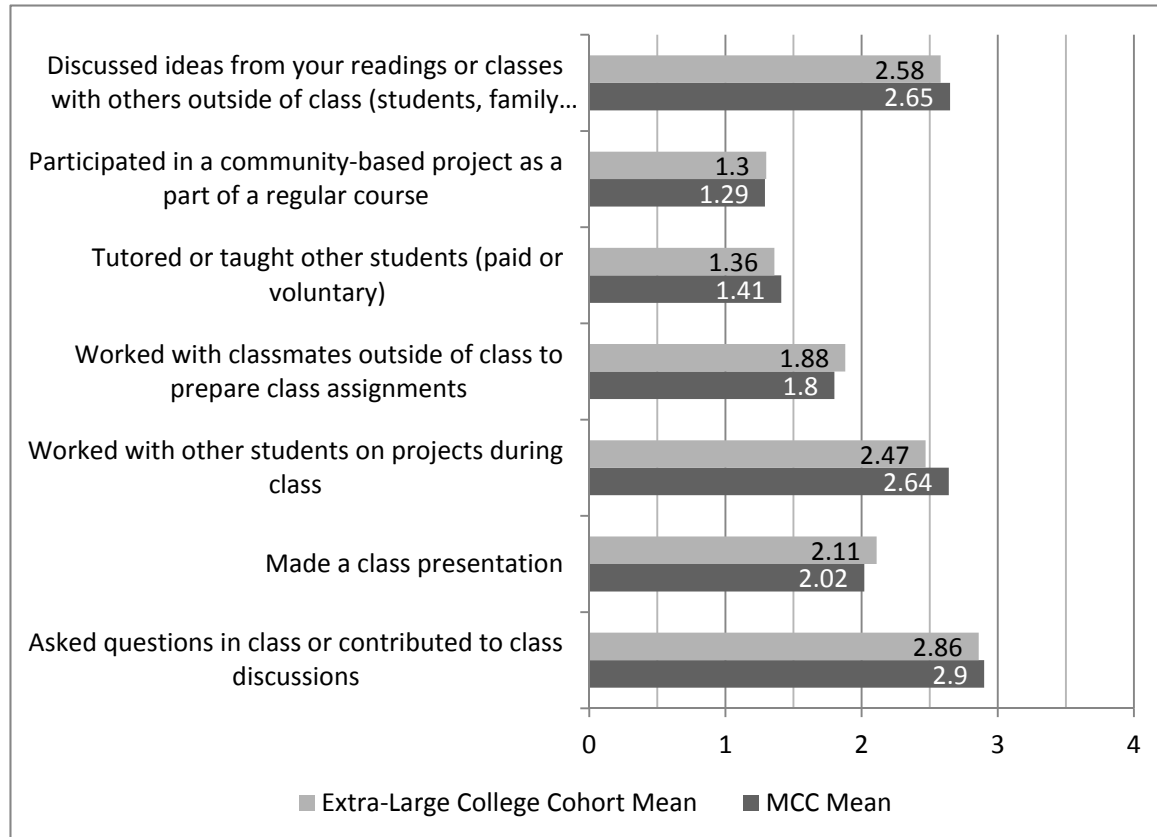
- MCC students report writing fewer papers or reports than the XLCC mean.
- MCC students indicate they use career counseling less frequently and are less satisfied with this service than the XLCC mean.
- MCC students report using computer labs less frequently than the XLCC mean.

In addition, MCC outperforms 60% of other colleges in the XLCC in the Active and Collaborative Learning Benchmark, but the college scored in the bottom third of benchmark results compared to the XLCC in the other four benchmark areas.



