Student Perceptions of their Educational and Personal Gains, Academic Challenge, and Student Effort— as influenced by student characteristics

- Students of color perceived themselves as more challenged, etc. than white students. Do the multicultural clubs and activities have an impact on this? Can it be leveraged with other groups? How many minority students are part time students or full time students? If many are full time, that might make a difference.
- Interesting that students who have earned 30+ credits say that they are not encouraged to spend significant amounts of time studying and are coming to class unprepared. Are we lowering our expectations? Can instructors encourage more homework completion if there are mini quizzes in each class? This would be very time consuming however. Can we use positive peer pressure by using more team activities based on homework?
- Students acknowledge emphasis on assignments related to writing and reports. They see their growth in the following areas: (1) broad general education, (2) writing clearly and effectively and (3) thinking critically and analytically. Need to make more explicit connections of academic activities, (i.e. writing) to job preparation. Are some school systems preparing students better than others? Is that why some students work harder?
- Low level of preparedness for class
- High perception of academic challenge. Difference in perceptions of educational and personal gains from African American and Hispanic as compared with Caucasians.
- More gains perceived by full time students
- More gains perceived by students who have earned > 30 credits
- Given MCC’s emphasis on service learning and civic engagement, surprised at perceived low levels of contribution to the community
- Students are encouraged to spend significant amounts of time studying
- Students feel challenged
- Encouraging synthesis, new ideas
- Applying theories and concepts to practical problems
- Independent learning
- Clear career goals
- Expansion - Target part time students, start from first course, focus more on technology, offer more opportunities
- Would like to see more information on attendance and student perceptions of college as different from high school. What is included in preparation? How does it differ by major?
- Interested in demographics and sub-groups - Are students of color more likely to be full time? Are they involved in campus activities? Could this be because of immigration? Are they working harder because they appreciate it more?
What in the data demonstrates we are having a positive impact on student educational and personal growth? Communication
Do more in class to relate classroom work to personal and career growth
Interested in knowing more about how schools are preparing students for college work
Why do part time students feel so differently about things than full time? Would like to see the data disaggregated by age. Is it that their hours spent at MCC are a very small percent of their time?
Non-white students feel that the college has contributed significantly to their development of skills. Our support services, like TRIO, targeting first generation college students, are having an impact. We are affirming them and supporting them as college students.
Would like to see data disaggregated by campus, by full time/part time faculty, by level of perceived challenge and academic progress
Why first 30 credit students not feeling academically challenged and not spending lots of time on their work? We are concerned about lack of perceived academic challenge for 1st year students.
Student preparation for class! We would like to know more! How much time do they spend preparing for an individual class (not clear from ranges provided) How do they spend that time? How do they feel about that? Number of books read for pleasure? What is time frame? Semesters? Years? Weeks?
Seems full time students are getting better value in all areas
Overall African Americans and Hispanics feeling well served by the college, better then Caucasians
Contributing to the welfare of your community- 1.99! Surprisingly low considering service learning opportunities available.
Students reported being encouraged to spend significant amounts of time studying; however, preparing for class numbers are dismal.
What in the data demonstrates we are having a positive impact on student educational and personal growth? Students feel that they are getting a good education.
Requiring a broad general knowledge. 3.24- Better than expected.
Student perceptions of their gains in developing clearer career goals are better then expected given the resources we have. This is an area where there is an opportunity to focus on part time students not connected to advisors
Break down by how many students have classes on weekend, online, Bedford, Lowell, students who started at MCC at developmental level.
Full time part time distinctions right down the line
Student effort, why so little change in students with <30 credits compared to students with >30 credits?
Underrepresented (minority) students preparing drafts – are they referred to and use more services?
Would like to see the data by age and gender and more information about minority students – such as breakdown by credits earned
Why are white students lowest across the board?
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- Why do part-timers have lower percent re: acquiring job/work knowledge skills?
- Why do white students have lowest percent- regarding the development of a code of values?
- Are minority students “cohorting” re: engagement and in connection to under-r- students perceptions regarding effort, meeting goal
- Positive impact on African American students overall
- Self affirmation of work performed by Hispanics
- African Americans higher percent of effort
- Why do all underrepresented minority groups feel more encouraged to study more than white students? Because support services, caring faculty, or targeted/profiled?
- Perceptions around “challenging” exams for students with <30 credit hours vs. students with ≥ 30 credit hours?
- Seems like programs /activities may need more exposure
- Sense of community for underrepresented minorities is intentional. White students not connected as much?
- Distressingly low overall support for learners
- How are we actively encouraging contact -in classrooms, pedagogy, discipline, SI/FSG, clubs /organizations - How far can we go with adults? Want to know- how many students view MCC just as a place to take classes?
- Students with more than 30 credits feel that they get the support wanted and needed.
- What’s the impact of texting on human/ student relationships and conversations in halls, café? Should we have text free zones, pithy signs/ messages encouraging conversations?
- Why do part time student rate “contribution of college to their development lower than full time students?
- We’re interesting in looking at the correlation between their level of perceived academic challenge and academic progress.
- Minority students feel that the college has contributed significantly to their growth. Disaggregating data by campus may shed some light on this - academic challenge

