



Revealing Institutional  
Strengths and Challenges



INSTITUTIONAL REPORT  
RISC STUDENT SURVEY FALL 2022  
**MONROE COUNTY COMMUNITY  
COLLEGE**

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# RISC SURVEY OVERVIEW

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## SURVEY DESCRIPTION

The Revealing Institutional Strengths and Challenges (RISC) Survey provides detailed, actionable data about student success, using the latest advances in survey research and technology. Survey results pinpoint where students are experiencing obstacles and identify campus offices that excel in helping students succeed in college. The survey has three main sections.

The survey first asks students about facing challenges during the current semester in five broad areas: academic support services, campus environment, finances and financial aid, succeeding in their courses, and work and personal issues. Each section has multiple challenges, with over 80 unique challenges to student success across the five areas, such as errors with financial aid paperwork, not being told to take a course necessary for their degree, or difficulty using course technology in online classes.

Next, the survey asks students about their interactions with campus offices. Our research indicates that students want office staff who are accessible, concerned about helping them, and able to effectively solve their problem. Students describe five campus offices on these three dimensions; MCCC chose the specific offices that appeared in the survey. The survey used office names specific to MCCC, so that students saw office names they recognized.

Finally, students provide their overall perceptions of the college. Students are asked if they would recommend the college to a friend, whether the college is a good value, and how well the college is helping them meet their enrollment goals, such as improving job and career opportunities or preparing for a four-year degree.

Students are also given two open-response questions, where they could write out an answer: what is MCCC's greatest strength, and if MCCC could change one thing to increase student success, what should it change? See your college contact for the written responses to these two questions.

The survey concludes with a section asking about student demographic information.

Interactive and printable versions of the survey can be found at:

<https://www.risc.college/two-year-survey>

## SURVEY ADMINISTRATION

The survey was administered in Fall 2022 to 1,755 MCCC students. There were 268 responses used in this report, for a 15.3% response rate. Median time MCCC students spent taking the survey was 7.2 minutes.

The table below provides some background information about your college's benchmark sample. Fifty-seven other community colleges participating in the survey during the past two years are used for the benchmark numbers in this report; each college is weighted equally when calculating benchmarks. Your benchmark sample has a total of 43,530 respondents.

**Table 1.1 Community colleges in the benchmark sample**

Carnegie classification		Urbanicity		Student enrollment	
High Career & Technical	21%	City	47%	Under 1,000	6%
Mixed	35%	Suburb	15%	1,000-4,999	32%
High Transfer	32%	Town	21%	5,000-9,999	24%
Other	12%	Rural	18%	10,000-19,999	32%
				20,000 and above	0%

# CHALLENGES TO STUDENT SUCCESS

## MAIN CHALLENGE AREAS

The RISC survey contains over 80 unique challenges that students face during college, and students can indicate they faced more than one challenge. The specific challenges are divided into five main areas:

- ▶ Academic support services
- ▶ Campus environment
- ▶ Finances and financial aid
- ▶ Success in courses
- ▶ Work and personal

The survey begins by asking students if they faced challenges in each of these these areas, and then asks about more specific challenges, depending on how students initially respond. The challenge order is randomly assigned for each respondent.

For example, students are asked:

**Think about your finances and financial aid. Have you had any challenges in the following areas?**

	Yes	No
Paying college and living expenses	<input type="radio"/>	<input type="radio"/>
Working with financial aid office	<input type="radio"/>	<input type="radio"/>
Military and employer tuition benefits	<input type="radio"/>	<input type="radio"/>

Students choosing “yes” to one or more of these response options are coded as having a challenge with finances and financial aid.

Table 2.1 provides an overview of the main challenges students faced at MCCC in Fall 2022 in the five main areas. *Work and personal issues* is the area where your students most frequently reported having challenges, with 65% reporting one or more challenges in this area.

A negative number in the *Diff.* column indicates a lower proportion of students at your institution reported challenges in an area, compared to the benchmarking group. These are presented graphically with green bars. Positive numbers indicate a greater proportion of your students are reporting challenges, and are presented with red bars.

