



**Mesa Community College
Program to Assess Student
Learning**

**Results for Academic Year
2005-2006**

Assessment Methodology

- Comparison of student groups:
 -  Beginning Students (Pre): 0-9 general education hours
 -  Completing Students (Post): 30+ general education hours

“Students who have completed at least 30 hours of general education courses will perform significantly better than students who have completed fewer than 9 hours of general education courses.”

Samples are representative and balanced.

Assessment Findings and Trends

Assessment results show clear evidence of student learning.

Assessment	Spring 2004	Spring 2005	Spring 2006
<i>Arts & Humanities</i>	–		–
<i>Cultural Diversity</i>	–		–
<i>Oral Communication</i>	–		–
<i>Written Communication</i>	–		–
<i>Numeracy</i>		–	
<i>Scientific Inquiry</i>		–	
<i>Problem Solving/ Critical Thinking</i>		–	
<i>Information Literacy</i>		–	
<i>Workplace Skills</i>			

Significant Differences	
Not Administered	–

Assessment Results Patterns

- Students have had relatively higher scores in these areas:
 - using numeric models,
 - evaluating information for currency, relevancy and reliability,
 - evaluating the strength of an argument and deciding if conclusions are warranted,
 - communicating one on one,
 - making and supporting personal observations

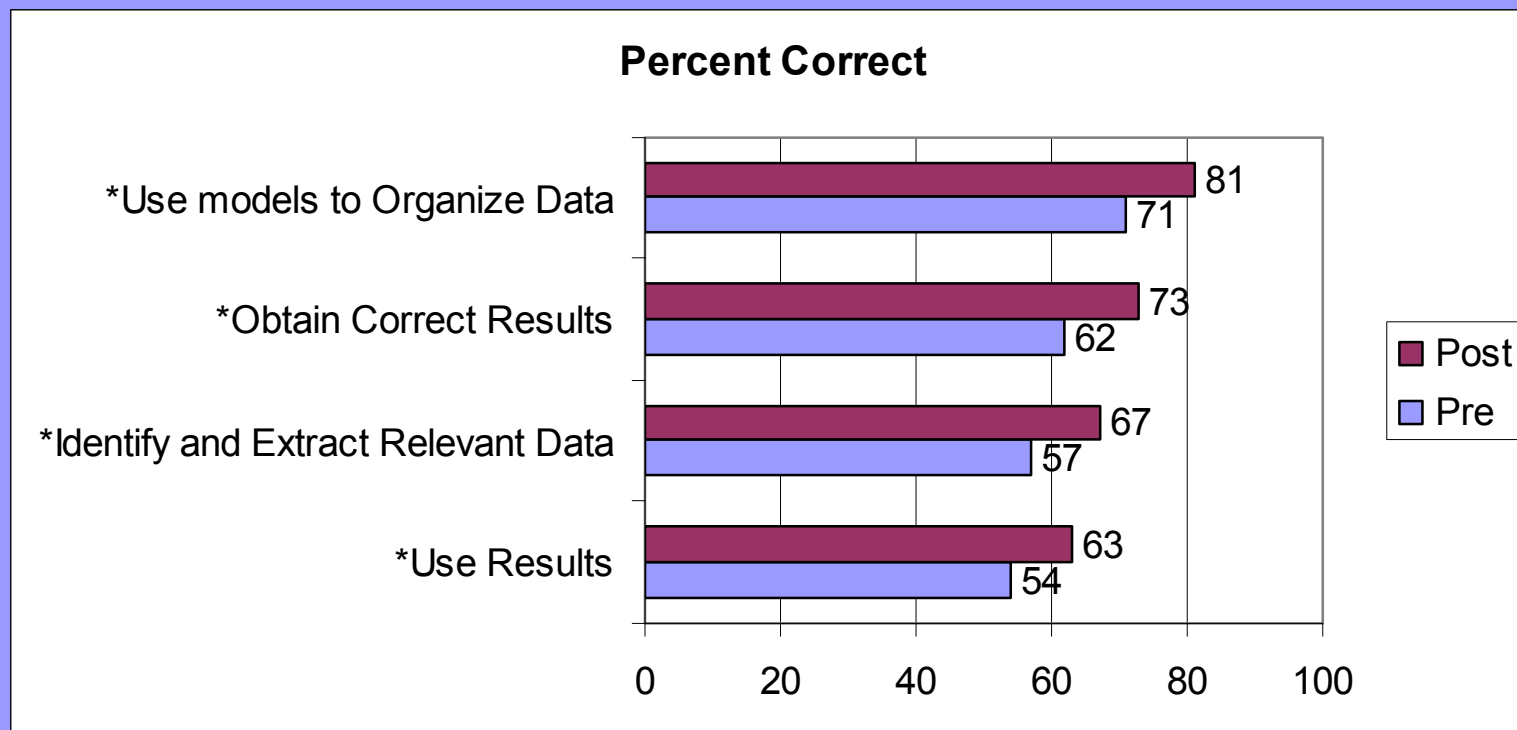
Assessment Results Patterns

- Scores have been lowest for these areas:
 - using, applying or evaluating information,
 - working in a team and interacting in a group,
 - recognizing the opposing person's position and seeing beyond the personal perspective
 - recognizing underlying assumptions and evaluating inferences
 - organizing, prioritizing and planning work

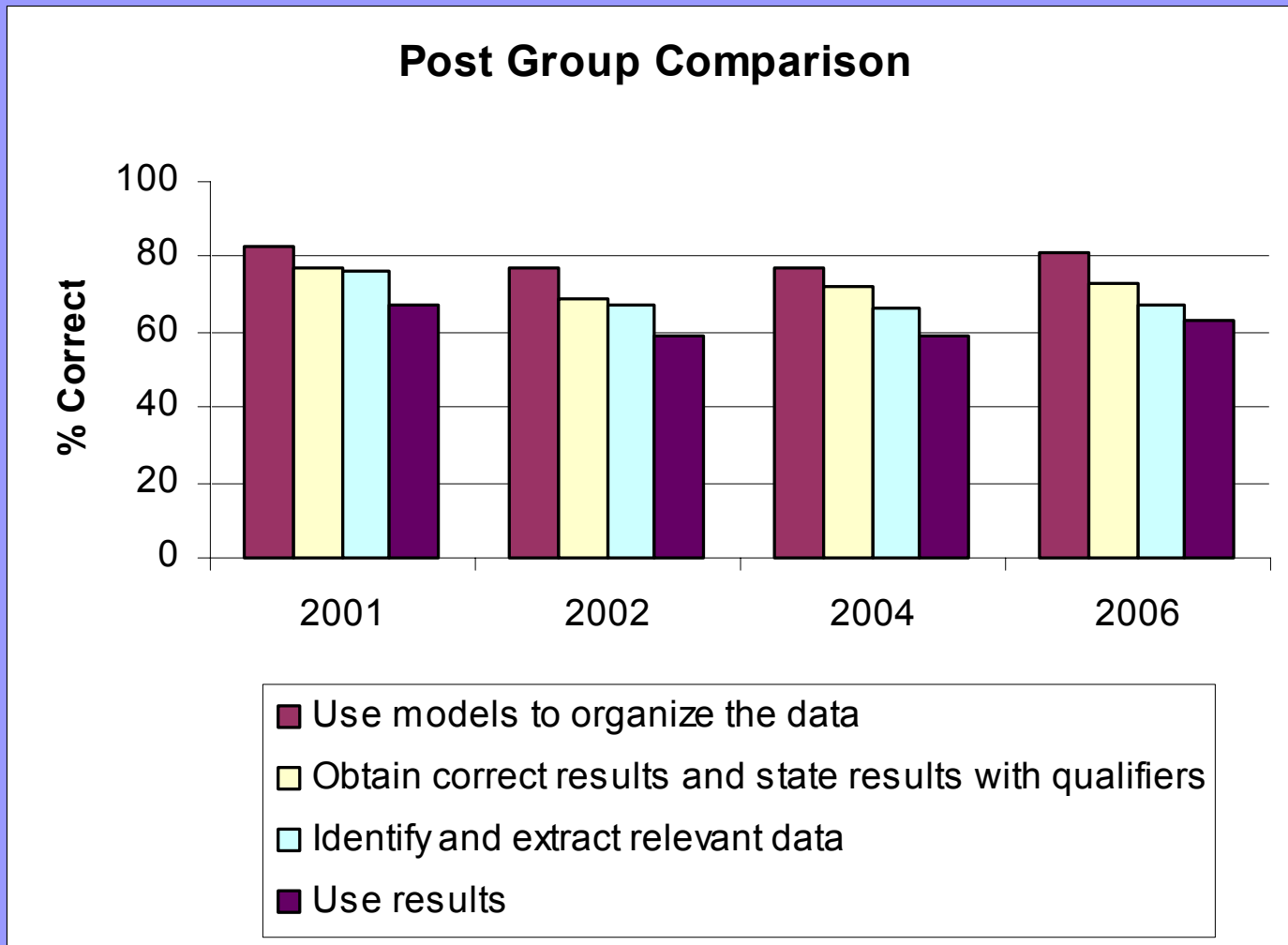
Assessment Results

- Other findings:
 - Students believe that their experience at MCC has broadened their understanding of diverse people and ideas.
 - Completing students believe more strongly that they can improve the world, that voting is critical and that interaction with people from different backgrounds is valuable.