Student Perceptions of their Educational and Personal Gains, and Support for Learners---as influenced by student characteristics

- Demographics - Difference-part-time and full-time
- Personal Connection - Supportive environment. Example: Knowing student name
- Incorporate more Caucasians in clubs/activities. Create a parent support club. Develop a babysitter-peer helping peer- club for families enrolled in classes
- Is there a difference of expectation among the groups that could be leading to differences in answering the survey?
- Would like to know what is helping African Americans and Hispanics feel more supported
- Helping you cope with non academic responsibilities. 1.94-Wondered how questions were interpreted by students- Did they expect to have services such as day care. Number low. Wording is
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not ideal. Reality reflected in question providing the financial support you need to afford education. Many part-time students do not think they can get financial aid.

- Hispanic and African American students feel they are provided with the support needed to help succeed in college. Encouraging contact among students from different social, and racial or ethnic backgrounds is average, but as a community college we should seize opportunity.
- Need to make connection for students- Helping with non academic issue such as how to manage time. Providing the support you need to thrive socially. We should provide opportunities, locations, during all class times for students to socialize. Example-longer dining hours (better food, more nutritious) so students will linger, engage with each other and college community. Create a meeting opportunity. This will benefit all questions in support for learners section.
- Access and personal connections - would like to know where our students are coming from-how many work years out of high school, so can read each student as an individual and provide what they need.
- Full time students perceive us as providing them with the financial and other support they need. Caucasian students less so than others.
- Caucasian students lowest with “encouraging contact among students from different economic, social, and racial backgrounds” And “providing you support to thrive socially”
- Can we use students to conduct focused groups? Student researchers, student leaders, etc. They will tell each other more then they tell us! Is there a social clustering location in the library? Bedford seems to attract a diverse group of students-more diverse than in classrooms. Is there a higher rate of library use?
- Full time students perceive us as providing financial and other support, but Caucasian students far less.
- First year students don’t feel that we provide the support they need to thrive socially. Should we conduct student focus groups to help us understand how to help students thrive socially?
- Encourage diversity—economic, social, racial, ethnic
- Encouraging contact with different groups
- Minority groups perceive more support
- Low perceived support (coping) for non-educational issues
- Full time students perceive more support.
- Targeted student success efforts may have impact (Strategies For Success, Ramp Up)
- Low perceptions of contributions to community
- Low support for socialization (especially among part time students)
- Enhancing/encouraging interaction with different cultures/ethnicities
- Increase visibility to students and staff of support services (market more) and provide information in multiple ways. What can we offer established students who have earned over 30 credits to help them complete (expand Strategies For Success, First Year Experience for students with over 30 credits)
- Would like to see data by age groups
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- How are students taking classes (part time vs. full time) online, day and evening?
- What is their financial aid status?
- What type of non-educational issues do students need support with? Can we/ do we need to conduct focus groups to deliver deeper?
- Part time vs. full time (full time higher) - perceived gains
- Job/work skills, career goals - problematic!
- Thinking critically was the same for part time/full time students - shows good work
- Writing critically/effectively – good progress with full time students
- Contribute to community low across the board! Problem with question?
- Area for more inquiry, African Americans and Hispanic very high, learning effectiveness and general education high across the board, developing career goals high for students with 30 + credits (same for technology), understanding people of other racial and ethnic backgrounds low across the board
- What are we doing right with African American and Hispanic students?
- Personal code of ethics is low ---- we should see this as an opportunity
- Solving statistical problems --- no change and working with others between students with >30 credits and students with <30 credits
- Could we see breakdown of part time and less than 30 credits earned and part time and more than 30 credits earned?
- How does this compare to national data?
- No groups lower then Caucasians
- General education higher scores across racial groups than career
- Providing support high across groups
- Financial support high across groups --- same part time / full time split as previous question
- Coping with non-academic is a need across the board
- Thriving socially needs attention
- In coping with economic and social support categories we would expect greater difference
- We would like to see a breakdown of what is meant by support
- Students feel they are working hard
- Students with <30 credits earned scored lower on measures of effort than those students with >30 credits earned. This is surprising. Why? Harder upper level courses? Transition from business or high school?
- Are questions about thinking skills intelligible to students? These responses seem really good. Could we see changes in critical thinking from last time we did CCSSE? We are assigning a lot of writing
- What was Likert scale for level of challenge on exams? Is 5 good?
- Instructors are emphasizing the necessity of studying