**Table 2.1 Major challenges to student success**

	MCCC % ○	Bench. % ■	Diff.	<i>n</i>
Work and personal issues	65	60	+5	174
Success in courses	56	55	+1	150
Finances and financial aid	38	38	+0	102
Academic support services	19	33	<b>-14</b>	50
Campus environment	11	21	<b>-10</b>	30

**Notes**

Green indicates that MCCC has a lower proportion of students reporting a challenge compared to the benchmark sample proportion; red indicates MCCC has a higher proportion. Bold indicates a statistically significant difference from the benchmark sample (two-sample test of proportions,  $p < .05$ ). Percentages do not sum to 100 because students could choose multiple challenges across the five topic areas. *n* in table row is the number of students choosing a challenge in that area at your college; overall sample  $n=268$ .

Tables 2.2 to 2.6 provide more detail about student challenges. For example, if a student answered “yes” to “Paying college and living expenses”, they were prompted with a follow-up question:

**Where did you have issues paying expenses? Please check all that apply.**

- Tuition and fees
- Paying college and living expenses
- Living expenses (housing, food, healthcare)
- Childcare
- None of the above

To help uncover where your students are facing challenges, we rank the major categories of challenges in descending order. We then rank the more specific challenges within each major category in descending order.

For example, 65% of your students chose one or more challenges in the major category of *Work and personal issues*. The most common subcategory was *Work*, with 46% choosing challenges in this subcategory. The most common specific challenge within the *Work* subcategory was *Work hours do not leave me enough time to study*, with 28% of your students mentioning this as a challenge to their success. All percentages in these tables are calculated as the percentage of the entire respondent sample.

**Table 2.2 Challenges with work and personal life**

	MCCC %	Bench. %	Diff. %	<i>n</i>
Work and personal issues	65	60	+5	174
Work	46	38	+8	123
Work hours do not leave me enough time to study	28	22	+6	76
Pay is not enough to cover expenses while in school	20	16	+4	54
Work schedule prevents campus resource use	15	12	+3	41
Work schedule conflicts with classes	15	14	+1	39
Work schedule is not flexible during the semester	13	10	+3	34
None of the above	6	5	+1	15
Family	39	37	+2	104
Difficulty balancing demands of family and college	33	25	+8	88
Difficulty dealing with health of family	16	14	+2	43
Family does not support me going to college	5	4	+1	14
Difficulty finding childcare	3	5	-2	9
None of the above	3	6	-3	7
Health and disability issues	20	22	-2	54
Emotional/mental health issue	15	15	+0	39
Physical health issue	13	11	+2	35
Pregnancy and childbirth	1	1	+0	3
Campus is difficult to navigate with my disability	1	1	+0	3
Disability services did not provide necessary support	1	1	+0	2
Faculty did not provide necessary accommodations	0	1	-1	1
None of the above	1	2	-1	4
Transportation to campus	14	13	+1	37
Car or carpool not reliable	7	6	+1	20
Travel to campus takes a long time	6	5	+1	17
Campus transportation system not reliable	0	1	-1	1
Public transportation system not reliable	0	3	-3	1
None of the above	2	2	+0	6

**Notes**

Percentages do not sum to 100 because students could choose multiple challenges within this topic area. Denominator for percentages is the total number of survey respondents; *n* in table row is the number of students choosing a challenge in that area.

