

Part III: MCC Results Compared to National Extra-large College Cohort (XLCC)

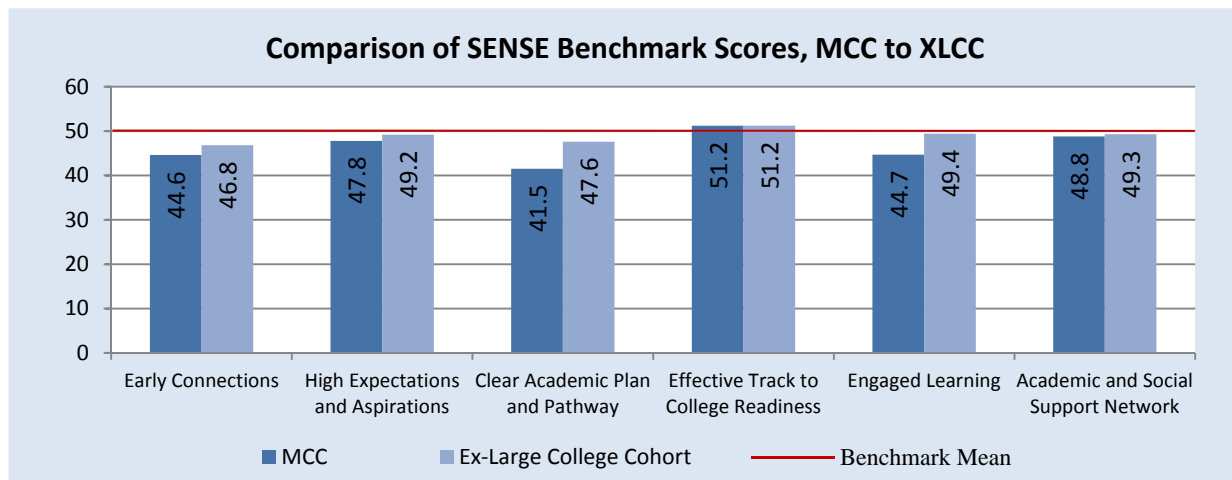
At face value, MCC compares favorably to the XLCC in the areas of Effective Track to College Readiness and Academic and Social Support Network, but MCC performs noticeably below the XLCC in the benchmarks of Clear Academic Plan/Pathway and Engaged Learning. In addition, MCC benchmark scores are reasonably close to the XLCC in the benchmarks of Early Connections and High Expectations and Aspirations.

While the overall benchmark scores paint a picture of how MCC compares to the XLCC as a whole, decile rankings help show where MCC scores are situated within the range of scores for all XLCC colleges. MCC scored higher than 50% of other XLCC colleges in two benchmarks: Effective Track to College Readiness and High Expectations and Aspirations. However, MCC scored lower than 60% of other XLCC colleges in the Early Connections and Academic/Social Support Network benchmarks; lower than 80% in the Clear Academic Plan/Pathway benchmark; and lower than 90% in the Engaged Learning benchmark.

