Personal and Professional Development
MCC Institutional Student Learning Outcome

The MCC graduate will demonstrate the capacity for on-going personal and professional development by:

**ACHIEVING ACADEMIC AND CAREER GOALS, AS INDICATED BY THE ABILITY TO:**

- Formulate academic and career goals that reflect personal awareness
  
  **Summary:** Because student respondents were not limited to choosing one of the following goals, there is much overlap in the following data – students might have reported multiple primary goals in attending MCC.

  - **Transfer as primary goal**
    - 48% of students with <30 credits
    - 51% of students with 30+ credits
    - 63% of fulltime students
    - 38% of part-time students
    - 52% of students who have taken or are taking Dev Ed classes
    - 49% of students who have never taken nor intend to take Dev Ed classes

  - **Associate degree as primary goal**
    - 58% of students with <30 credits
    - 74% of students with 30+ credits
    - 66% of fulltime students
    - 60% of part-time students
    - 68% of students who have taken or are taking Dev Ed classes
    - 58% of students who have never taken nor intend to take Dev Ed classes

  - **Job-related Skills as primary goal**
    - 46% of students with <30 credits
    - 42% of students with 30+ credits
    - 46% of part-time students
    - 44% of fulltime students

  - **Changing Careers as primary goal**
    - 32% of students with <30 credits
    - 33% of students with 30+ credits
    - 38% of part-time students
    - 26% of fulltime students

  - **Self Improvement/Enjoyment as primary goal**
    - 36% of students with <30 credits
    - 39% of students with 30+ credits
    - 34% of fulltime students
    - 40% of part-time students

- CCSSE data tells us that **48% of PT** and **65% of FT** students strongly agree or agree that MCC has helped them to develop realistic academic goals and a plan to achieve them.

  (above data from CCSSE results)
• **Persist to completion of goals**

Summary: 66% of full-time students say that completing an Associate’s degree is their primary goal in attending MCC. In 2004, 15% of full-time, first-time degree-seeking students actually did so within a 4 year period. 66% of full-time students (may be some overlap with previous group) also say that transferring is their primary goal in attending MCC. In 2004, 25% of full-time, first-time degree-seeking students actually did so within a 4 year period.

- 25% of full-time, first-time degree/certificate seeking students who had been at MCC fewer than 4 yrs in 2004 **transferred without graduating or completing** a certificate program.

- 15% of full-time, first-time degree/certificate seeking students who had been at MCC fewer than 4 yrs in 2004 **completed a degree program**. (may then have continued on with their education, thus fulfilling their transfer goal)

  (IPEDS data)

- 2% of entering students attending advising sessions summer 2007 say that they are **not very committed** to a career goal
- 21% of entering students attending advising sessions summer 2007 say that they are **somewhat committed** to a career goal
- 63% of entering students attending advising sessions summer 2007 say that they are **very committed** to a career goal

  (MCC Enrollment Management data)

- 54% of students with <30 credits
- 62% of students with 30+ credits

  say that their experience at MCC has contributed “very much” or “quite a bit” to their development of clearer career goals. (CCSSE data)

• **Self assess realistically**

Summary: Interesting that students’ perception of their mathematical ability is more accurate than their perception of their ability to write well.

- 49% of students with <30 credits
- 56% of students with 30+ credits

  say that their experience at MCC has contributed **quite a bit** or **very much** to their ability and development in understanding themselves. (CCSSE data)

With regard to math and writing abilities, surveys collected in 2006-07 from students pre-CPT suggest a **significant correlation** between students’ self-assessment of their math ability, their CPT score/math placement, and their final grade in that math course. The correlation between students’ self-assessment of their writing ability, their CPT score/writing placement, and their final grade in that writing course is weaker than the math correlation. (MCC data from Anatoly Levin, 2007)
ENGAGING ACTIVELY IN LEARNING AND DEVELOPMENT, AS INDICATED BY THE ABILITY TO:

- **Actively engage in coursework**
  
  Summary: Wide gap in student/faculty perception about students’ preparation for class. Over half of MCC students report that they rarely, if ever, make class presentations, with the lowest numbers coming from first-year and part-time students. Gap in student/faculty perception about students’ participation in class discussions.
  