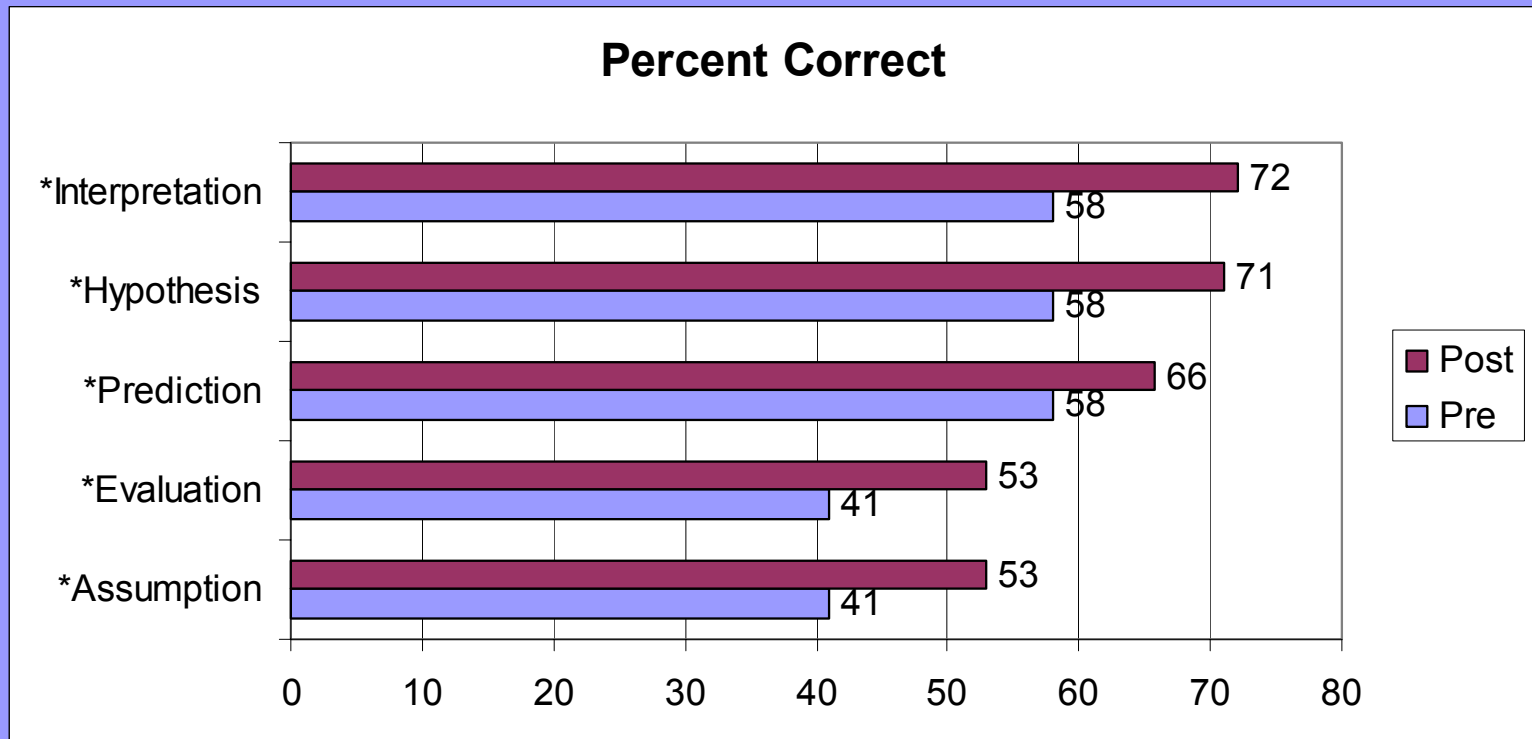
Numeracy Assessment 2006



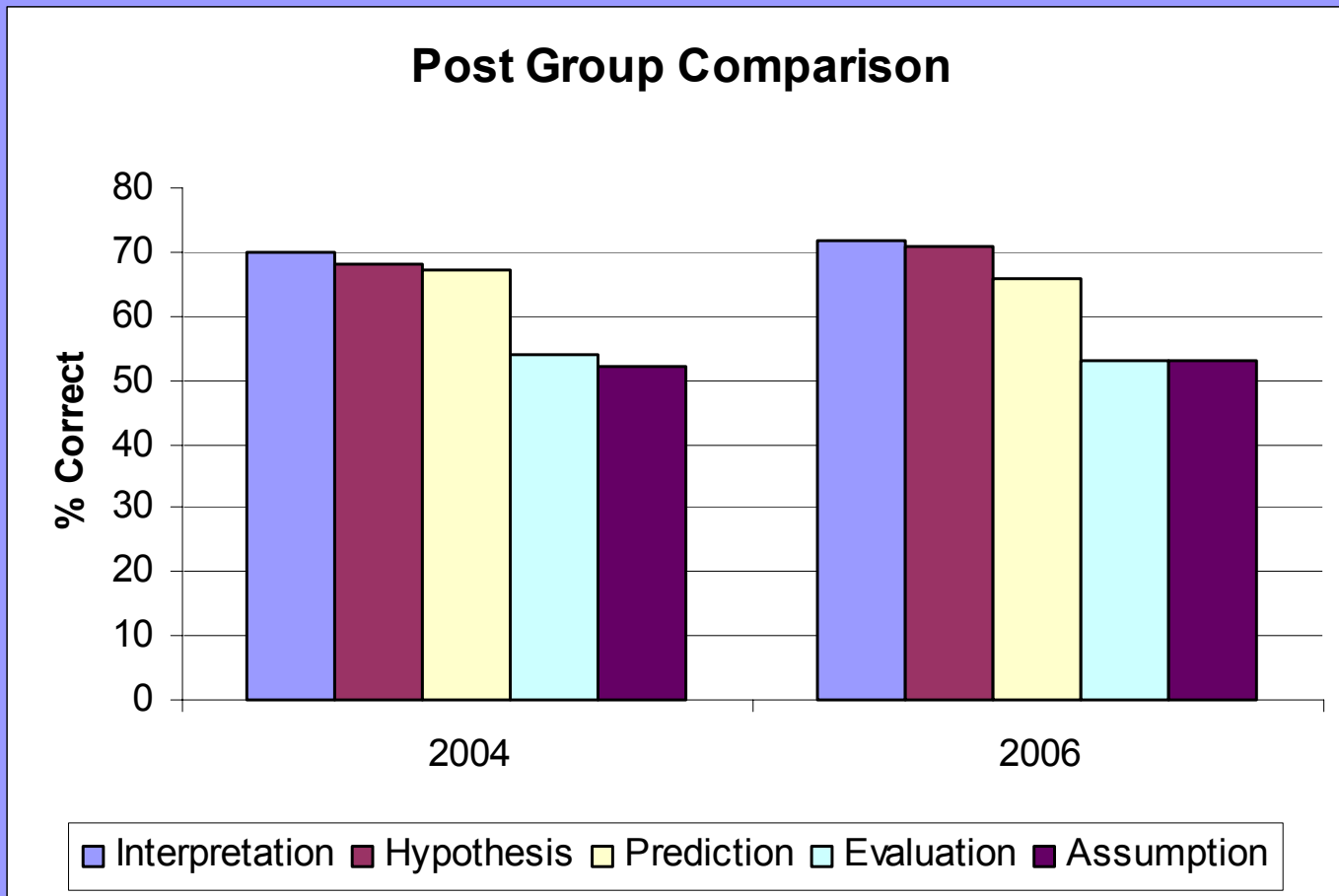
Numeracy Trends



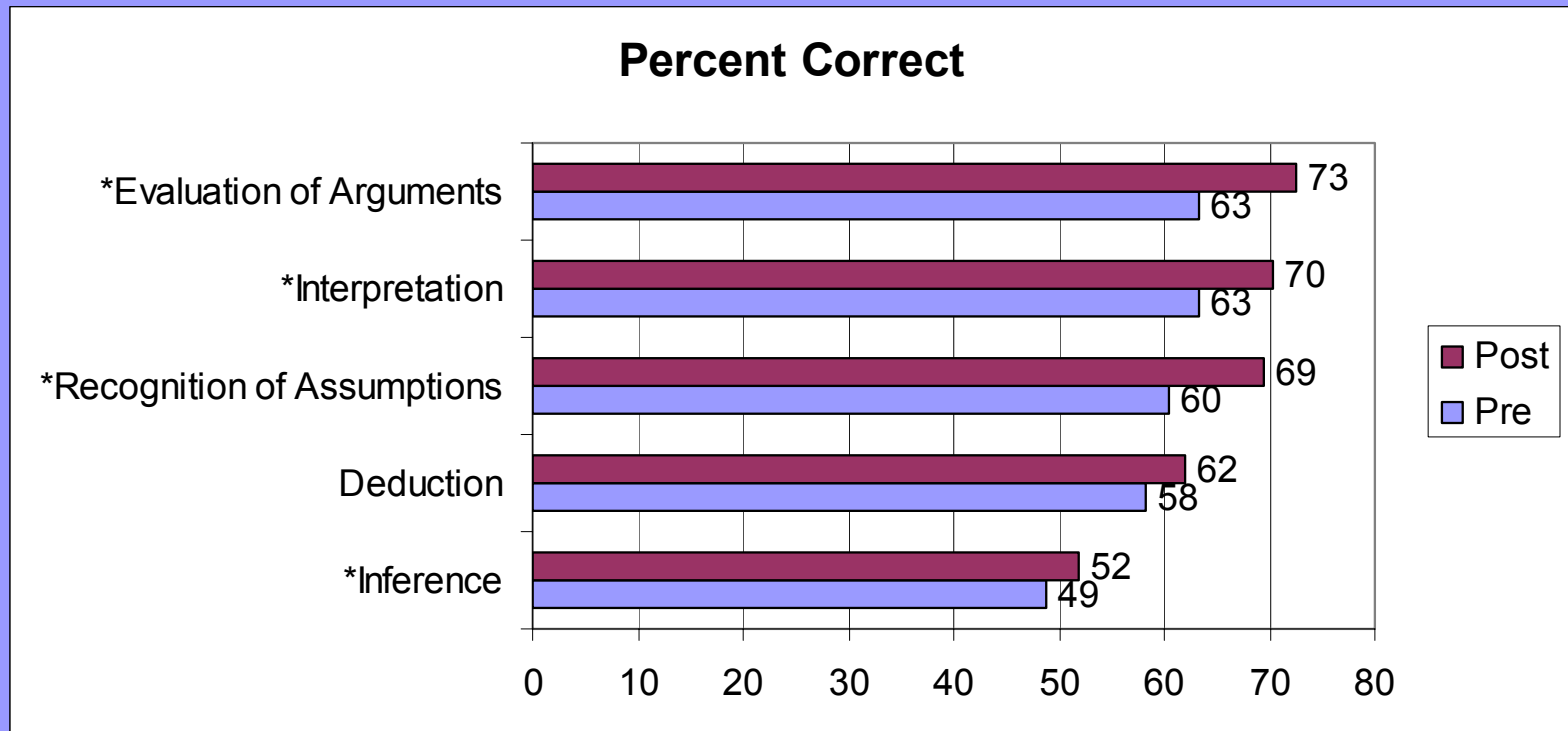
Scientific Inquiry Assessment 2006



Scientific Inquiry Trends

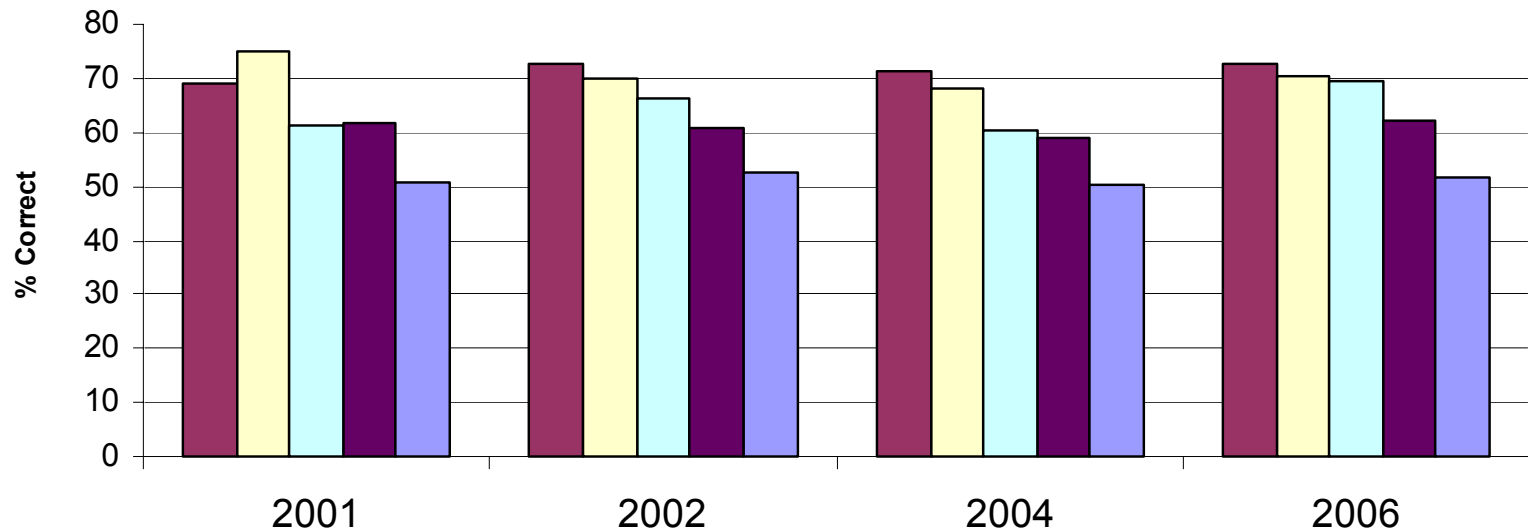


Problem Solving/Critical Thinking 2006



Problem Solving/Critical Thinking Trends