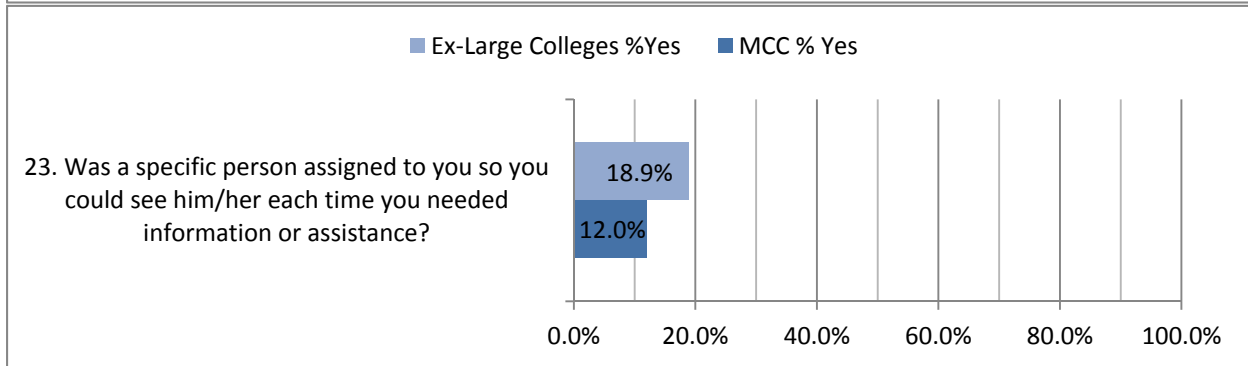
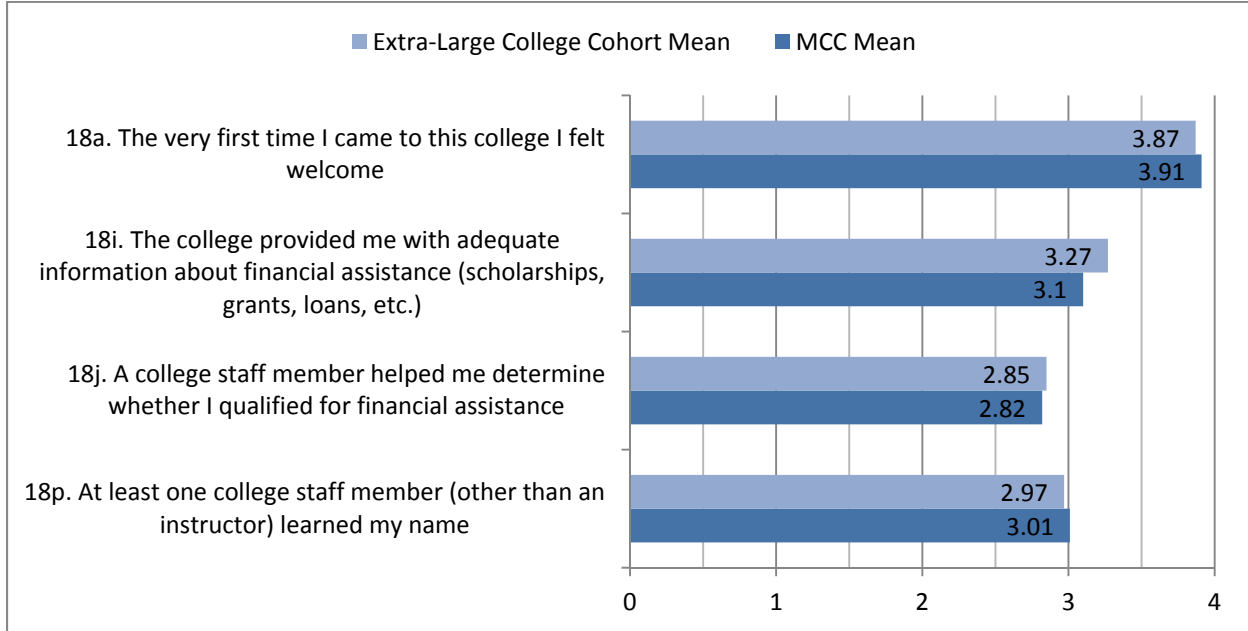
Benchmark	MCC Score	XLCC Score	Difference	MCC Decile Rank
Effective Track to College Readiness	51.2	51.2	0.0	50 th
High Expectations and Aspirations	47.8	49.2	-1.4	50 th
Academic and Social Support Network	48.8	49.3	-0.6	30 th
Early Connections	44.6	46.8	-2.2	30 th
Clear Academic Plan and Pathway	41.5	47.6	-6.0	10 th
Engaged Learning	44.7	49.4	-4.7	<10 th

