



Mesa Community College

Focus on Effectiveness

Fall 2007

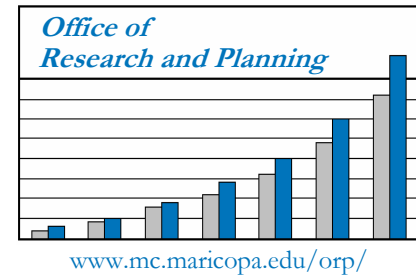




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Introduction

Mesa Community College is committed to carrying out its mission, values and goals and measuring performance in relationship to them. This is accomplished through regularly documenting and reporting a wide range of data about the college, students, programs and services. These measures show a composite picture of MCC's effectiveness – in essence they help demonstrate the degree to which the college is accomplishing all aspects of its mission.

This document provides an overview of several indicators of MCC's effectiveness. Each indicator is briefly described along with summary data tables or graphs. More detailed information about many of the indicators is published regularly by the MCC Office of Research and Planning.



Vision, Mission, and Values

Vision

Mesa Community College will be a leader among community colleges, providing an innovative and intellectual learning-centered environment that is responsive, adaptable, and inclusive.

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 goal is to improve the quality of life in the community we serve.

Values

Learning

Mesa Community College values learning and scholarship for our students, our employees, and the community. We value personal growth and provide access to diverse learning experiences in a supportive environment. We seek to continuously learn as an organization and to be responsive to our changing environment.

Excellence

Mesa Community College strives for excellence in all we do. We are committed to upholding high academic standards, to providing a quality educational environment, and to maintaining quality in all aspects of our work. We continuously seek avenues for improvement.

Inclusiveness

Mesa Community College values inclusiveness of people and ideas. We respect the dignity of each individual, expressed through fairness and just treatment for all. We value individual diversity and recognize the unique contributions of all individuals. We promote open communication and the free exchange of thoughts and ideas.

Community

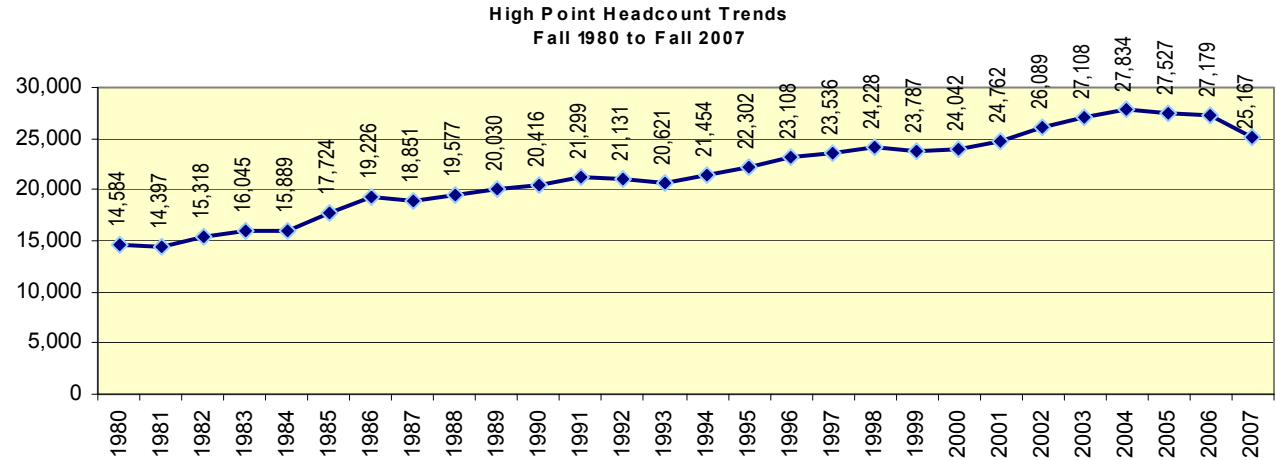
Mesa Community College values a sense of community – both the community we serve and the community we create within. As students, faculty and staff, we have a civic responsibility to our community that is expressed through community involvement and volunteerism. We actively pursue collaborative partnerships with the community. We value our college community and encourage the engagement of all through participation, collaboration, and communication.