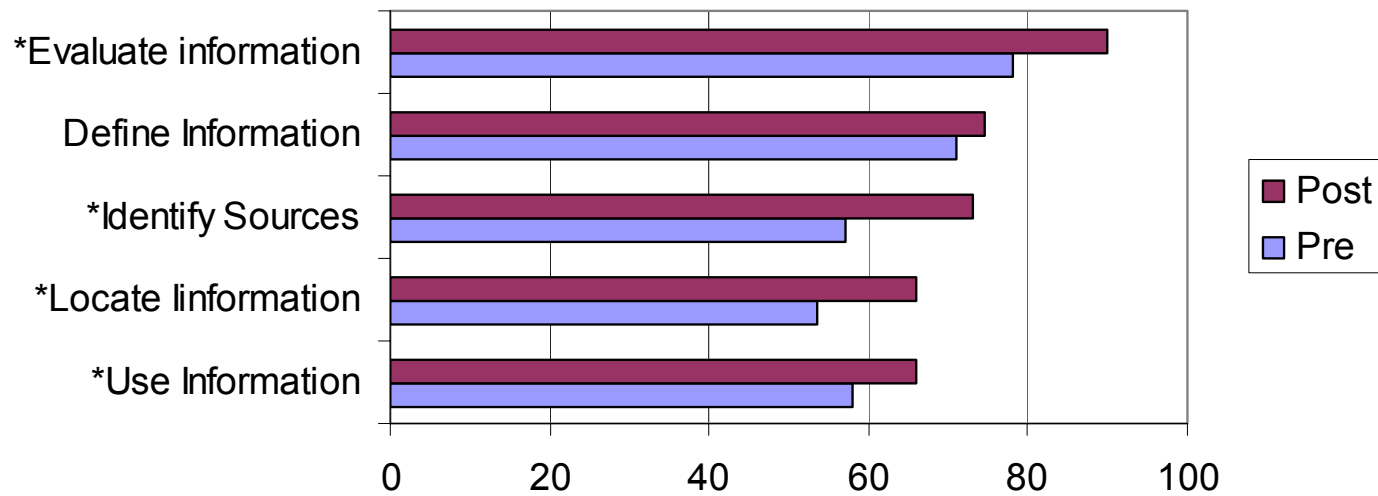
Post Group Comparison



- Evaluation of Arguments: Is an argument strong or weak?
- Interpretation: Is a conclusion warranted based on evidence?
- Recognition of assumptions: What are unstated assumptions?
- Deduction: Do conclusions necessarily follow?
- Inference: Is the inference true based on facts given?