  - 89% of students (<30 and >30 credits)
  - 92% of part-time students
  - 84% of full-time students
  - 68% of PT faculty
  - 62% of FT faculty
  
  say that students *never* or *sometimes* come to class without completing readings or assignments.
  
  - 75% of students with <30 credits
  - 54% of students with 30+ credits
  - 77% of part-time students
  - 65% of full-time students
  - 72% of PT faculty
  - 78% of FT faculty
  
  say that students *never* or *sometimes* make a class presentation.
  
  - 61% of students with <30 credits
  - 75% of students with 30+ credits
  - 61% of part-time students
  - 67% of full-time students
  - 79% of PT faculty
  - 91% of FT faculty
  
  say that students *often* or *very often* ask questions in or contribute to class discussions.

(above data from CCSSE results)

- **Participate in activities, programs, events**
  
  Summary: low student participation in activities, programs, events, likely influenced by the high numbers of students working 30+ hours weekly.
  
  - 91% of students with <30 credits
  - 86% of students with 30+ credits
  - 93% of part-time students
  - 83% of full-time students
  
  say that they *never* participate in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.) (CCSSE data)
  
  - 44% of students with <30 credits
  - 51% of students with 30+ credits
  - 61% of part-time students
  - 25% of full-time students
  
  say that they work more than 30 hrs weekly (CCSSE data)
  
  - 7% of MCC students participated in a Service Learning project in 2007-08 (MCC Factbook)
• **Strive for excellence**
  
  *Summary: A majority of students do not appear to be striving for excellence.*
  
  - 48% of students with <30 credits
  - 61% of students with 30+ credits
  - 46% of part-time students
  - 53% of full-time students
  - 61% of PT faculty
  - 63% of FT faculty
    
    say that students *often* or *very often* worked harder than they thought they could to meet an instructor’s standards or expectations.
  
  - 49% of students with <30 credits
  - 55% of students with 30+ credits
  - 45% of part-time students
  - 55% of full-time students
  - 25% of PT faculty
  - 26% of FT faculty
    
    say that students *often* or *very often* prepare two or more drafts of a paper or assignment before turning it in.
  
  - 75% of fulltime students (from 0-60 credits) say that they spend 10 or fewer hours weekly preparing for class (studying, reading, writing, rehearsing)

  (above data from CCSSE results)

• **Utilize college services/resources**

  Students report that they *often* or *sometimes* use services as follows:

<table>
<thead>
<tr>
<th>Service/Resource</th>
<th>Students w/ &lt;30 credits</th>
<th>Students w/ 30+ credits</th>
<th>Part-time students</th>
<th>Full-time students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advising/planning</td>
<td>50%</td>
<td>56%</td>
<td>46%</td>
<td>60%</td>
</tr>
<tr>
<td>Career counseling</td>
<td>21%</td>
<td>20%</td>
<td>18%</td>
<td>24%</td>
</tr>
<tr>
<td>Job placement assistance</td>
<td>9%</td>
<td>7%</td>
<td>5%</td>
<td>14%</td>
</tr>
<tr>
<td>Peer or other tutoring</td>
<td>22%</td>
<td>21%</td>
<td>16%</td>
<td>30%</td>
</tr>
<tr>
<td>Skill labs (writing, math, etc.)</td>
<td>32%</td>
<td>37%</td>
<td>27%</td>
<td>42%</td>
</tr>
<tr>
<td>Financial Aid advising</td>
<td>34%</td>
<td>38%</td>
<td>30%</td>
<td>43%</td>
</tr>
<tr>
<td>Computer lab</td>
<td>40%</td>
<td>49%</td>
<td>32%</td>
<td>58%</td>
</tr>
<tr>
<td>Transfer credit assistance</td>
<td>29%</td>
<td>36%</td>
<td>27%</td>
<td>38%</td>
</tr>
<tr>
<td>Services to students with disabilities</td>
<td>10%</td>
<td>11%</td>
<td>8%</td>
<td>13%</td>
</tr>
</tbody>
</table>

(above data from CCSSE results. Highest and lowest figures shaded for emphasis)
**DEMONSTRATING PROFESSIONALISM, AS INDICATED BY THE ABILITY TO:**

- **Collaborate with others**
  Summary: Roughly half of our students report that their MCC experience has provided them with significant opportunities for collaboration.
  - 54% of students with <30 credits
  - 58% of students with 30+ credits
  - 52% of part-time students
  - 51% of fulltime students
  - 53% of PT faculty
  - 48% of FT faculty

  say that students *often* or *very often* work with other students on projects during class.