**Table 2.3 Challenges with success in courses**

	MCCC %	Bench. %	Diff. %	<i>n</i>
Success in courses	56	55	+1	150
Online classes	31	34	-3	84
Difficulty learning the material on my own	15	21	-6	41
Lack of interaction with faculty	15	16	-1	39
Difficulty keeping up because no regular class time	9	15	-6	24
Difficulty using course technology	9	9	+0	24
Lack of interaction with other students	8	14	-6	22
Difficulty taking exams at testing center	1	4	-3	2
None of the above	6	4	+2	17
Doing college-level work	22	20	+2	58
Poor planning and time management skills	9	11	-2	25
Poor study skills	8	8	+0	22
Not motivated to study	7	9	-2	19
Reading or writing assignments were difficult	5	7	-2	14
Took too many classes	4	3	+1	11
Required level of math was difficult	4	5	-1	11
Skipped too many classes	1	1	+0	3
None of the above	3	3	+0	9
Developmental courses (math, reading, or writing)	21	22	-1	57
Courses were too hard	7	7	+0	20
Did not prepare me for college-level courses	5	4	+1	14
Required to take too many	3	4	-1	7
Courses were too easy	0	1	-1	1
None of the above	9	10	-1	23
Faculty	19	17	+2	52
Did not teach well	12	10	+2	33
Feedback on assignments not helpful	8	7	+1	21
Not concerned about my academic success	7	6	+1	20
Not responsive to email	7	6	+1	20
Not helpful outside of class	6	5	+1	17
Took too long to grade assignments	5	6	-1	13
Not available to meet in person	1	2	-1	4
None of the above	2	2	+0	5

**Notes**

Percentages do not sum to 100 because students could choose multiple challenges within this topic area. Denominator for percentages is the total number of survey respondents; *n* in table row is the number of students choosing a challenge in that area.



**Table 2.4 Challenges with finances and financial aid**

	MCCC %	Bench. %	Diff. %	<i>n</i>
Finances and financial aid	38	38	+0	102
Paying college and living expenses	35	32	+3	93
Living expenses (housing, food, healthcare)	24	22	+2	64
Books, software, and other supplies	23	18	+5	61
Tuition and fees	18	19	-1	47
Childcare	3	4	-1	7
None of the above	1	1	+0	2
Working with financial aid office	9	13	-4	24
Process was unclear	5	6	-1	13
Gave me wrong information	3	3	+0	8
Errors processing financial aid	3	5	-2	8
Unable to answer questions	3	4	-1	7
Difficult to meet with, speak to, or email staff	2	6	-4	5
Delays in getting money	1	4	-3	4
None of the above	2	2	+0	5
Military and employer tuition benefits	3	2	+1	7
Experienced delays receiving benefits	2	1	+1	5
Received wrong information about benefits	1	0	+1	2
Did not know process for obtaining benefits	1	1	+0	2
None of the above	0	1	-1	1

**Notes**

Percentages do not sum to 100 because students could choose multiple challenges within this topic area. Denominator for percentages is the total number of survey respondents; *n* in table row is the number of students choosing a challenge in that area.

**Table 2.5 Challenges with academic support services**

	MCCC %	Bench. %	Diff. %	<i>n</i>
Academic support services	19	33	-14	50
Academic advising	11	14	-3	29
Told to take unnecessary course	4	4	+0	10
Difficult to meet with, speak to, or email advisor	3	8	-5	9
Not told to take necessary course	3	5	-2	8
Course/program materials were incorrect	3	2	+1	7
None of the above	4	3	+1	11
Registering for courses	9	17	-8	25
Course not offered at times I needed	4	6	-2	12
Course was offered but full	3	6	-3	9
Course not offered this semester	3	4	-1	7
Had a registration hold	1	4	-3	2
None of the above	4	6	-2	11
Tutoring	6	8	-2	15
Tutoring hours not convenient	3	3	+0	9
Tutoring not available in the subject area I needed	3	2	+1	7
Tutors not available when I need assistance	3	3	+0	7
Tutoring not helpful	0	2	-2	1
None of the above	1	2	-1	3
Library	2	5	-3	5
Hours not convenient	1	1	+0	2
Resources I needed not available online	0	2	-2	0
Staff not helpful	0	1	-1	0
Study spaces not available when needed	0	1	-1	0
None of the above	1	2	-1	3
Computer and science labs	1	7	-6	4
Problems using computers and equipment	0	3	-3	1
Lab hours not convenient	0	2	-2	1
Lab busy when needed	0	1	-1	0
None of the above	1	3	-2	2

**Notes**

Percentages do not sum to 100 because students could choose multiple challenges within this topic area. Denominator for percentages is the total number of survey respondents; *n* in table row is the number of students choosing a challenge in that area.