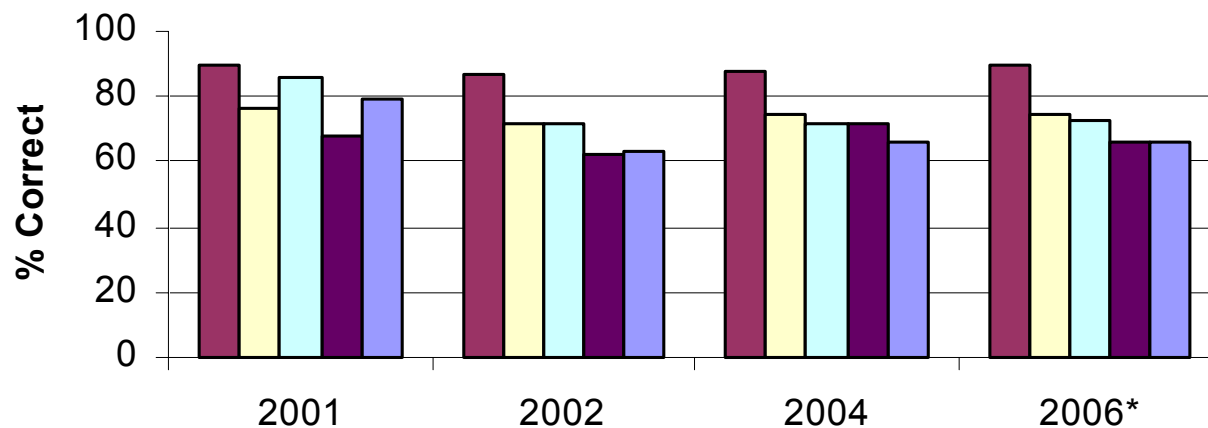
Information Literacy Assessment 2006

Share Correct



Information Literacy Trends

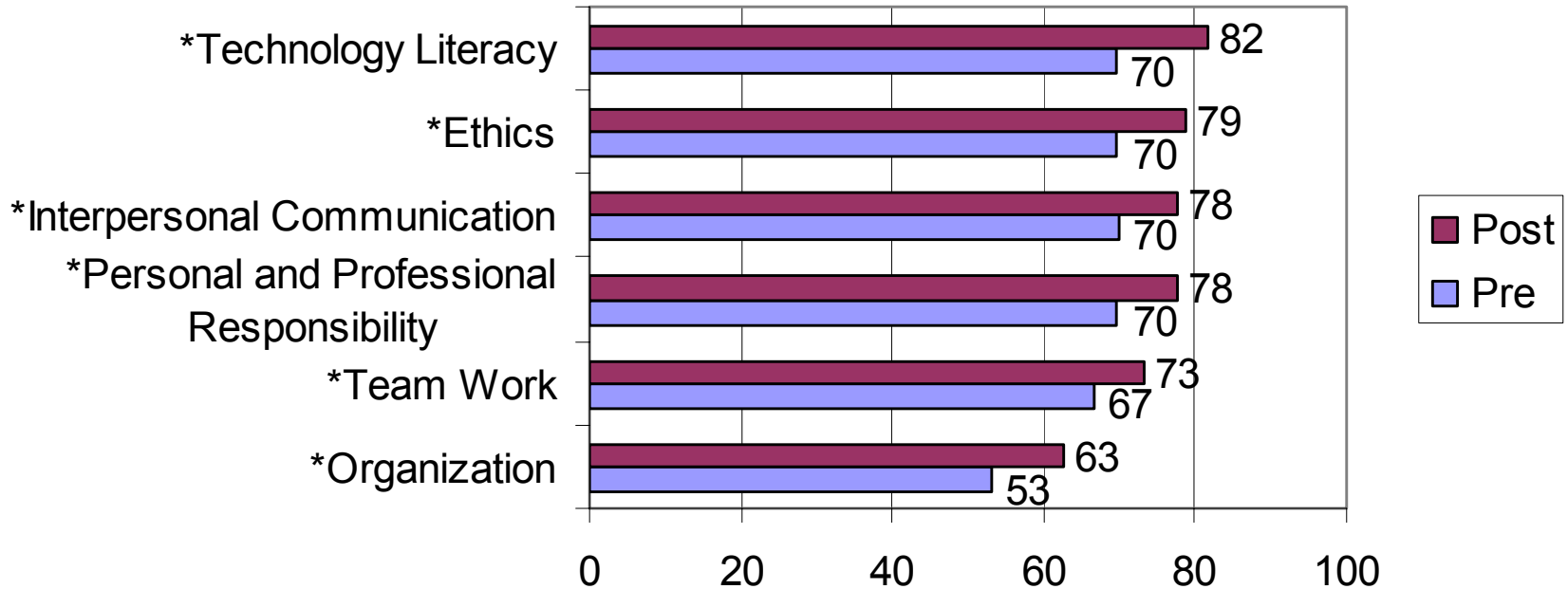
Post Group Comparison



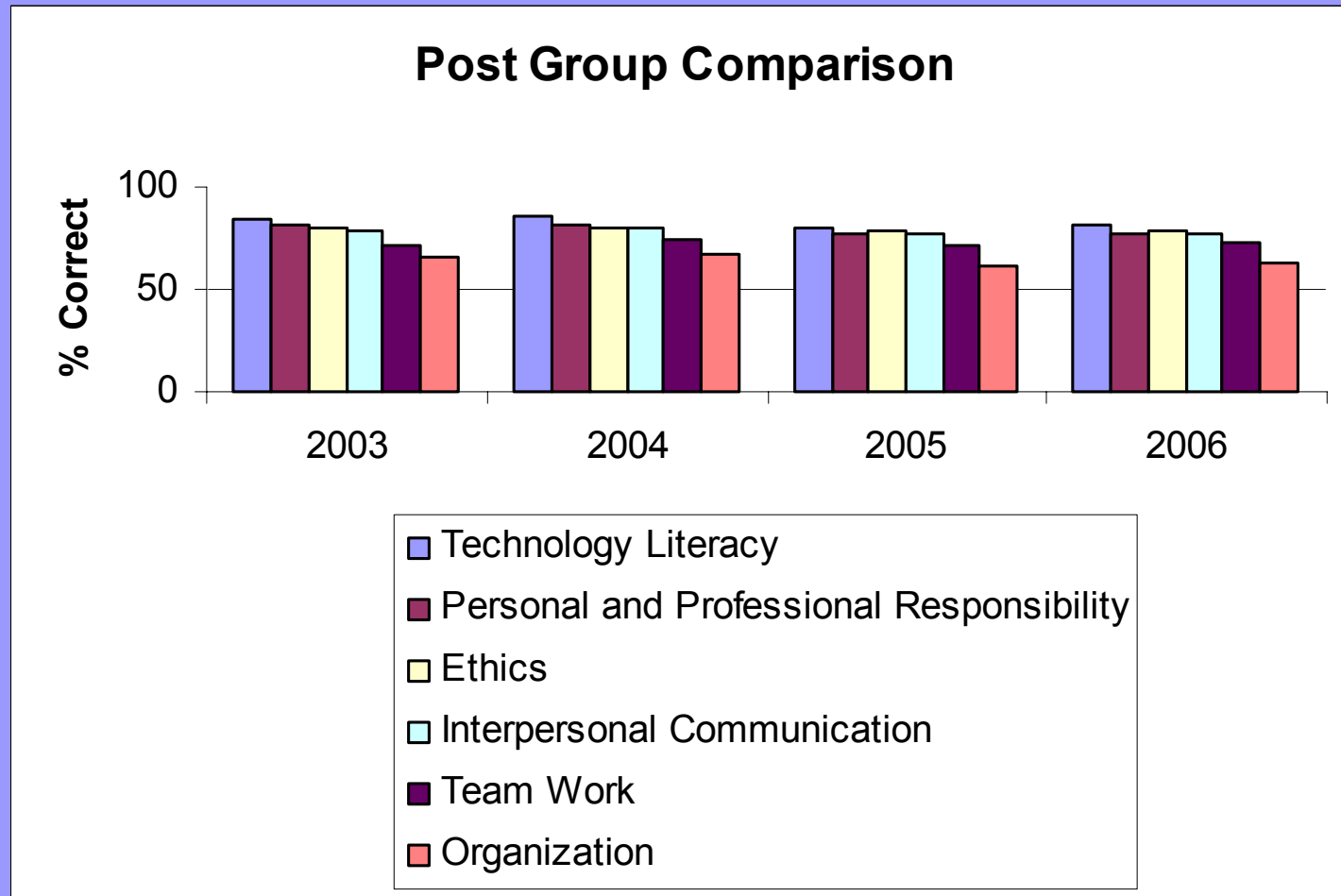
- Evaluate information for currency, relevancy, reliability
- Identify and use appropriate print/electronic sources
- Define information needed to answer question
- Use information effectively
- Locate appropriate information

Workplace Skills Assessment Results

Share Correct



Workplace Skills Trends



Student Views about Assessment

A short survey of participating students provided input about Assessment from the student perspective:

- 1,000 students completed the optional survey at the end of their assessment.
- 90% of students *could explain why* they were participating in the assessment process.
- The majority said that *classroom experience at the college had helped prepare them for the assessment*. Experience in a directly related course, or through the library were mentioned most often.

Student Views - Use of Assessment Data

- *“The college should use the assessment results to help improve its instruction of students through classes, support services, and making students aware of the resources available to them.”*
- *“I think that the results should be used for the implementation of new and more effective methods of learning.”*
- *“To improve, no matter how good the statistics turn out to be, education should always seek for improvement.”*
- *“To figure out what things may need to be stressed more in classes to promote better learning for all.”*
- *“They should use the results to adjust course standards and do so in a way that would further extend and challenge students’ learning.”*
- *“Hopefully, they will look at the weak areas in this assessment as places to invest in.”*

Questions

Mesa Community College

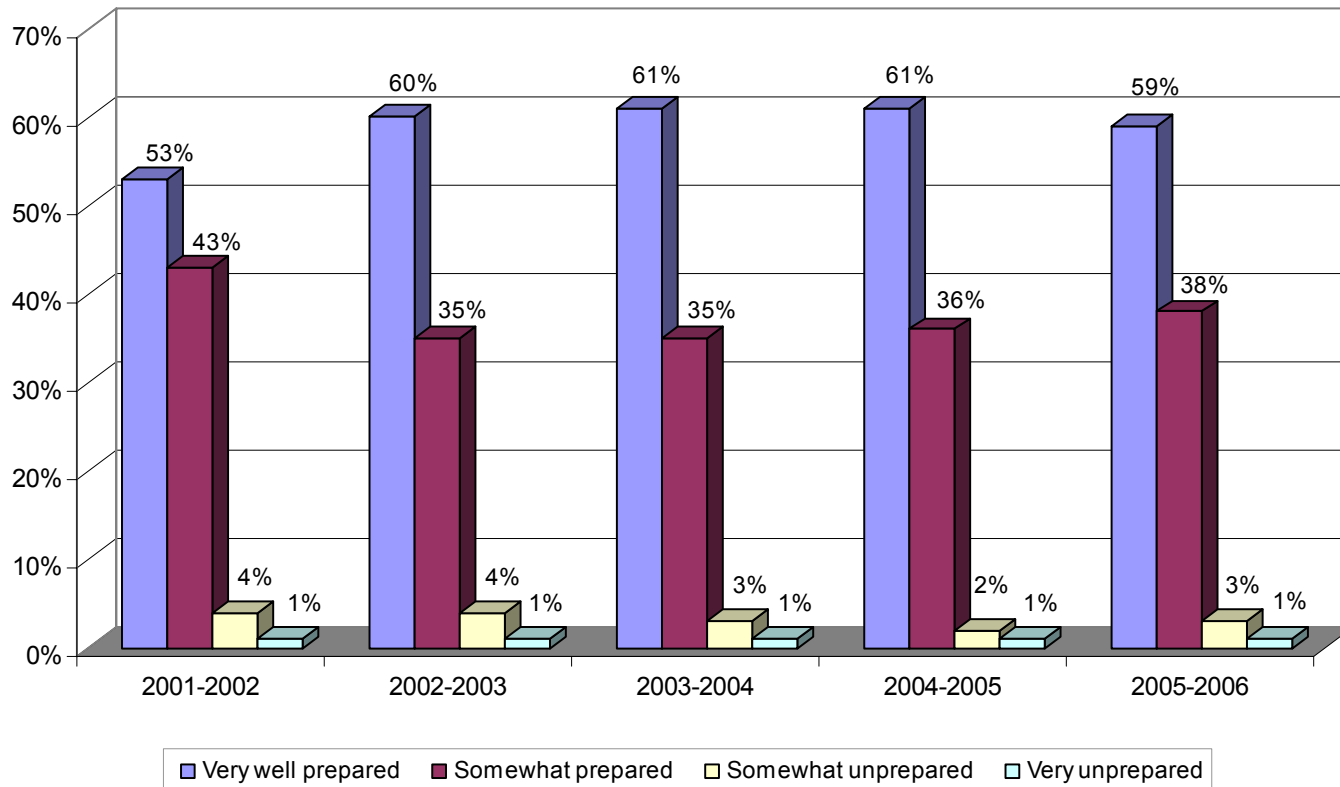
- Indicators of Student Success

Selected Indicators of Student Success

- Student opinion of MCC preparation
- Student Persistence
- Subsequent success at Arizona Universities