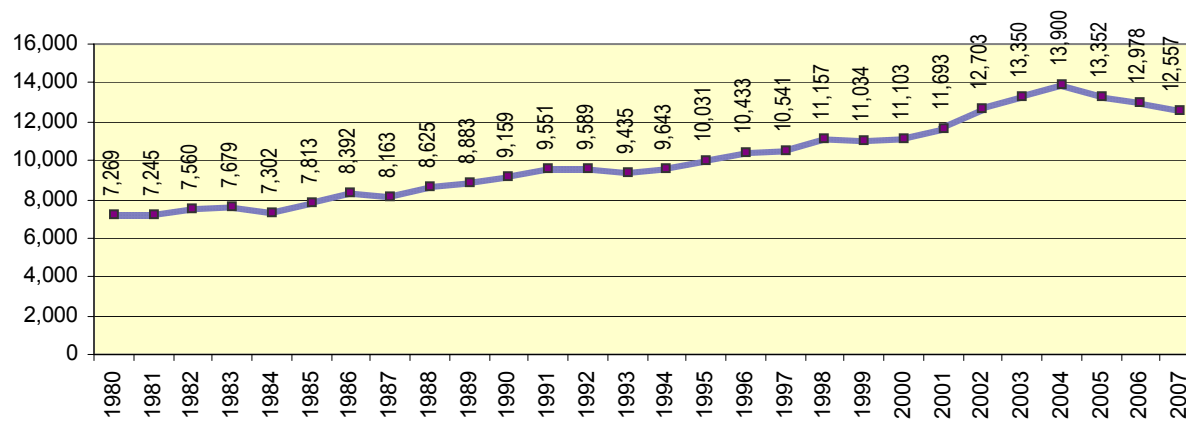
Enrollment and FTSE

Enrollment

There were 25,167 students enrolled as of the last day of drop-add week (high point) in fall 2007. Over the past 28 years the college has shown growth marked by periodic downturns in enrollment. Enrollment has declined annually since 2004.



Full Time Student Equivalent (FTSE) Trends
45th-Day Fall 1980 to Fall 2007



Full-time Student Equivalents (FTSE)

Total FTSE at 45th Day for fall 2007 was 12,557. FTSE is a formula based count of full-time students and is used in funding allocations. Following years of growth and periodic declines, FTSE has decreased over the past three years.

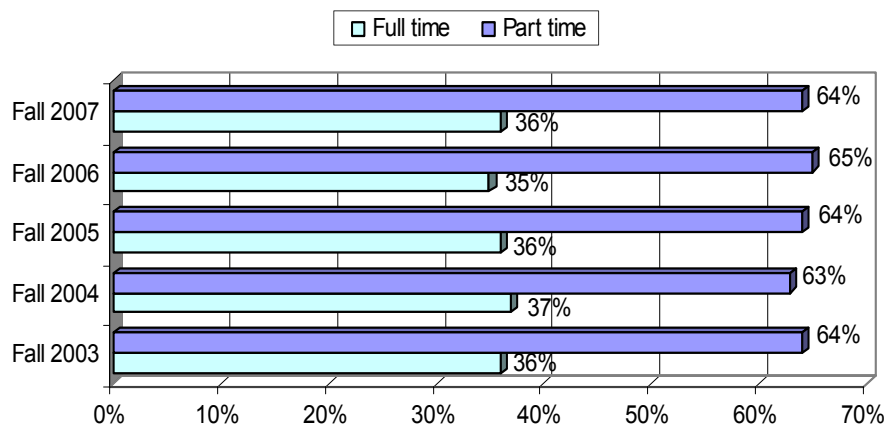
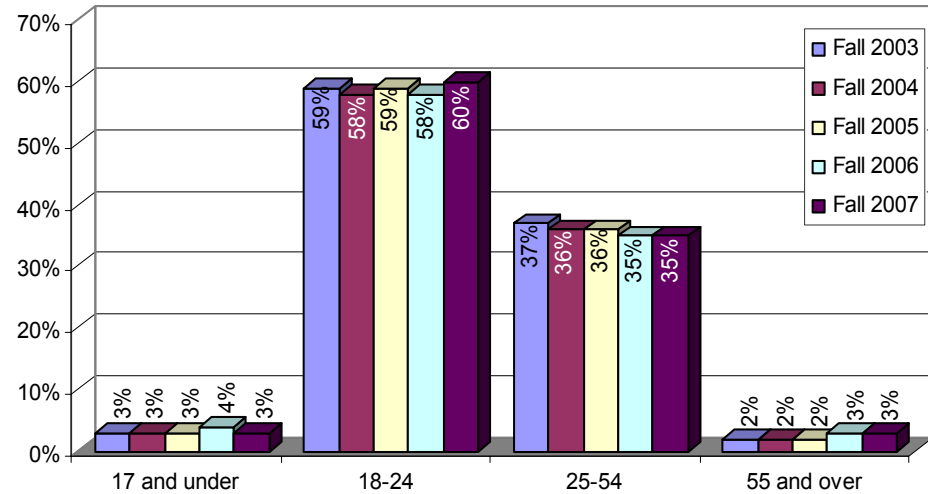
Source: MCCD Data Warehouse



