

## 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 fulltime 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 fulltime 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 fulltime 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 fulltime 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 fulltime 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 fulltime 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 fulltime 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:

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

(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 1/2-2/3 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 Enrollment 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)