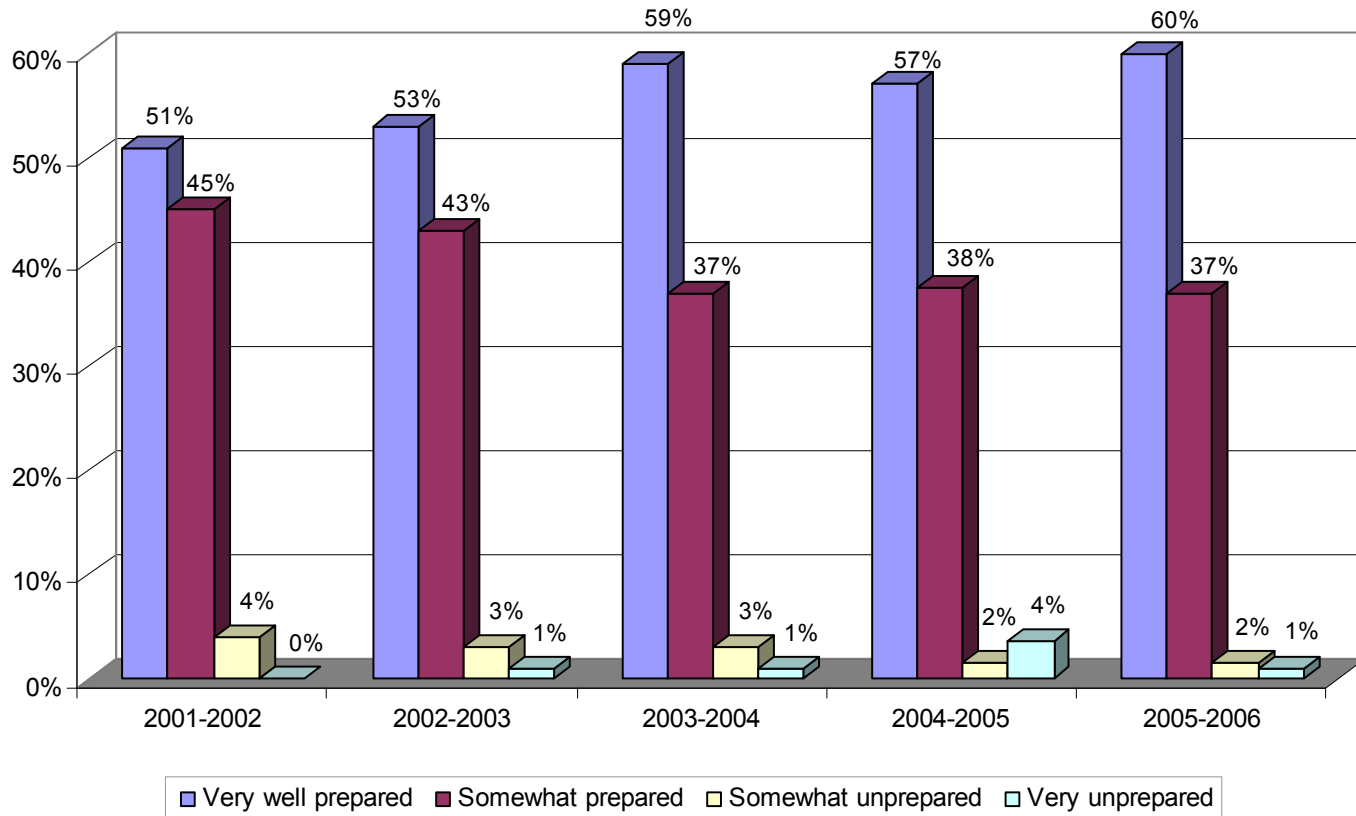
Preparation for Transfer

Graduating Student Perceptions: Preparation for Transfer



Preparation for the Workplace

Graduating Student Perceptions: Preparation for the Workplace



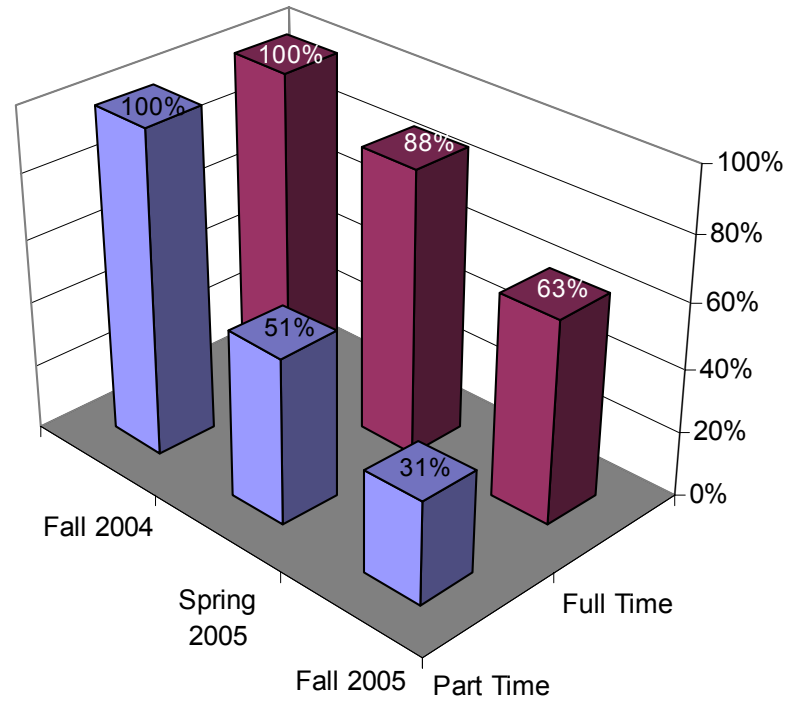
Persistence

Full-time students have much higher persistence rates than part-time students.

	Enrolled Fall 2004		Remaining Spring 2005		Remaining Fall 2005	
	#	%	#	%	#	%
Part Time	4,740	100%	2,438	51%	1,489	31%
Full Time	1,788	100%	1,568	88%	1,126	63%