Age and Enrollment Status

Age

The largest share of students (60%) are between the ages of 18 and 24. This age group has increased over the past five years and the share of the 25-54 year-old students has declined. The share of students under the age of 18 has remained relatively stable.



Enrollment Status

Part-time students comprise 64% of the overall student population. 36% of students attend on a full-time basis.

33% of students are new to the college as of fall 2007. The share of new part-time and full-time students has fallen from 35% in the prior year.

Source: MCCD Data Warehouse



Gender and Ethnicity

Gender

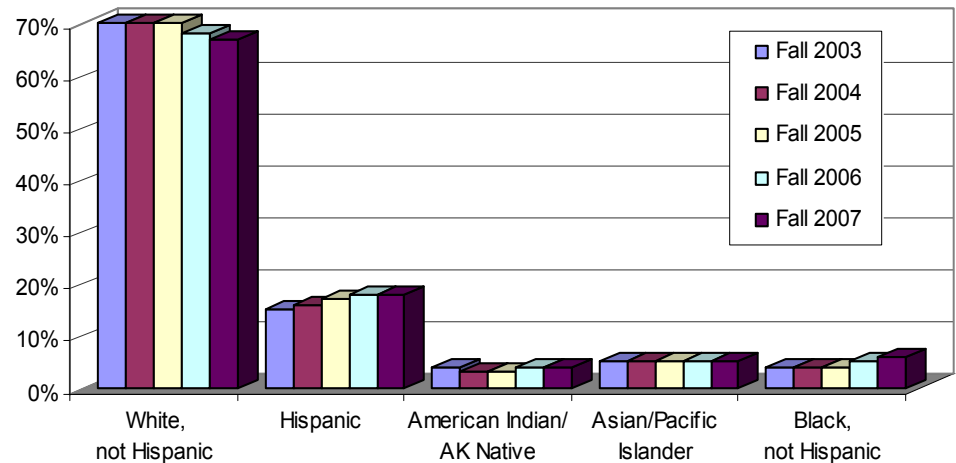
Over the past five years the share of female and male students has remained stable.

| | <i>Fall 2003</i> | <i>Fall 2004</i> | <i>Fall 2005</i> | <i>Fall 2006</i> | <i>Fall 2007</i> |
|--------|------------------|------------------|------------------|------------------|------------------|
| Female | 53% | 53% | 54% | 54% | 54% |
| Male | 47% | 47% | 46% | 46% | 46% |

Ethnicity

Over the past five years the share of Hispanic students increased from 15% to 18%. The share of white non-Hispanic students decreased from 72% to 67%.