Finally, drilling down to the individual items within each benchmark shows that MCC may be performing more similarly to the XLCC on an item by item basis than the overall benchmark scores indicate. Only three items meet the stringent SENSE definitions of statistical significance between MCC and the XLCC. CCCSE encourages colleges to take a closer look at items with statistical significance, as this indicates “a difference to be worthy of further investigation.” MCC scores below the XLCC on the following three items, which fall under the Clear Academic Plan and Pathway and Engaged Learning benchmarks:

- I was able to meet with an academic advisor at times convenient for me
- An advisor helped me to identify the courses I needed to take during my first semester/quarter
- Frequency of computer lab usage

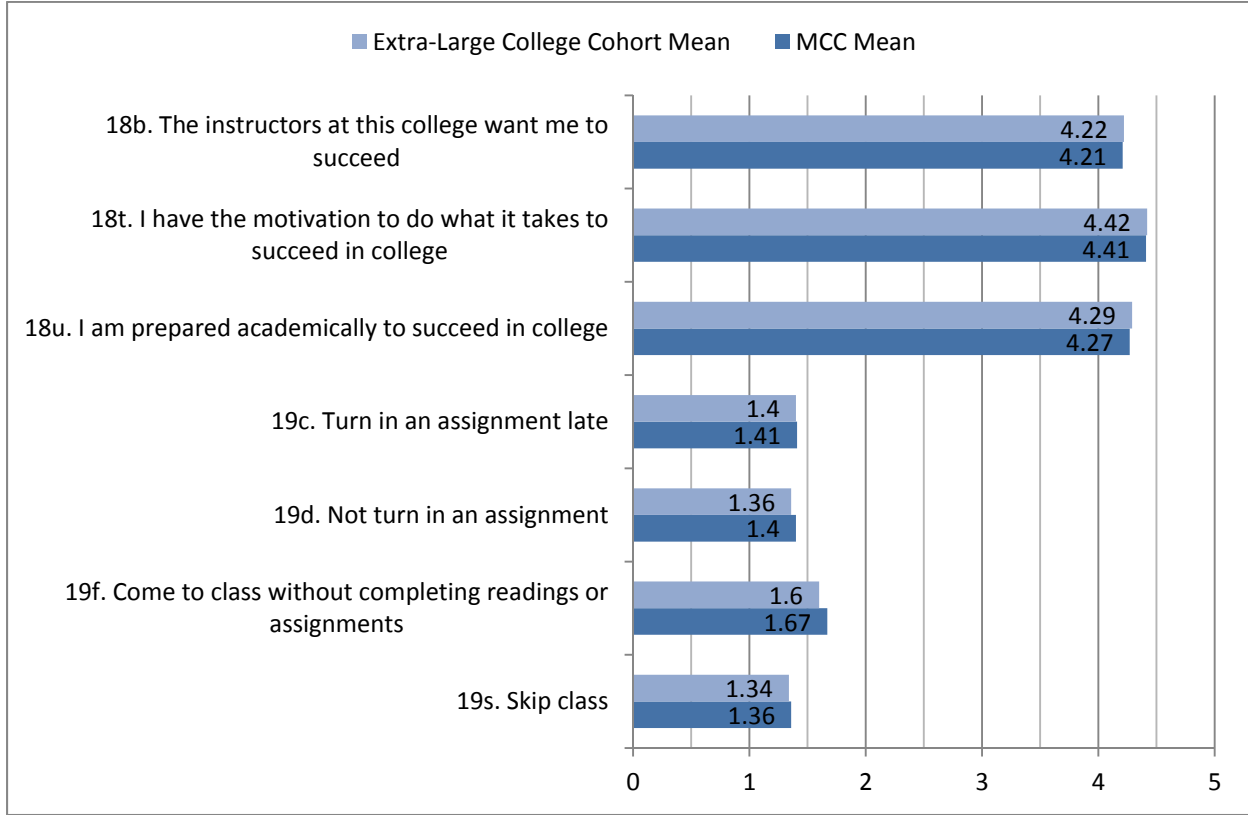


Early Connections



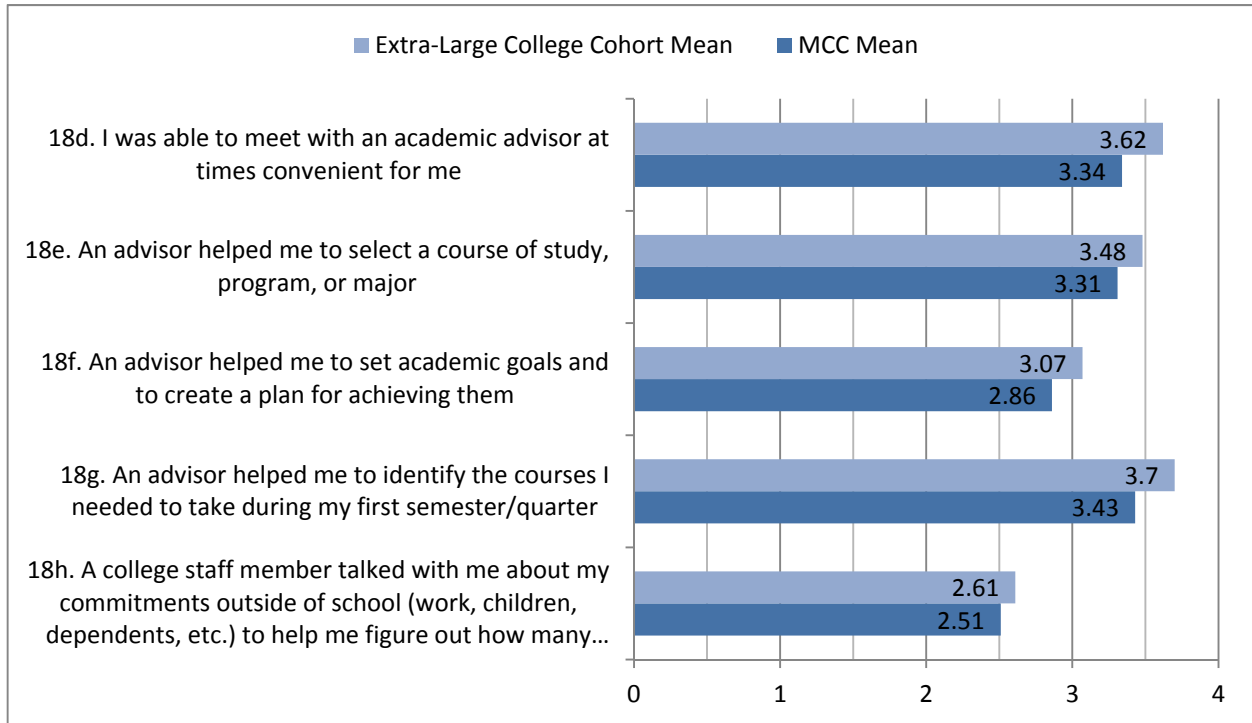
Item	MCC Mean	Ex-Large Colleges Mean	Difference	Scale
18a. The very first time I came to this college I felt welcome	3.91	3.87	0.04	Strongly agree (5), Agree (4), Neutral (3), Disagree (2), Strongly disagree (1)
18i. The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.)	3.10	3.27	-0.17	
18j. A college staff member helped me determine whether I qualified for financial assistance	2.82	2.85	-0.03	
18p. At least one college staff member (other than an instructor) learned my name	3.01	2.97	0.04	
Item	MCC % Yes	Ex-Large Colleges % Yes	Difference	Scale
23. Was a specific person assigned to you so you could see him/her each time you needed information or assistance?	12.0%	18.9%	-6.9%	Yes/No