**Table 2.6 Challenges with the campus environment**

	MCCC %	Bench. %	Diff. %	<i>n</i>
Campus environment	11	21	-10	30
Interactions with other students	6	10	-4	17
Did not know many other students	5	7	-2	14
Did not feel welcome due to my race or ethnicity	0	1	-1	1
Did not feel welcome due to my sexual orientation	0	0	+0	0
Did not feel welcome due to my gender identity	0	0	+0	0
None of the above	1	3	-2	4
Parking	6	12	-6	16
Difficulty finding parking on or near campus	4	10	-6	12
Difficulty getting parking pass	0	1	-1	0
Parking on or near campus is too expensive	0	2	-2	0
None of the above	1	1	+0	4
Safety and crime	1	3	-2	2
Was a victim of a crime	0	1	-1	0
Campus not safe	0	1	-1	0
Parking lots not safe	0	1	-1	0
None of the above	1	1	+0	2

**Notes**

Percentages do not sum to 100 because students could choose multiple challenges within this topic area. Denominator for percentages is the total number of survey respondents; *n* in table row is the number of students choosing a challenge in that area.

# STUDENT-OFFICE INTERACTIONS

Table 3.1 shows the administrative support units your college chose for the RISC Survey. Unit names appeared on the survey exactly as they are listed in this report. Bookstore was the most commonly used office, with 66% reporting using the office during the Fall 2022 semester, followed by Financial Aid Office (49%) and Admissions & Guidance Office (49%).

**Table 3.1 Office usage**

	MCCC %	Bench. %	Diff.	n	
Bookstore	66	57	+9	178	
Financial Aid Office	49	37	+12	132	
Admissions & Guidance Office	49	41	+8	130	
Student Success Center	22	27	-5	58	
Testing Center	17	36	-19	46	

If students indicated they interacted with an office during the semester, they were asked three questions about their interactions with staff:

**How available were [unit name] staff when you interacted with them?**

- Very available
- Somewhat available
- Somewhat unavailable
- Very unavailable

**How concerned were [unit name] staff about addressing your issue?**

- Very concerned
- Somewhat concerned
- Somewhat unconcerned
- Very unconcerned

**How effective were [unit name] staff when addressing your issue?**

- Very effective
- Somewhat effective
- Somewhat ineffective
- Very ineffective

Results are presented in Table 3.2, which shows the percentage of respondents choosing the top category (*very available/concerned/effective*). Because each college chose the administrative offices for this set of questions, the table only presents benchmark comparisons for an administrative office when at least five other colleges surveyed students about the same type of office.

**Table 3.2 Student-administration interactions**

	MCCC %	Bench. %	Diff.	<i>n</i>	
					40    50    60    70    80    90
Admissions & Guidance Office					
Available	71	64	+7	130	
Concerned	58	56	+2	129	
Effective	66	67	-1	128	
Bookstore					
Available	80	76	+4	178	
Concerned	63	54	<b>+9</b>	178	
Effective	72	73	-1	178	
Financial Aid Office					
Available	71	61	<b>+10</b>	132	
Concerned	48	50	-2	132	
Effective	68	61	+7	131	
Student Success Center					
Available	83	66	<b>+17</b>	58	
Concerned	62	60	+2	58	
Effective	74	65	+9	58	
Testing Center					
Available	85	75	+10	46	
Concerned	68	60	+8	44	
Effective	79	74	+5	43	