## Active and Collaborative Learning

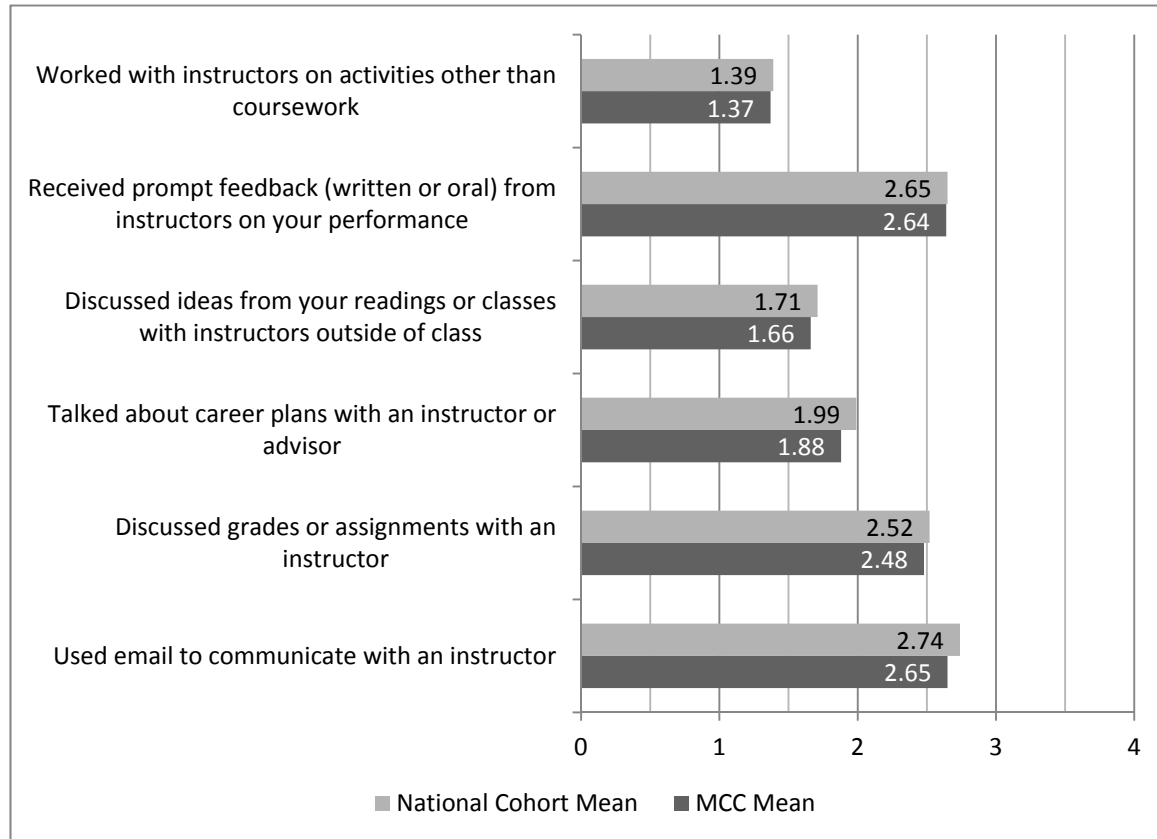
The active and collaborative learning benchmark consists of seven items about the frequency of students' participation in academic activities. The mean scores for each item in this benchmark compare favorably with the scores of the national comparison cohort.



<i>Item</i>	<i>MCC Mean</i>	<i>National Cohort Mean</i>	<i>Difference</i>	<i>Scale</i>
Asked questions in class or contributed to class discussions	2.90	2.86	+0.04	Very often (4), Often (3), Sometimes (2), Never (1)
Made a class presentation	2.02	2.11	-0.09	
Worked with other students on projects during class	2.64	2.47	+0.17	
Worked with classmates outside of class to prepare class assignments	1.80	1.88	-0.08	
Tutored or taught other students (paid or voluntary)	1.41	1.36	+0.05	
Participated in a community-based project as a part of a regular course	1.29	1.30	-0.01	
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	2.65	2.58	+0.07	