High Expectations and Aspirations



<i>Item</i>	<i>MCC Mean</i>	<i>Ex-Large Colleges Mean</i>	<i>Difference</i>	<i>Scale</i>
18b. The instructors at this college want me to succeed	4.21	4.22	-0.01	Strongly agree (5), Agree (4), Neutral (3), Disagree (2), Strongly disagree (1)
18t. I have the motivation to do what it takes to succeed in college	4.41	4.42	-0.01	
18u. I am prepared academically to succeed in college	4.27	4.29	-0.02	
19c. Turn in an assignment late	1.41	1.40	0.01	Four or more times (4), Two or three times (3), Once (2), Never (1)
19d. Not turn in an assignment	1.40	1.36	0.04	
19f. Come to class without completing readings or assignments	1.67	1.60	0.07	
19s. Skip class	1.36	1.34	0.02	

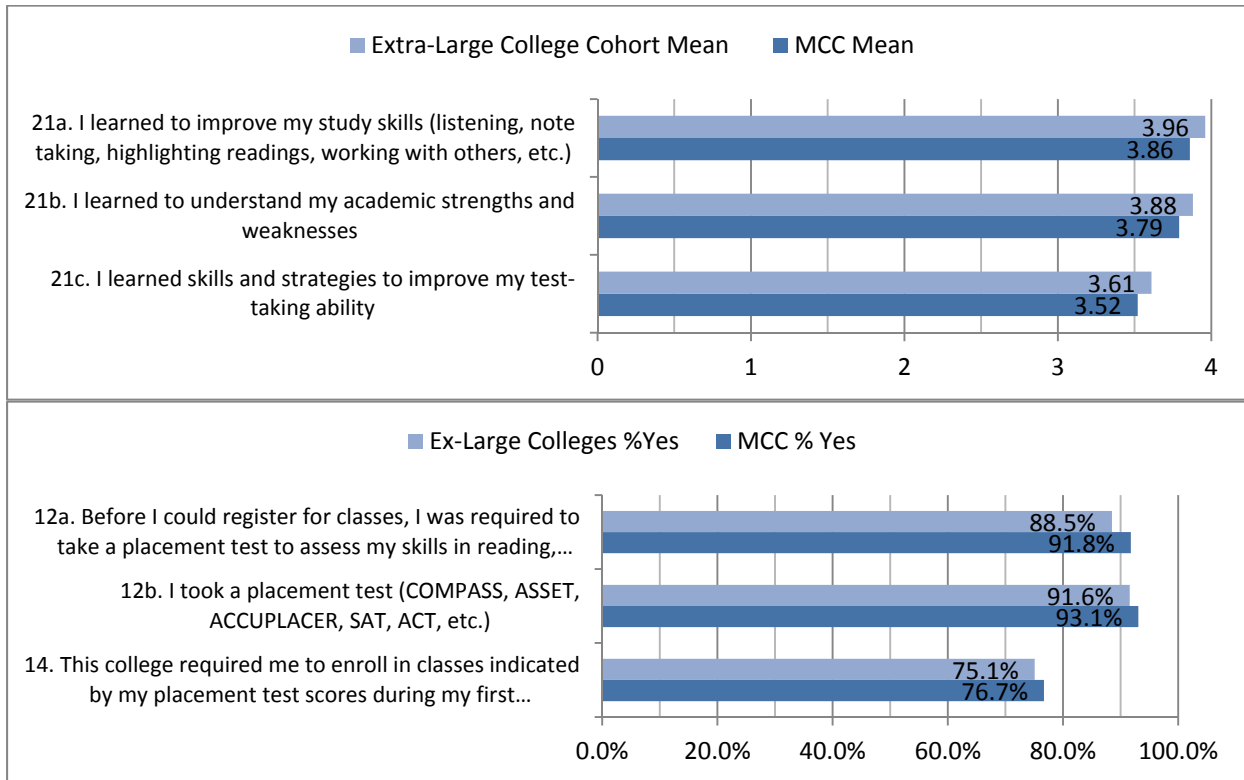
Clear Academic Plan and Pathway