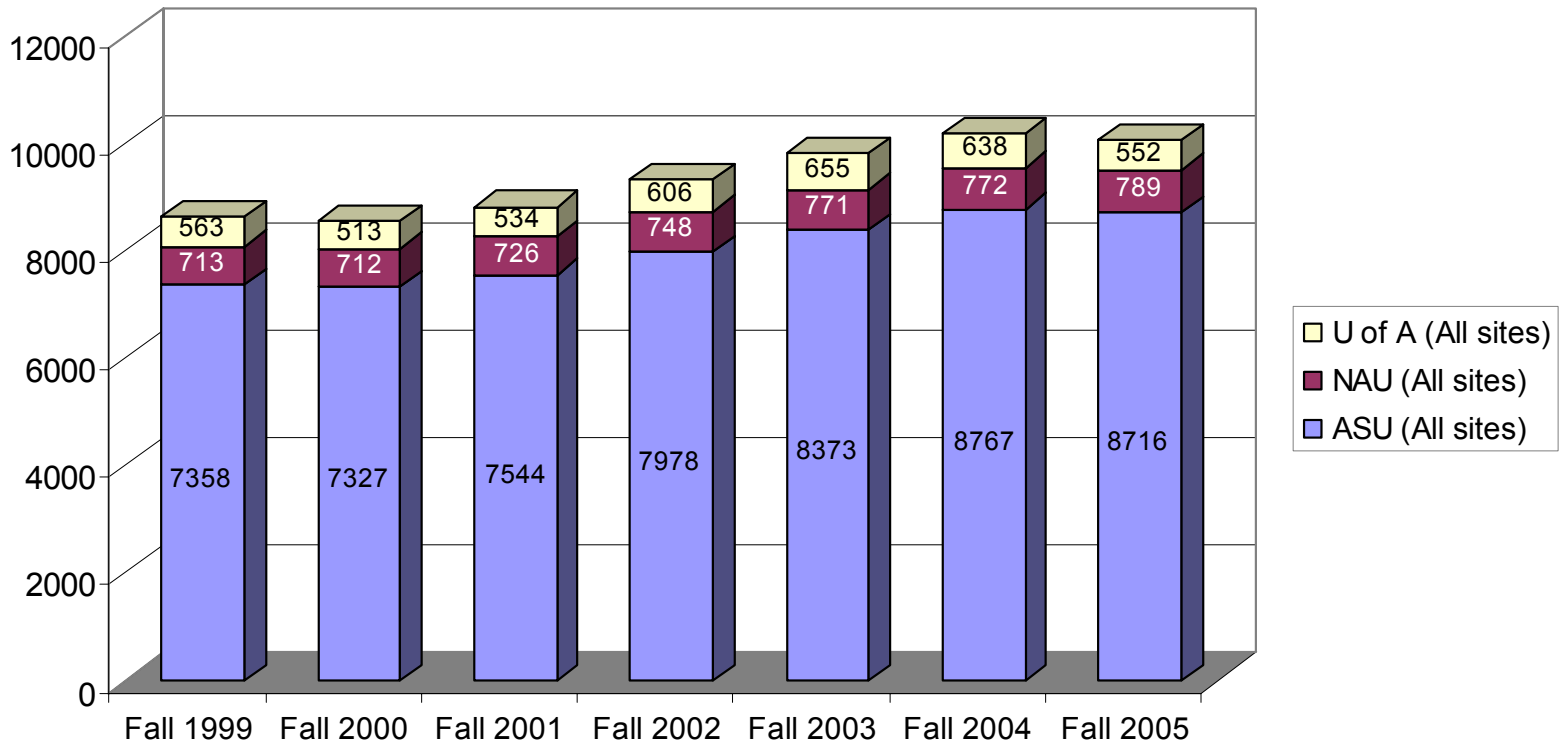
Persistence

Intent to Transfer or Improve Career
Percent of cohort who re-enrolled



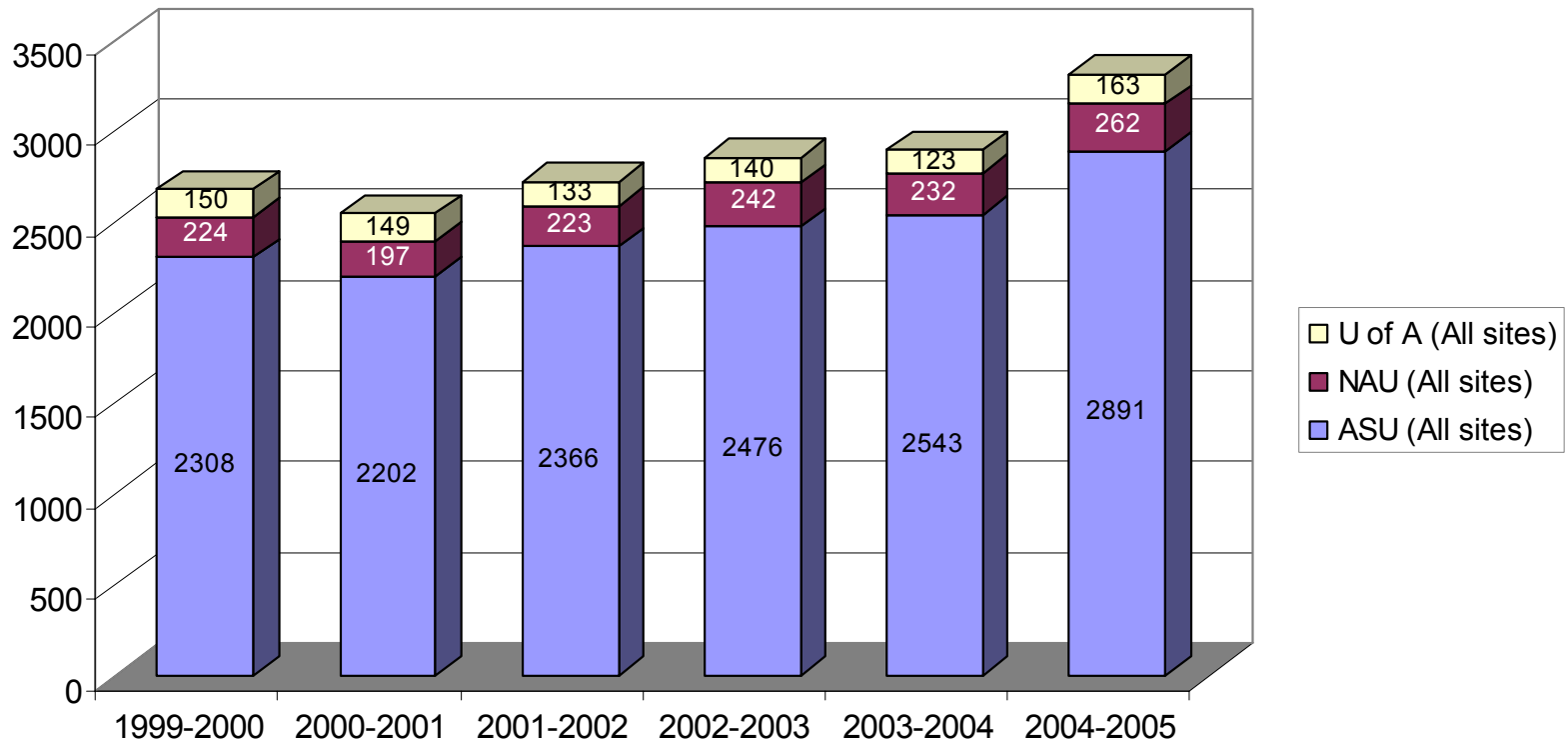
University Transfer

**Undergraduate Enrollment of Students with MCC
Transfer Credits at Arizona Universities**



Success After Transfer

Students with MCC Transfer Credits Receiving Undergraduate Degrees at Arizona Universities



Subsequent Success of a Cohort of MCC University Transfer Students

- New freshman/new transfer students from MCC transferred 42 hours on average.
- The first year cumulative university GPA increases with the number of hours transferred.

MCC Transfer Hours*	New Freshman or New Transfer Students	First Year Cumulative University GPA
12-23	399	2.89
24-31	208	2.85
32-47	429	3.03
48-63	514	3.12
64+	227	3.19

* Students with less than 12 transfer credit hours were not included.

Subsequent Success of a Cohort of MCC University Transfer Students

- Average number of university credit hours taken was 22.
- Average GPA was 3.00.
- Students who received an MCC degree, certificate, and/or AGEC before attending the university took an average of 29 credit hours and earned a GPA of 3.20.

	Total	Cumulative First Year University GPA	Average First Year University Credit Hours
Received Award/Cert/AGEC	456	3.20	29
No Award/Unknown	1,321	2.93	19
Total Unduplicated Students	1,777	3.00	22

Subsequent Success of a Cohort of MCC University Transfer Students

- 88% of the new freshman/new transfer students from MCC continued their studies at the university in the subsequent school year (i.e. persisted).

	Total MCC Transferred 2003-04	Persisted* 2004-05	Percent Persisted
Received Award/Cert/AGEC	456	411	90%
No Award/Unknown	1,321	1,147	87%
Total Unduplicated Students	1,777	1,558	88%

* Students who persisted successfully completed university courses in the subsequent academic year (2004-05).