| | <i>Fall 2003</i> | <i>Fall 2004</i> | <i>Fall 2005</i> | <i>Fall 2006</i> | <i>Fall 2007</i> |
|--------------------------------|------------------|------------------|------------------|------------------|------------------|
| White, Non-Hispanic | 72% | 72% | 70% | 68% | 67% |
| Hispanic | 15% | 16% | 17% | 18% | 18% |
| American Indian/Alaskan Native | 4% | 3% | 3% | 4% | 4% |
| Asian or Pacific Islander | 5% | 5% | 5% | 5% | 5% |
| Black, Non-Hispanic | 4% | 4% | 4% | 5% | 6% |



Source: MCCD Data Warehouse



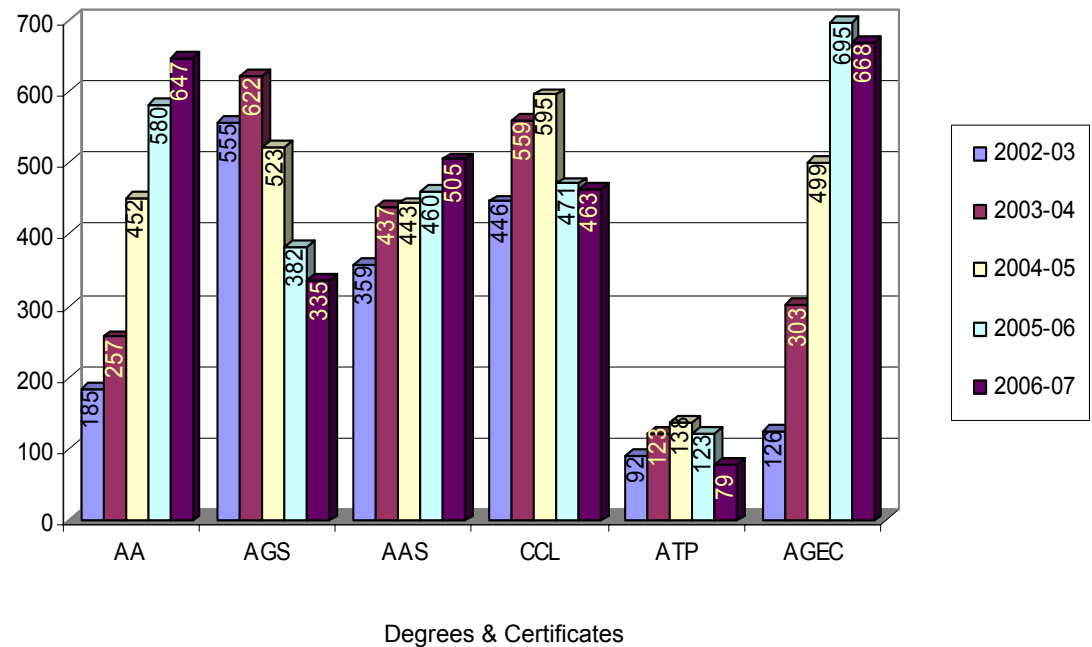
Goal Attainment: Degrees and Certificates

There were 2,822 degrees and certificates awarded in 2006-07, a slight decrease (-1%) over the previous year. Associate in Arts (AA) degrees and Arizona General Education Curriculum (AGEC) certificates comprise the greatest share of all awards (47%).

The number of certificates (CCL), Associate in General Studies (AGS) and ATP degrees conferred have decreased over the past two years, while AA and Associate in Applied Science (AAS) degrees have risen.

Not shown are the Associate in Science (AS) and the Associate in Business (ABUS) degrees with fewer than 75 degrees each.