## Student-Faculty Interaction

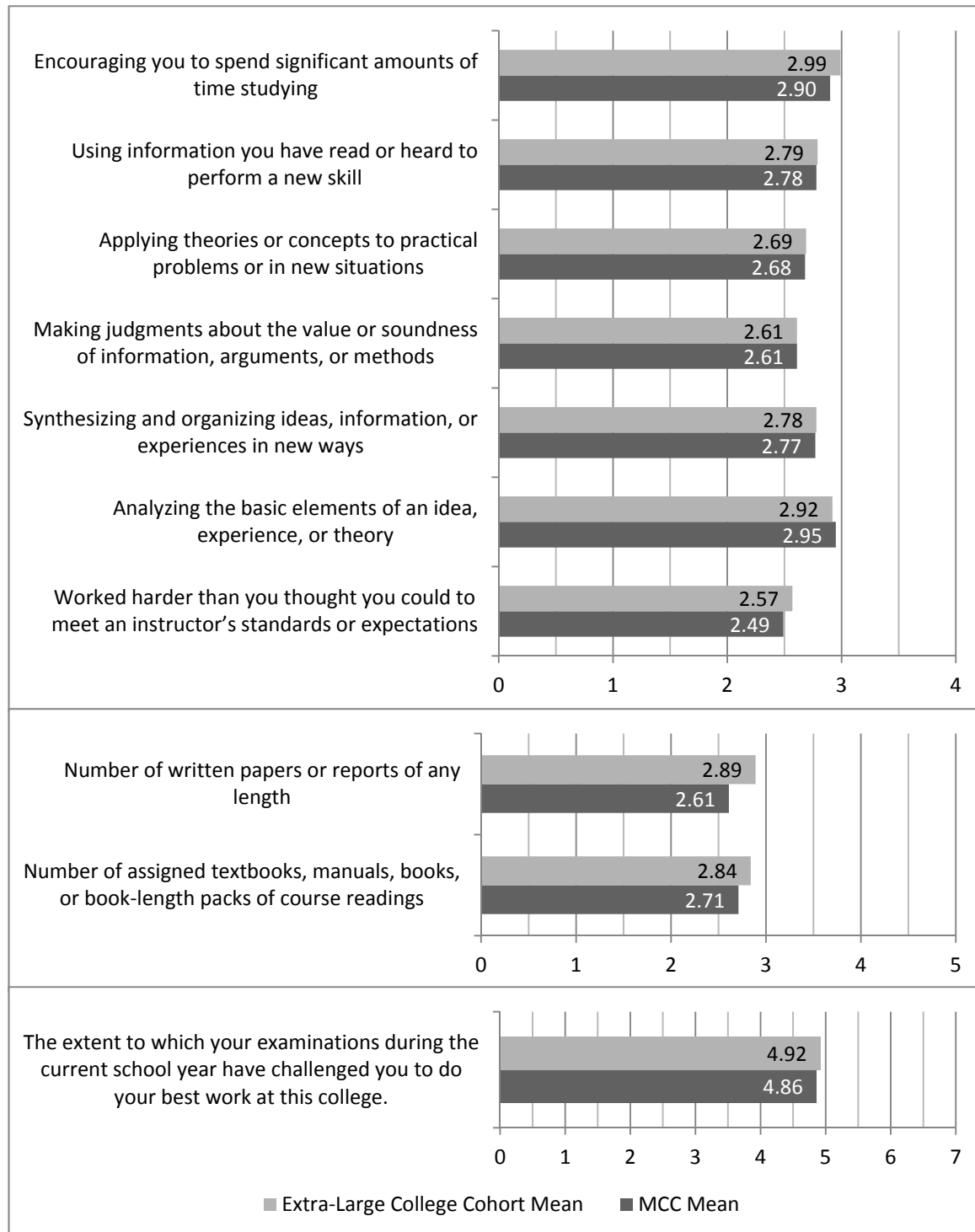
The student-faculty interaction benchmark consists of eight items about the frequency of contact and communication between students and faculty. MCC's scores closely mirror those of the national extra-large college cohort on all items in this benchmark.