  - 50% of students with <30 credits
  - 66% of students with 30+ credits
  - 51% of part-time students
  - 60% of fulltime students

  say that their experience at MCC has contributed *quite a bit* or *very much* to their skills and personal development in working effectively with others.

(above data from CCSSE results)

- **Demonstrate accountability**
  Summary: Skipping class is not a problem at MCC. Wide gap in student/faculty perception about students’ preparation for class. Roughly ½-2/3 of our students demonstrate responsibility by keeping or rescheduling appointments.

  - 94% of students with <30 credits
  - 96% of students with 30+ credits
  - 96% of part-time students
  - 92% of fulltime students
  - 80% of PT faculty
  - 83% of FT faculty

  say that students *never* or *sometimes* skip class.

  - 89% of students (<30 and >30 credits)
  - 92% of part-time students
  - 84% of fulltime students
  - 68% of PT faculty
  - 62% of FT faculty

  say that students *never* or *sometimes* come to class without completing readings or assignments.

(above data from CCSSE results)

- Students turn in their assignments on time or accept the consequences.
  - Faculty report:
    - 67% of student cohort *do*
    - 15% of student cohort *do not*
    - For 18% of student cohort, faculty responded *N/A*

  (ISLO data, cohort comprised of 164 students with 45+ credits, enrolled in Multicultural/Global Awareness and/or Ethics, Values, Social Policy courses)
67% of students who scheduled an advising appointment during summer 2008 either showed up for the appointment or called in advance to notify. (data from MCC Enrollmt Mgmt)

Students come to appointments on time or call in advance to notify.
- Faculty and staff report:
  - 46% of student cohort do
  - 38% of student cohort do not
  - For 16% of student cohort, faculty responded N/A (ISLO data)

- **Demonstrate civility**
  
  Summary: Civility is not a problem at MCC. MCC students behave civilly within the MCC community.

  - 94% of students with <30 credits
  - 87% of students with 30+ credits
  - strongly agree or agree somewhat that MCC students are respectful of one another when discussing controversial issues, perspectives, and points of view.

  - 90% of students with <30 credits
  - 85% of students with 30+ credits
  - 90% of faculty
  - 86% of academic administrators
  - 83% of Student Affairs staff
  - strongly agree or agree somewhat that MCC students conduct themselves with respect for others.

  (above data from AAC&U’s Core Commitments survey)

- **Demonstrate personal and academic integrity**
  
  Summary: A majority of our students demonstrate personal and academic integrity. There is a wide gap between their perception, and faculty/staff/admin perception of the value-added of the MCC experience to this integrity. Roughly ¾ of students, faculty, staff and admin believe MCC students are honest. Students, faculty, staff and admin perceive faculty reinforcement of MCC’s academic honesty policies as perhaps not as consistent as might be.

  - 93% of students with <30 credits
  - 94% of students with 30+ credits
  - 49% of faculty
  - 39% of academic administrators
  - 41% of Student Affairs staff
  - strongly agree or agree somewhat that MCC students come to college with a well-developed sense of personal and academic integrity.

  - 91% of students with <30 credits
  - 92% of our students with 30+ credits
  - strongly agree or agree somewhat that students have a better understanding of personal and academic integrity when they graduate than when they began college.

  - 87% of students with <30 credits
  - 79% of students with 30+ credits
  - 81% of faculty
  - 71% of academic administrators
  - 78% of Student Affairs staff
  - strongly agree or agree somewhat that MCC students are academically honest.
- **62%** of students with <30 credits
- **59%** of students with 30+ credits
- **70%** of faculty
- **56%** of academic administrators
- **63%** of Student Affairs staff

say that faculty **frequently** reinforce academic honesty policies of the institution.

- **33%** of our students with <30 credits
- **38%** of our students with 30+ credits
- **30%** of faculty
- **44%** of academic administrators
- **38%** of Student Affairs staff

say that faculty **occasionally** reinforce academic honesty policies of the institution.

(above data from AAC&U’s Core Commitments survey)