Degrees & Certificates Awarded at MCC



Source: MCCD Data Warehouse



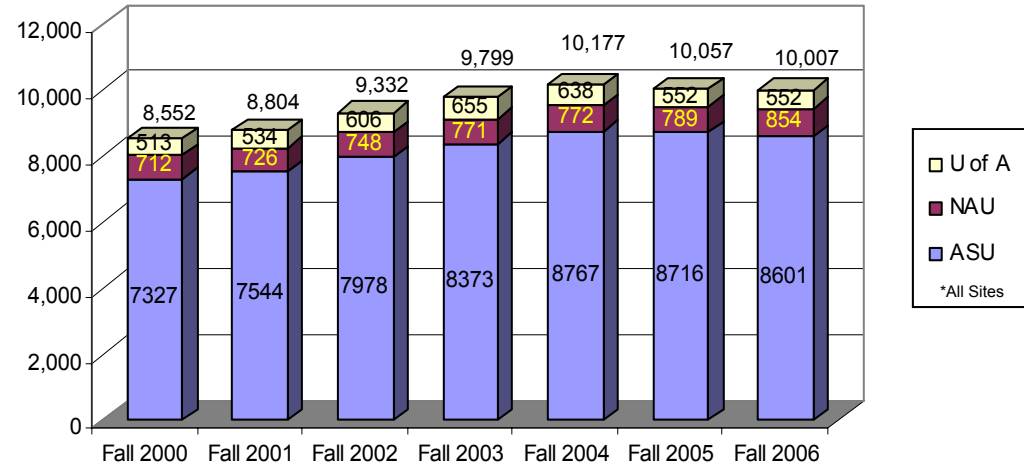
Goal Attainment: University Experience

Undergraduate Enrollment

Annually for the past three years, more than 10,000 undergraduate students enrolled at a state university had transferred credits from MCC.

In 2006, 1,865 Mesa students began their studies at a University. MCC students represented 28% of the total new transfer students at Arizona

Undergraduate Enrollment of Students with MCC Transfer Credits at Arizona Universities



New Transfer Students University Performance in Fall 2005

| | MCC Reported Value | MCCCD Reported Value | NCCBP Median |
|---------------------------------|-----------------------|-------------------------|-----------------|
| Average First-year Credit Hours | 19.39 | 19.52 | 20.58 |
| Cumulative First-year GPA | 2.99 | 2.91 | 2.91 |
| Percent Enrolled Next Year | 86% | 85% | 79% |

* National Community College Benchmark Project - Report 2007 - Form 3

* Transferred 12 hours or more.

New University Transfer Students

1,768 students with MCC transfer credits took an average of 19.39 credit hours during their first-year at a transfer university. Their cumulative first-year grade point average (GPA) was 2.99 and 86% enroll the following year. The GPA and share of re-enrollment for Mesa students exceeds the national median and district average.