<i>Item</i>	<i>MCC Mean</i>	<i>National Cohort Mean</i>	<i>Difference</i>	<i>Scale</i>
Used email to communicate with an instructor	2.65	2.74	-0.09	Very often (4), Often (3), Sometimes (2), Never (1)
Discussed grades or assignments with an instructor	2.48	2.52	-0.04	
Talked about career plans with an instructor or advisor	1.88	1.99	-0.11	
Discussed ideas from your readings or classes with instructors outside of class	1.66	1.71	-0.06	
Received prompt feedback (written or oral) from instructors on your performance	2.64	2.65	-0.01	
Worked with instructors on activities other than coursework	1.37	1.39	-0.02	

## 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.” MCC scores are similar to those of the XLCC for all but one question: MCC students indicated writing fewer papers or reports than the XLCC average.



**Academic Challenge Cont.**

<i>Item</i>	<i>MCC Mean</i>	<i>National Cohort Mean</i>	<i>Difference</i>	<i>Scale</i>
Worked harder than you thought you could to meet an instructor's standards or expectations	2.49	2.57	-0.08	Very often (4), Often (3), Sometimes (2), Never (1)
Analyzing the basic elements of an idea, experience, or theory	2.95	2.92	+0.03	Very much (4), Quite a bit (3), Some (2), Very little (1)
Synthesizing and organizing ideas, information, or experiences in new ways	2.77	2.78	-0.01	
Making judgments about the value or soundness of information, arguments, or methods	2.61	2.61	0.00	
Applying theories or concepts to practical problems or in new situations	2.68	2.69	-0.01	
Using information you have read or heard to perform a new skill	2.78	2.79	-0.01	
Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.71	2.84	-0.13	None (1), 1-4 (2), 5-10 (3), 11-20 (4), More than 20 (5)
Number of written papers or reports of any length	2.61	<b>2.89*</b>	-0.28*	
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	4.92	-0.06	Extremely challenging (7) – Extremely easy (1)
Encouraging you to spend significant amounts of time studying	2.90	2.99	-0.09	Very much (4), Quite a bit (3), Some (2), Very little (1)

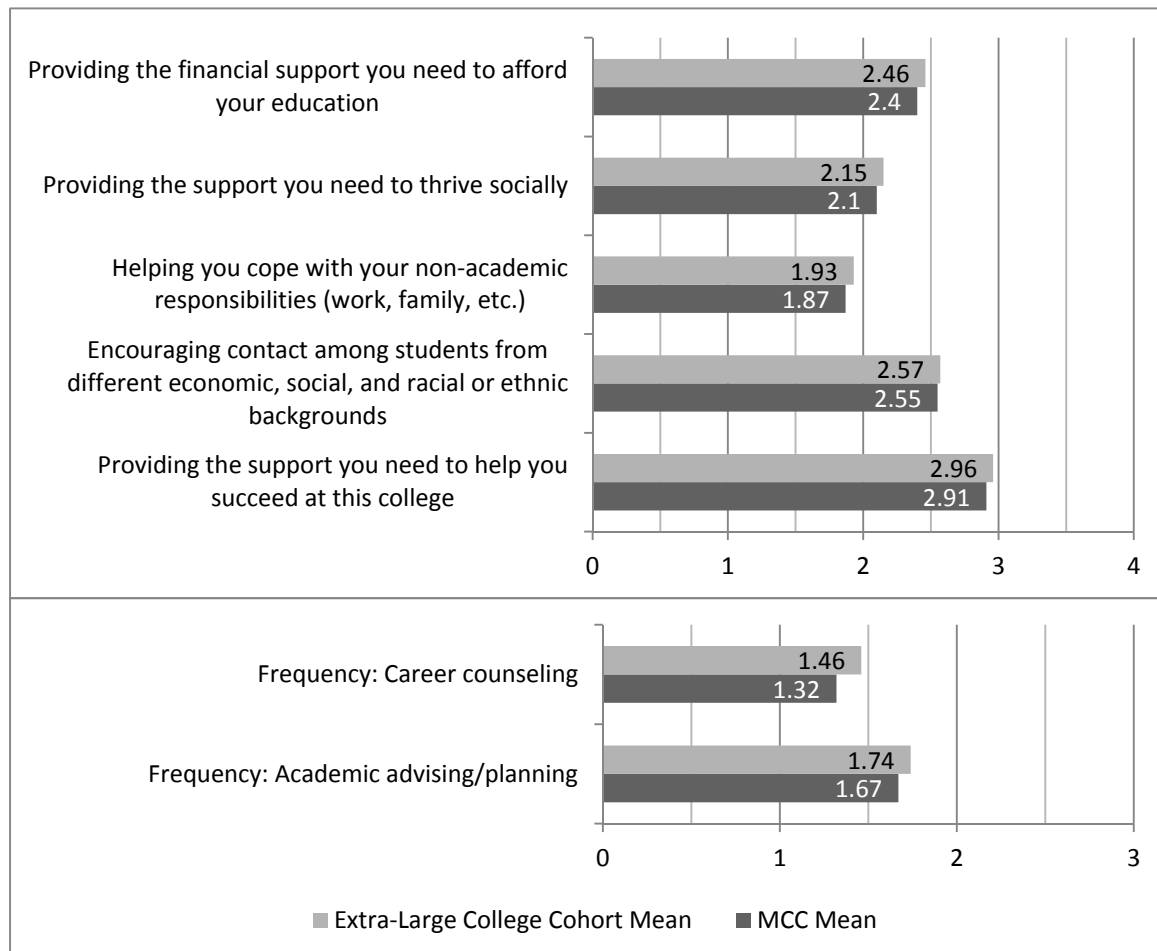
\*Significant Difference (effect size  $\geq 0.2$ )

