

## Part I: Respondent Profile

### MCC Respondent Profile

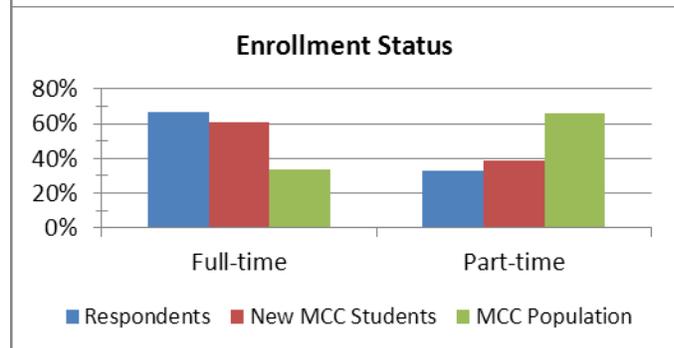
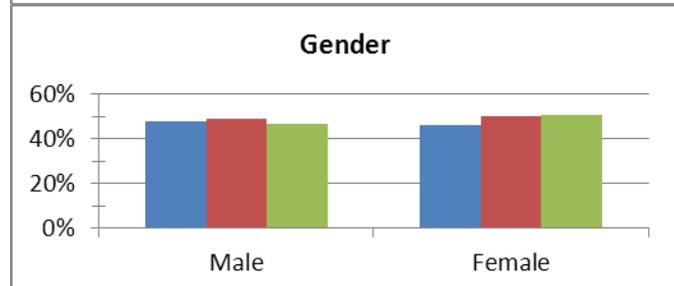
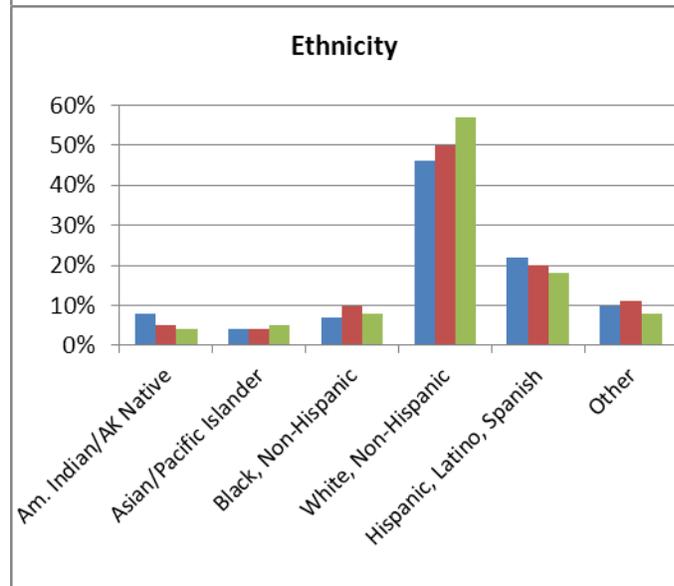
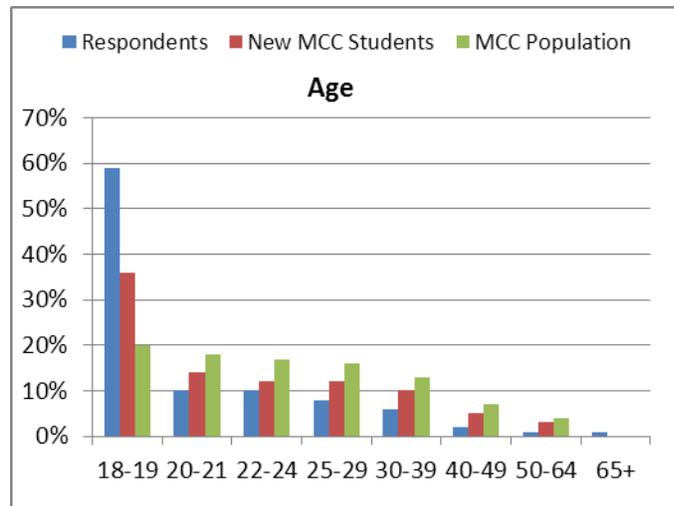
The charts to the right compare the respondent profile of the 2011 MCC *SENSE* sample to the actual overall and new student populations for MCC at 45<sup>th</sup> day fall 2011.

Since the *SENSE* targets entering students, the demographics of the sample are different from the general MCC student population. The entering student sample is much younger than the overall student body. In fact, the 18-19 age group from the sample is nearly three times larger than the actual MCC 18-19 aged population. In addition, the *SENSE* sample is more diverse, with noticeably fewer students identifying as White. Increases are noticeable among Hispanics and American Indians.

Next, even when compared to the demographics of the actual new student population, the *SENSE* sample still overstates the 18-19 age group and non-white population. This is likely due to the survey administration methodology that tends to target traditional, full-time students at a higher rate than part-time students.

When asked about their goals for attending MCC, students indicated slightly more interest in obtaining an associate degree (85%) than in transferring to a 4-year college or university (79%) or completing a certificate program (65%). Students were allowed to indicate interest in more than one goal.

On a more personal level, about one in ten students in the sample are married (11%) and almost one-fifth have children under their care (19%). In addition, one-quarter of respondents report working full-time (more than 30 hours per week) and another 15% said they work 21-30 hours per week. Finally, the share of students in the sample and in the MCC population reporting English as their native (first) language is identical (83%).



## Extra-Large College Cohort Profile

The charts to the right compare the general populations of MCC to the XLCC. Data for survey respondents of the comparison cohort was unavailable.

MCC's population is slightly less diverse than that of the extra-large college cohort; MCC has more White and American Indian students while the comparison cohort has more students who identify as Black or Hispanic. Also, the XLCC cohort has more non-native English speakers than MCC, 20% to 17%, respectively.

While the age breakouts are similar, MCC has more students aged 20-29, but the comparison cohort has more students with ages under 20 and 30-39. Both populations have similar number of students above age 40.

In regards to student goals, XLCC students are slightly less award focused than MCC students: 56% of XLCC students intend to complete a certificate compared to 65% of MCC students and 80% intend to obtain an associate degree compared to 85% of MCC respondents. The share of students indicating they wish to transfer is similar between the groups.

Next, similar proportions of students in the MCC and XLCC samples are married, have children, or work a full-time job. Slightly more XLCC students reported not working at all than MCC students (40% to 35%, respectively).

Finally, when students were asked about their high school math history, entering XLCC students were more likely to report taking math every year in high school than entering MCC students (76% to 60%, respectively), and more XLCC respondents reported taking a math course during their senior year of high school (69% XLCC to 55% MCC).

