



MCC Measures of Institutional Effectiveness

And the National Community College Benchmark Project

Oct. 2007



- What goals are we trying to reach?
- How do we know if we are effective?
- What indicators should we use?



Indicators are used to help document the degree to which the college is accomplishing all aspects of its mission.



“The mission of Mesa Community College is to promote excellence in teaching and learning, preparing individuals for active citizenship in a diverse global society.

The college is a community resource for transfer education, career preparation, developmental education, economic development, and continuous learning.

Our ultimate purpose is to improve the quality of life in the community we serve.”



Current Indicators

Focus on Effectiveness Reports from 2005-2007

- Goal attainment: Degrees and Certificates
- Goal attainment: University Transfer
- Goal attainment: Success after Transfer
- Course Completion
- Student Learning
- Workforce Preparation
- Developmental Education
- Community Education
- Student Satisfaction
- Community Satisfaction



Sources of Information:

[MCCD Data warehouse](#)

- degrees
- course completion
- persistence

[Arizona State System for Information on Student Transfer \(ASSIST\)](#)

- University Transfer
- Success after Transfer

[Student Outcomes Assessment Data](#)

- General education, developmental and workplace skills

[Surveys](#)

- Student satisfaction surveys (SACE)
- Student graduate exit survey
- Community Surveys

[Community Education data](#)





Exploring a Benchmarking tool

National Community College Benchmark Project

- Began in 2003 to provide comparative data in critical performance areas for Community Colleges.
- Over 170 community colleges were in the 2007 sample.
- This is the first year Mesa has participated.
- Data for each institution is confidential and for internal use only. Comparison colleges are masked.



Benefits

Effectiveness Indicators

- Comparisons between peer institutions can highlight differences.
- Measurable benchmarks can be established and used for improvement.
- Data can be followed over time to measure progress.



NCCBP Comparisons

- Goal attainment: Degrees and Certificates
- Goal attainment: University Transfer
- Goal attainment: Success after Transfer
- Course Completion
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Indicators: Course Completion

Mesa Community College				
Course Completion				
Fall 2002 – 2006				
	Successful (A, B, C, P)	Unsuccessful (D, F, Z)	Completer Sub-total	Withdrew (W,Y)
Fall 02	71%	8%	79%	21%
Fall 03	71%	8%	79%	21%
Fall 04	71%	8%	78%	22%
Fall 05	69%	8%	77%	23%
Fall 06	68%	8%	76%	24%

The share of withdrawals has risen over the past five years.



Course Completion - NCCBP

- Mesa has a relatively high share of withdrawals when compared to the other colleges.
- (Grade W)

	% of W Grades
MCC	23%
MCCCD	19%



NCCBP median
18%

(Form 12 - 2005)



University Transfer and Success after Transfer- NCCBP

- The students who transfer have relatively higher cumulative GPA's during their first year at the University.

	Cumulative First-year GPA
MCC	2.99
MCCCD	2.91



NCCBP median

2.91

(Form 3 - 2005)



University Transfer and Success after Transfer- NCCBP

- The share of students who enroll at the University the following year is higher.

	% Enrolled Next Year
MCC	85.75%
MCCCD	85.08%



NCCBP median

79.30%

(Form 3 - 2005)



Student Receiving Undergraduate Degrees at Arizona Universities with Mesa Community College Transfer Credits								
University		1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Arizona State University	East	51	134	157	251	306	350	413
	Main	2,203	2,013	2,134	2,146	2,162	2,449	2,322
	West	62	64	85	83	89	94	87
	Total*	2,316	2,210	2,376	2,480	2,552	2,891	2,819
Northern Arizona University		225	197	224	242	232	262	264
University of Arizona		150	149	133	140	123	163	104
Total		2,691	2,556	2,733	2,862	2,907	3,316	3,187

*Unduplicated

Preparation- NCCBP

- MCC graduating students indicate that they are well prepared and have met their goals.

	% Graduates and Completers
MCC	97.00%
MCCCD	--



NCCBP median

94.00%

(Form 6 – 2005-2006)

- Next steps
- What are the implications and uses of the indicators and benchmark information?
- What are characteristics of peer institutions?

- Using the report
 - Characteristics of institutions
 - Form #- category of information
 - MCC Reported Value
 - MCCD Reported Value
 - All Colleges Percentiles
 - 10th The value below which ten percent of the college fall
 - Median – the mid point value
 - 90th percentile- The value above which 10th of the colleges fall.

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Welcome to the NCCBP Web Site

The National Community College Benchmark Project provides community colleges with opportunities to report outcome and effectiveness data, receive reports of benchmarks, and compare their data with those of other institutions.

NCCBP was established in 2003 to satisfy needs for comparative data in critical performance areas. Annual data collection begins in March, and reports of national aggregate data and opportunities to compare benchmark results with other community colleges become available each fall.

Data are confidential. Institutional data are not identified in national aggregate reports to other subscribing institutions, and institutions can make peer comparisons without revealing their own information. An annual report to facilitate exchange of best practices, however, lists names of institutions, with their permissions, that scored above the 80th percentile on each benchmark.

Subscribing to NCCBP is straightforward. Interested institutions should review recent examples of the [data collection instrument](#) and [national aggregate report](#) and then submit a [subscription form](#). Questions regarding the subscription process should be e-mailed to [NCCBP staff](#).

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