**Notes**

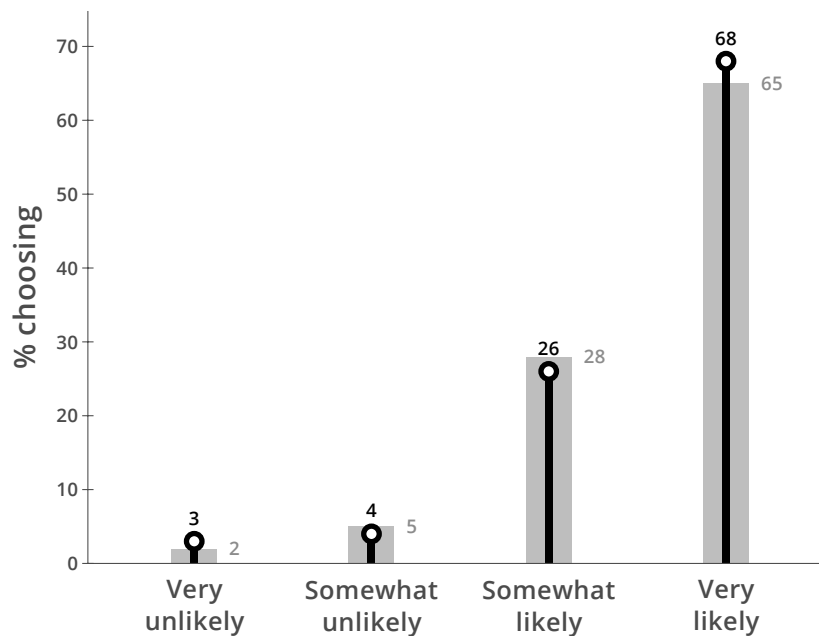
Percentage is the proportion of students rating an office in the top response category (*very available/concerned/effective*). Green indicates that MCCC has a higher proportion of students choosing the category compared to the benchmark sample proportion; red indicates MCCC has a lower proportion. Bold indicates a statistically significant difference from the benchmark sample (two-sample test of proportions,  $p < .05$ ). *n* in table row is the total number of students at your college rating an office on that dimension; i.e., the denominator for the row percentage.

# STUDENT VIEWS OF THE INSTITUTION

Besides challenges and office interactions, students were asked several questions about MCCC overall.

The first question, “Based on your experiences, how likely are you to recommend MCCC to a friend?”, is a summative measure of how students view your institution. Results are presented in Figure 4.1, with MCCC represented by the black line and the benchmark sample by the gray line. 94% of your students would be somewhat or very likely to recommend MCCC. The MCCC distribution of responses is not statistically significantly different from the benchmark sample.

**Figure 4.1 Would student recommend MCCC to a friend?**

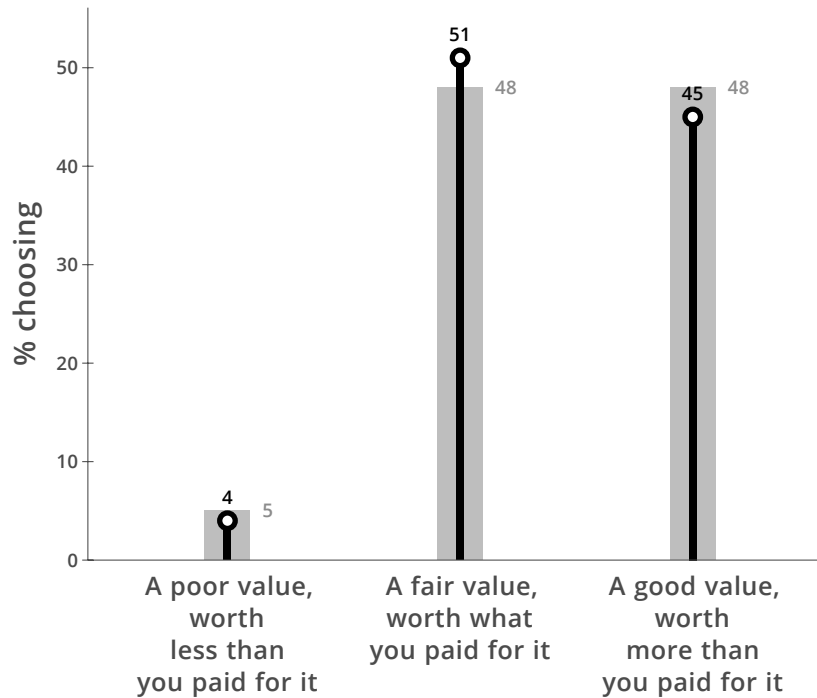


**Notes**

MCCC is the black bar; benchmark sample is gray.  $\chi^2 = 0.8, p < .84; n = 266$ .