<i>Item</i>	<i>MCC Mean</i>	<i>Ex-Large Colleges Mean</i>	<i>Difference</i>	<i>Scale</i>
18d. I was able to meet with an academic advisor at times convenient for me	3.34	3.62	-0.28*	Strongly agree (5), Agree (4), Neutral (3), Disagree (2), Strongly disagree (1)
18e. An advisor helped me to select a course of study, program, or major	3.31	3.48	-0.17	
18f. An advisor helped me to set academic goals and to create a plan for achieving them	2.86	3.07	-0.21	
18g. An advisor helped me to identify the courses I needed to take during my first semester/quarter	3.43	3.70	-0.27*	
18h. A college staff member talked with me about my commitments outside of school (work, children, dependents, etc.) to help me figure out how many courses to take	2.51	2.61	-0.1	

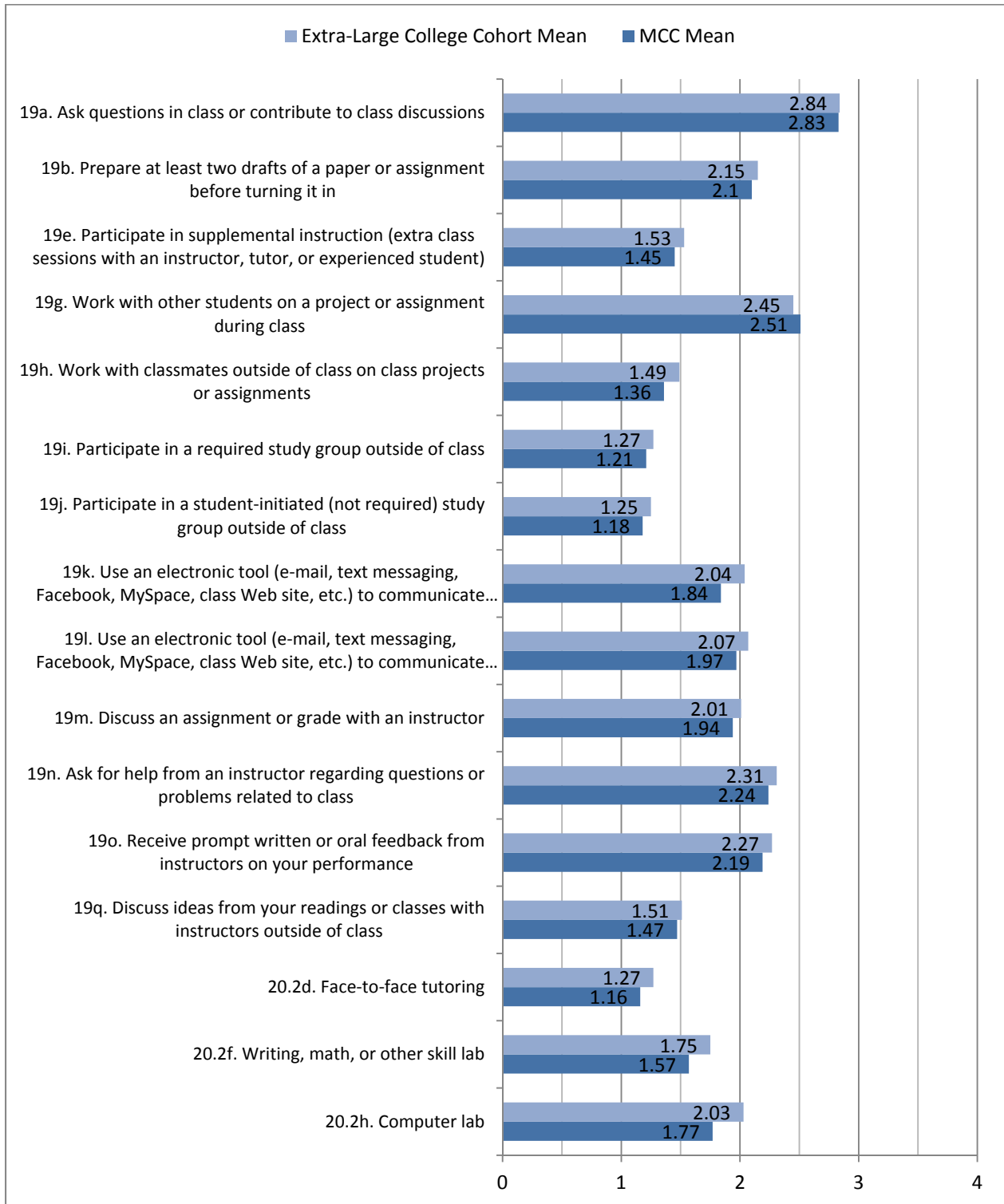
***Significant Difference (p < 0.01 and effect size > 0.20)**