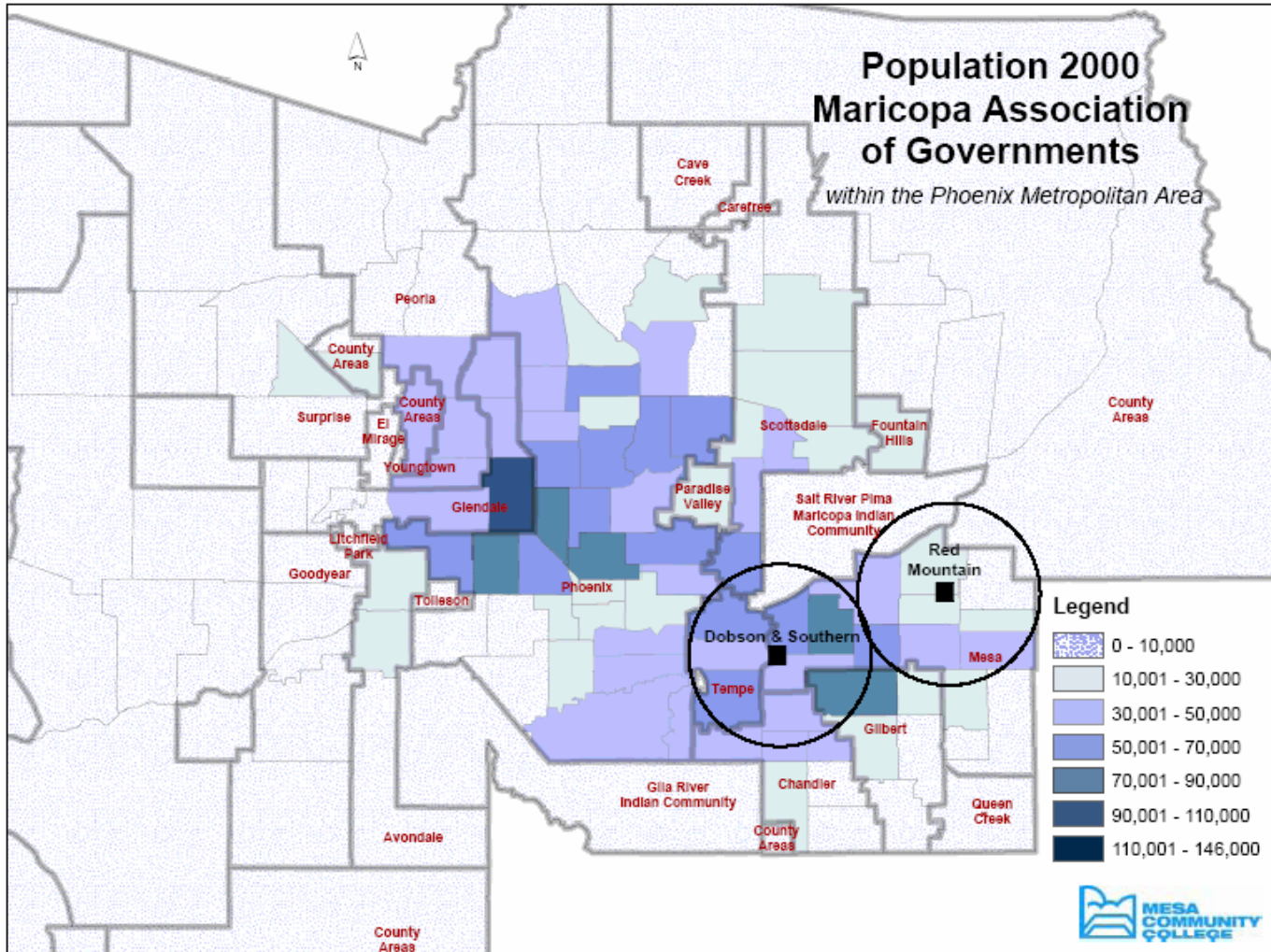
Mesa Community College

- Student and Population Trends

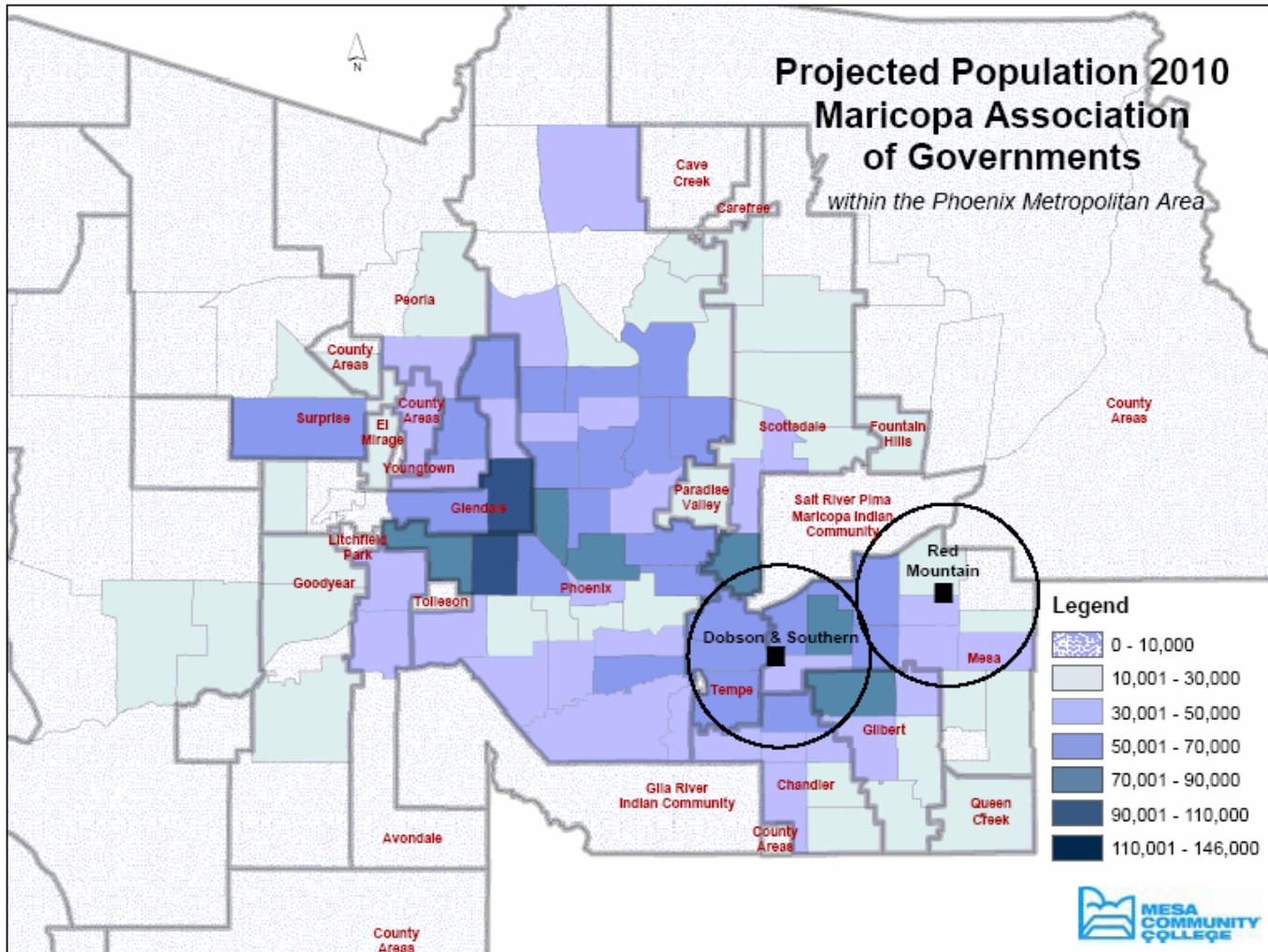
Population Growth Projections

- Continued population growth is projected for Arizona and for Maricopa County.
- Projected rate of growth for the East Valley slower than Maricopa County overall.