Next, students were asked to rate the overall value of their education at MCCC (see Figure 4.2). 96% of your students believe their education is worth what they paid (or even worth more). The MCCC distribution of responses is not statistically significantly different from the benchmark sample.

**Figure 4.2 Overall value of education?**



**Notes**

MCCC is the black bar; benchmark sample is gray.  $\chi^2 = 3.6, p < .17; n = 266$ .

The last set of questions asks students how well your college is doing in preparing students for their educational goals. The top half of Table 4.1 lists students' responses to their primary reason for attending MCCC. 49% chose *Increase job and career opportunities* as their primary purpose for attending your institution.

Students were then asked how well MCCC is helping them achieve the specific goal they chose. Students could choose from *very well*, *fairly well*, *somewhat*, or *not at all*. Responses from the top category are presented in the bottom half of Table 4.1. For example, 35% of the students who chose *Increase job and career opportunities* as their primary goal indicated that MCCC is doing *very well* in terms of increasing their job and career opportunities.

**Table 4.1 How well is education helping accomplish goals**

	MCCC % ○	Bench. % ■	Diff.	<i>n</i>	
					0 10 20 30 40 50
<b>Purpose of taking courses at MCCC</b>					
Increase job and career opportunities	49	42	<b>+7</b>	129	
Prepare for a four-year degree	40	49	<b>-9</b>	106	
Self-improvement	11	9	+2	30	
<b>How well is education at MCCC ...</b>					
Increase job and career opportunities	35	46	<b>-11</b>	129	
Prepare for a four-year degree	49	48	+1	106	
Self-improvement	43	48	-5	30	

**Notes**

Top panel row percentage is the proportion of students choosing one of the three educational goals. Bottom panel row percentage is the proportion of students choosing *very well* in response to the preparation question for that goal. Bold indicates a statistically significant difference from the benchmark sample (two-sample test of proportions,  $p < .05$ ). *n* in table row is the total number of students responding to the question; i.e., the denominator for the row percentage. Difference bars in the top panel of the table are in black, to reflect that schools may score high or low on these measures, depending on their institutional mission. In the bottom panel, green indicates that MCCC has a higher proportion of students reporting that MCCC is helping them achieve their educational goal compared to the benchmark sample; red indicates a lower proportion.



# RESPONDENT CHARACTERISTICS

**Table 5.1 Gender identity**

	<b>%</b>	<b><i>n</i></b>
Female/Woman	69	177
Male/Man	29	74
Transgender Female/Transgender Woman	0	1
Transgender Male/Transgender Man	0	0
Another gender identity	2	6

**Table 5.2 Race/ethnicity**

	<b>%</b>	<b><i>n</i></b>
African American or Black	8	20
Asian American or Asian	4	9
Native American or Alaska Native	2	5
Hispanic or Latino	5	12
Native Hawaiian or Other Pacific Islander	0	0
White	88	224

**Notes**

Percentages may not sum to 100 because students could choose more than one category.

**Table 5.3 Age**

	<b>%</b>	<b><i>n</i></b>
18 or younger	13	34
19-24	32	82
25-34	19	50
35-44	18	47
45-54	13	34
55 or older	5	12

**Table 5.4 Part-time/full-time status**

	<i>%</i>	<i>n</i>
Part-time (less than 12 credit hours)	57	147
Full-time (12 or more credit hours)	43	111

**Table 5.5 Total credit hours earned at MCCC**

	<i>%</i>	<i>n</i>
None	19	49
1-15 credits	24	62
16-29 credits	21	55
30-45 credits	19	49
46 or more credits	16	42