Effective Track to College Readiness



<i>Item</i>	<i>MCC Mean</i>	<i>Ex-Large Colleges Mean</i>	<i>Difference</i>	<i>Scale</i>
21a. I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.)	3.86	3.96	-0.1	Strongly agree (5), Agree (4), Neutral (3), Disagree (2), Strongly disagree (1)
21b. I learned to understand my academic strengths and weaknesses	3.79	3.88	-0.09	
21c. I learned skills and strategies to improve my test-taking ability	3.52	3.61	-0.09	
<i>Item</i>	<i>MCC % Yes</i>	<i>Ex-Large Colleges %Yes</i>	<i>Difference</i>	<i>Scale</i>
12a. Before I could register for classes, I was required to take a placement test (COMPASS, ASSET, ACCUPLACER, SAT, ACT, etc.) to assess my skills in reading, writing, and/or math	91.8%	88.5%	3.3%	Yes/No
12b. I took a placement test (COMPASS, ASSET, ACCUPLACER, SAT, ACT, etc.)	93.1%	91.6%	1.5%	
14. This college required me to enroll in classes indicated by my placement test scores during my first semester/quarter	76.7%	75.1%	1.6%	

Engaged Learning

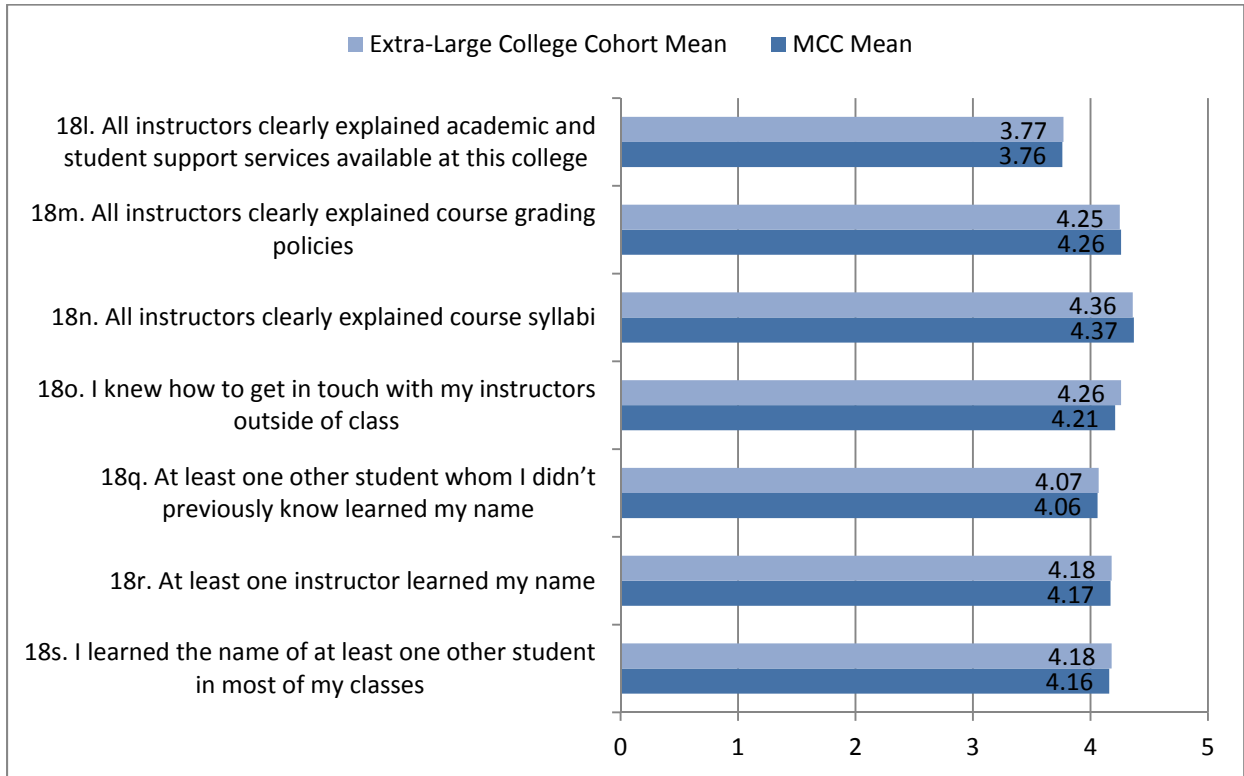


Engaged Learning (continued)

<i>Item</i>	<i>MCC Mean</i>	<i>Ex-Large Colleges Mean</i>	<i>Difference</i>	<i>Scale</i>
19a. Ask questions in class or contribute to class discussions	2.83	2.84	-0.01	Four or more times (4), Two or three times (3), Once (2), Never (1)
19b. Prepare at least two drafts of a paper or assignment before turning it in	2.10	2.15	-0.05	
19e. Participate in supplemental instruction (extra class sessions with an instructor, tutor, or experienced student)	1.45	1.53	-0.08	
19g. Work with other students on a project or assignment during class	2.51	2.45	0.06	
19h. Work with classmates outside of class on class projects or assignments	1.36	1.49	-0.13	
19i. Participate in a required study group outside of class	1.21	1.27	-0.06	