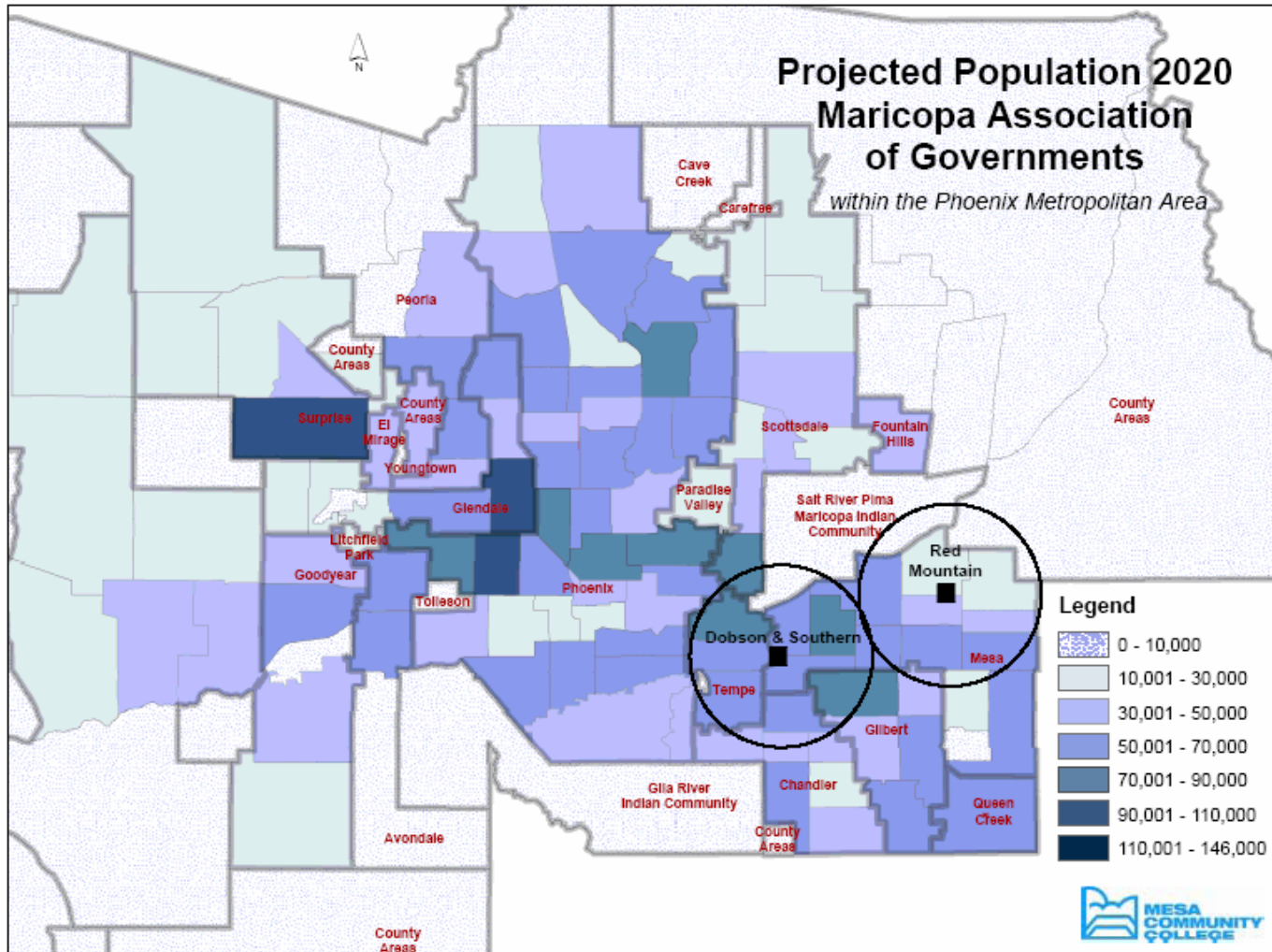
MAG Projections



MAG Projections



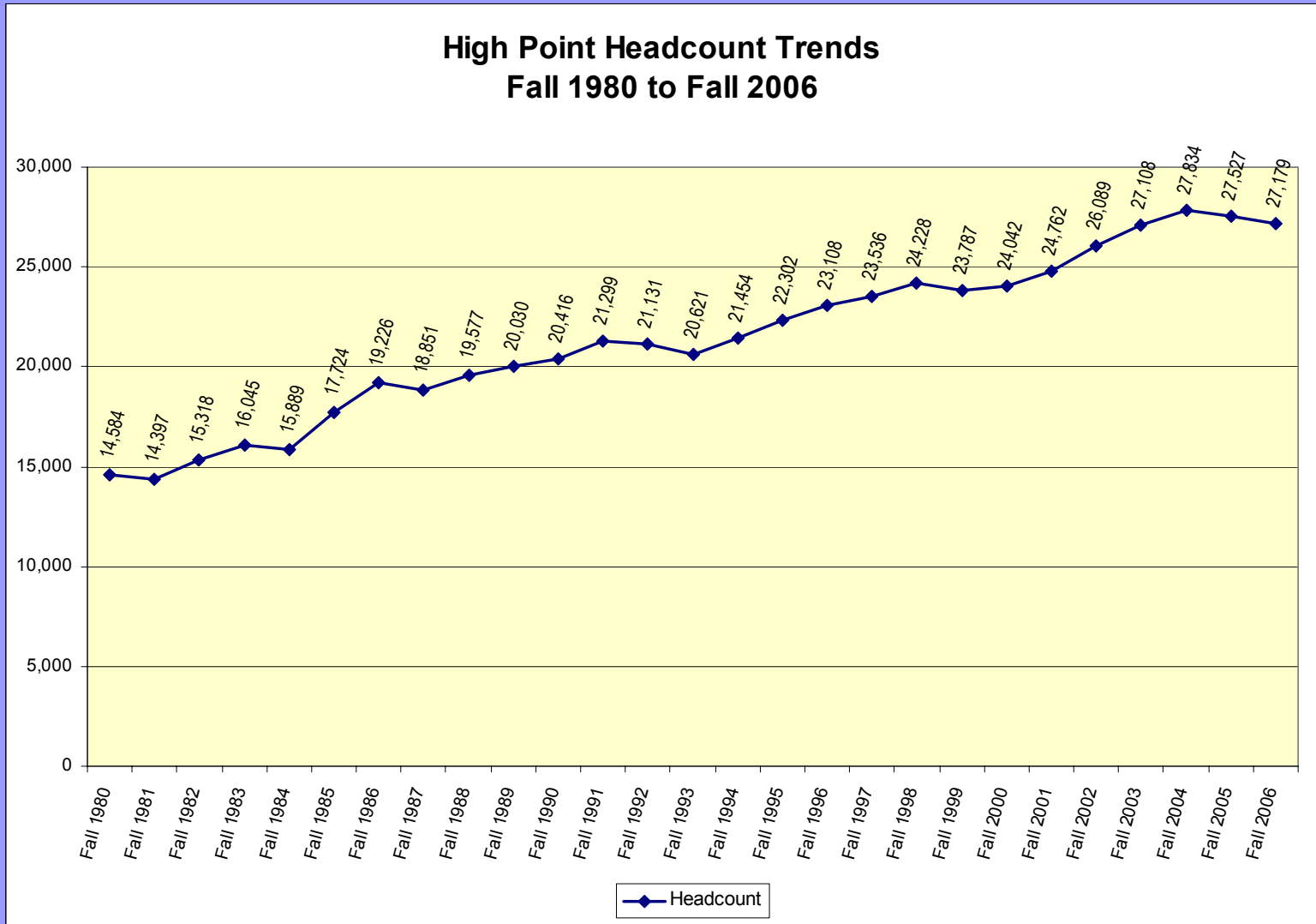
MAG Projections



MCC Headcount/FTSE Trends

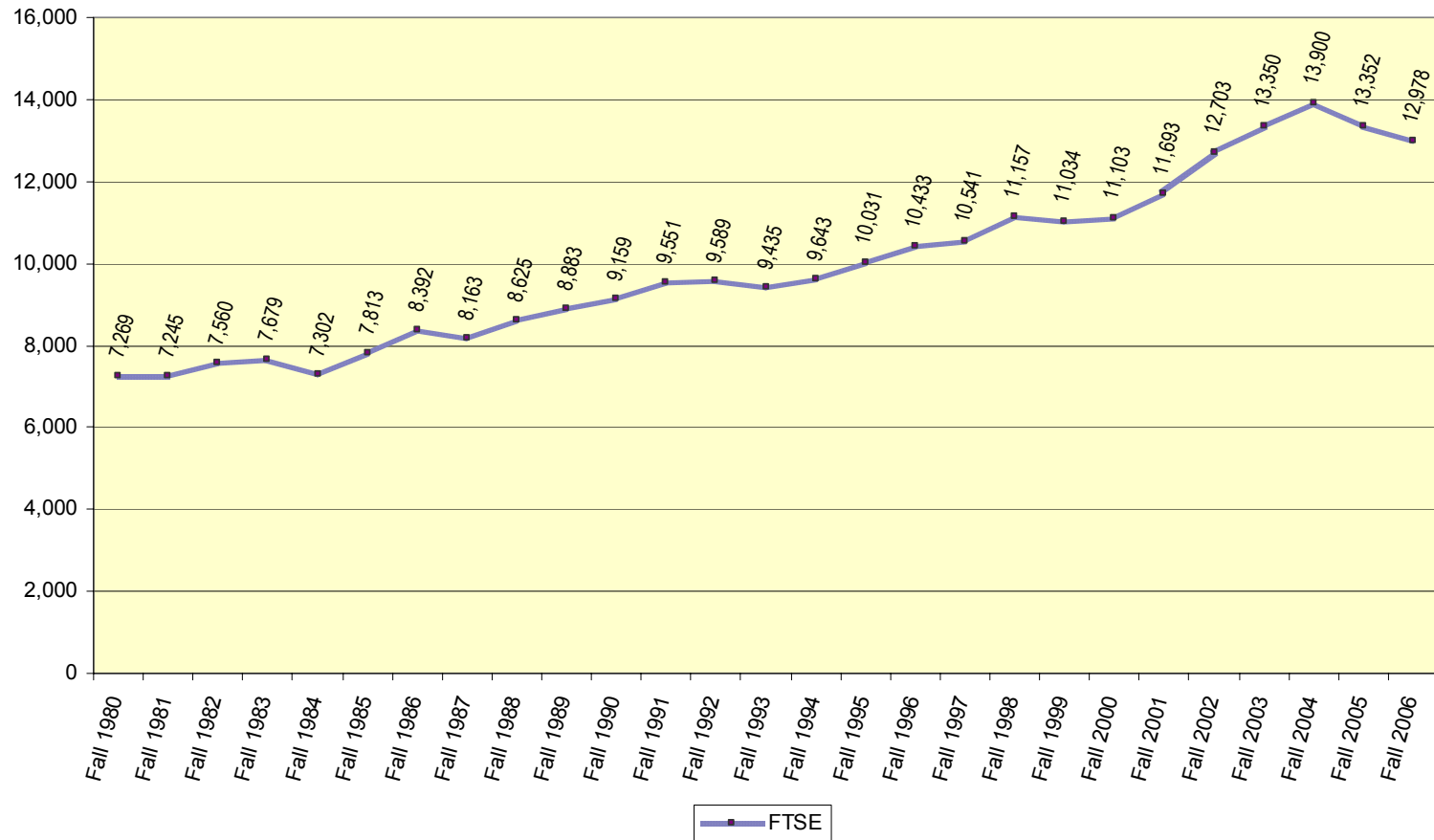
- MCC headcount and FTSE have declined for the past two consecutive years.
- Long-term perspective: since 1980, five cycles of headcount and FTSE decline amid steady overall growth.

High Point Headcount Trends



FTSE Trends

Full Time Student Equivalent (FTSE) Trends
45th-Day Fall 1980 to Fall 2006



MCC Student Trends

- The composition of the student population is changing.
- Younger students, transfer students and Hispanic students are increasing.
- There are decreases in older students and students attending for career-related reasons or personal interest.
 - The strong local economy may influence this trend and is predicted to continue into the future.

MCC Students by Age Group and Regional Growth Projections by Age Group

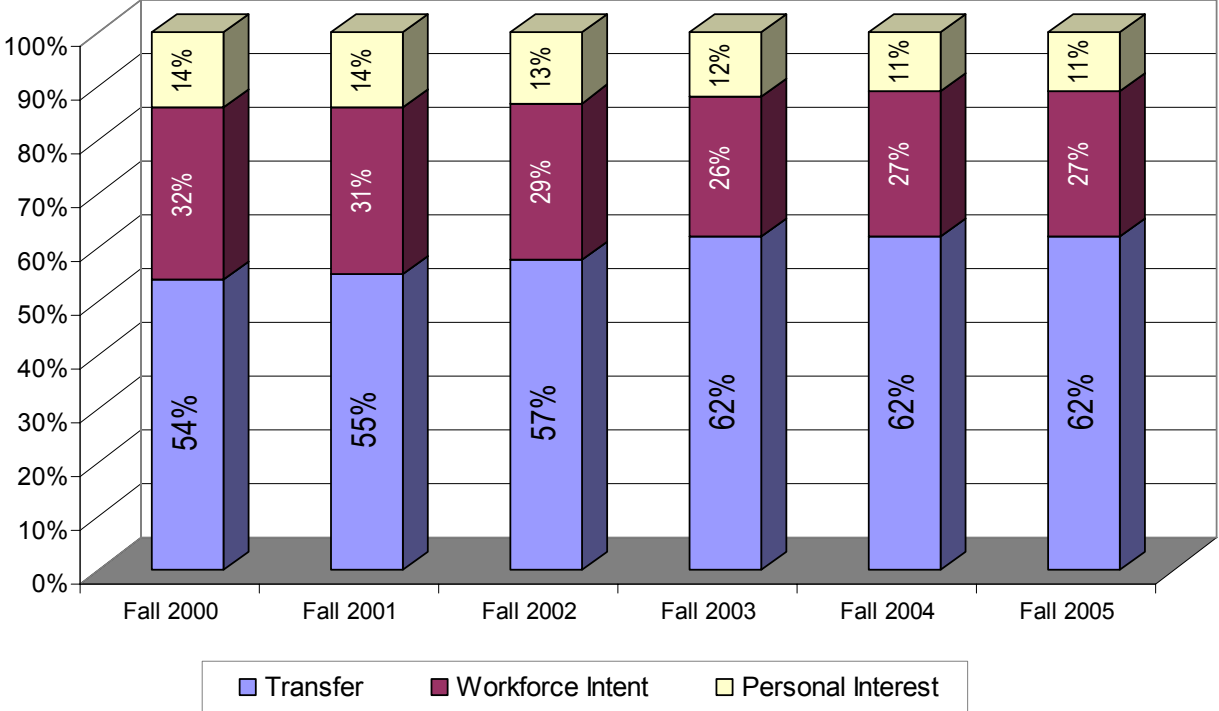
AGE GROUP	AGE DISTRIBUTION MCC STUDENTS AY2005-2006	5-YEAR GROWTH PROJECTIONS FOR REGION** 2006-2011
School Age	3%	+ 13%
College Age	58%	+ 9%
Mid-Career	30%	+ 7%
Boomers	7%	+ 17%
Seniors	1%	+ 18%

* Source: Claritas Inc. 2006, Marketing Research Site Report

** Region represents the geographic areas where most MCC students live.

Student Intent

**Percent Student Intent
(excludes Unknown)**



Hispanic Projections

- The share of Hispanic students attending MCC rose from 12% to 17% in the last ten years.
- The Hispanic population in the MCC service areas is projected to grow at three times the rate of the overall population.
- Hispanic population in MCC service areas:
 - 19% in 2000
 - 24% in 2006
 - 28% by 2011 (projected)

Sources: Claritas Inc. 2006, Marketing Research Site Report, and 2000 U.S. Census

**What does all of this mean
for the future of the assessment
program?**