## 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 assists them with academic and career planning, academic skill development and other issues that may affect both learning and retention." MCC students indicated using career counseling less than students in the national comparison cohort.

<i>Item</i>	<i>MCC Mean</i>	<i>National Cohort Mean</i>	<i>Difference</i>	<i>Scale</i>
Providing the support you need to help you succeed at this college	2.91	2.96	-0.05	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	2.55	2.57	-0.02	
Helping you cope with your non-academic responsibilities (work, family, etc.)	1.87	1.93	-0.06	
Providing the support you need to thrive socially	2.10	2.15	-0.05	
Providing the financial support you need to afford your education	2.40	2.46	-0.06	
Frequency: Academic advising/planning	1.67	1.74	-0.07	Don't know (0), Rarely/Never (1), Sometimes (2), Often (3)
Frequency: Career counseling	1.32	<b>1.46*</b>	-0.14	

\*Significant Difference (effect size  $\geq 0.2$ )



## Student Effort

The student effort benchmark consists of eight items measuring student behavior. MCC students use computer labs less often than students in the XLCC.

<i>Item</i>	<i>MCC Mean</i>	<i>National Cohort Mean</i>	<i>Difference</i>	<i>Scale</i>
Prepared two or more drafts of a paper or assignment before turning it in	2.32	2.52	-0.20	Very often (4), Often (3), Sometimes (2), Never (1)
Worked on a paper or project that required integrating ideas or information from various sources	2.68	2.79	-0.11	
Came to class without completing readings or assignments	1.91	1.85	+0.06	
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.11	2.12	-0.01	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)	1.92	1.94	-0.02	None (0), 1-5 (1), 6-10 (3), 11-20 (4), 21-30 (4), More than 30 (5)
Frequency: Peer or other tutoring	1.52	1.49	+0.03	Don't know (0), Rarely/Never (1), Sometimes (2), Often (3)
Frequency: Skill labs (writing, math, etc.)	1.67	1.71	-0.04	
Frequency: Computer lab	1.84	<b>2.04*</b>	-0.20	

\*Significant Difference (effect size  $\geq 0.2$ )