19j. Participate in a student-initiated (not required) study group outside of class	1.18	1.25	-0.07	
19k. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with another student about coursework	1.84	2.04	-0.2	
19l. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with an instructor about coursework	1.97	2.07	-0.1	
19m. Discuss an assignment or grade with an instructor	1.94	2.01	-0.07	
19n. Ask for help from an instructor regarding questions or problems related to class	2.24	2.31	-0.07	
19o. Receive prompt written or oral feedback from instructors on your performance	2.19	2.27	-0.08	
19q. Discuss ideas from your readings or classes with instructors outside of class	1.47	1.51	-0.04	
20.2d. Frequency: Face-to-face tutoring	1.16	1.27	-0.11	Four or more times (4), Two or three times (3), Once (2), Never (1)
20.2f. Frequency: Writing, math, or other skill lab	1.57	1.75	-0.18	
20.2h. Frequency: Computer lab	1.77	2.03	-0.26*	

*Significant Difference ($p < 0.01$ and effect size > 0.20)

Academic and Social Support



<i>Item</i>	<i>MCC Mean</i>	<i>Ex-Large Colleges Mean</i>	<i>Difference</i>	<i>Scale</i>
18l. All instructors clearly explained academic and student support services available at this college	3.76	3.77	-0.01	Strongly agree (5), Agree (4), Neutral (3), Disagree (2), Strongly disagree (1)
18m. All instructors clearly explained course grading policies	4.26	4.25	0.01	
18n. All instructors clearly explained course syllabi	4.37	4.36	0.01	
18o. I knew how to get in touch with my instructors outside of class	4.21	4.26	-0.05	
18q. At least one other student whom I didn't previously know learned my name	4.06	4.07	-0.01	
18r. At least one instructor learned my name	4.17	4.18	-0.01	
18s. I learned the name of at least one other student in most of my classes	4.16	4.18	-0.02	