Source: Assist Data Warehouse

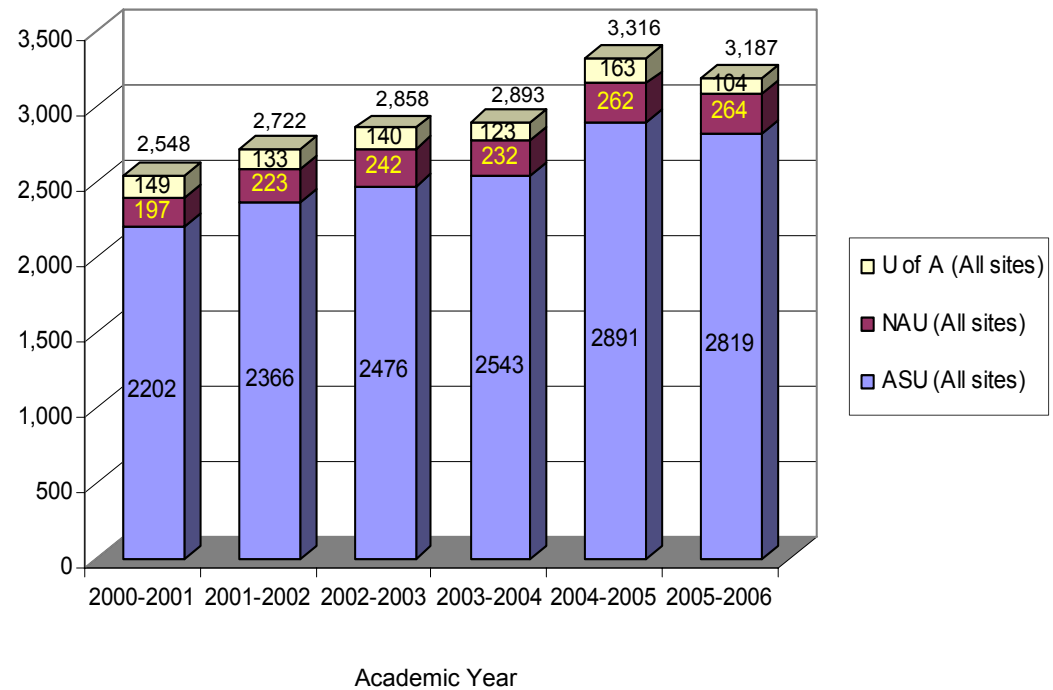


Goal Attainment: University Experience

Success After Transfer

3,187 MCC students received 3,242 university degrees in 2005-06. The number of MCC students who have earned degrees from Arizona's public universities has grown from 2,548 in 2000-2001. The majority of degrees were conferred by Arizona State University.

Students with MCC Transfer Credits Receiving Undergraduate Degrees at Arizona Universities



Source: Assist Data Warehouse

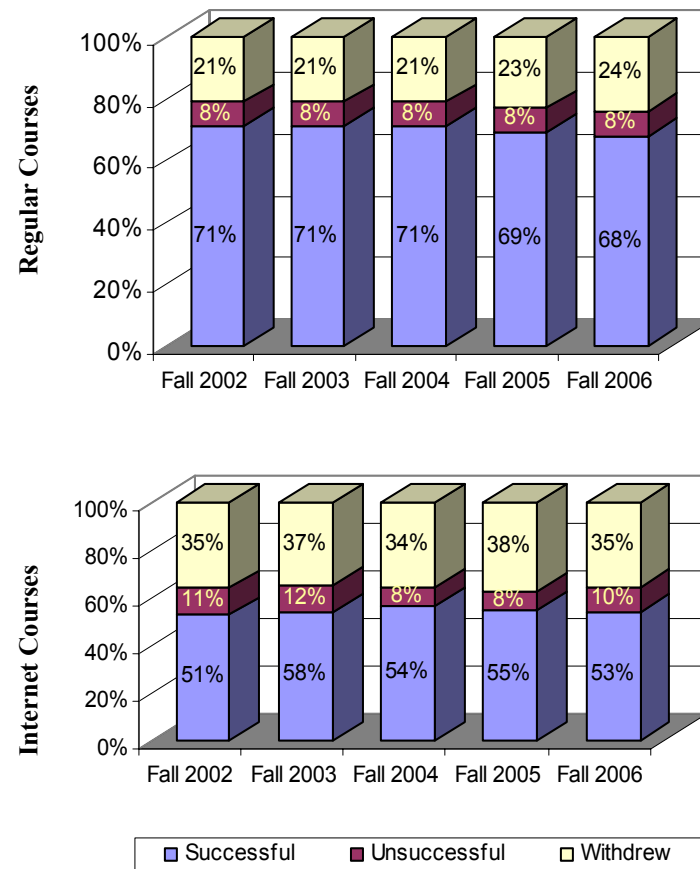


Course Completion

In fall 2006, 68% of the 62,422 grades in regular 16-week courses reflect successful completion and 53% of the 5,451 internet grades reflect successful course completion. Successful course completion for both regular 16-week courses and internet courses has fallen slightly since fall 2005.

Successful course completion represents a grade of A, B, C, or P. A student who completes a course but earns a D, F, or Z grade has unsuccessfully completed the course. Course withdrawals include students who received W and Y grades.

Regular and Internet Course Completion



Source: MCCD Data Warehouse



Student Success Rate

For fall 2005, 70% of the 71,344 grades for all 100 level or higher credit courses reflect successful completion (grades of A,B,C and P) at MCC. Completion rates vary by type of course. Completion rates are higher for English I, English II, and Speech courses when compared to Algebra.

The success rate for MCC lags the district average and the national comparison group overall and in specific core courses.

Success Rate of Credit Students - Fall 2005 All 100 Level or Higher Courses (Regular & Internet)

| | MCC Reported Value | MCCCD Reported Value | NCCBP Median |
|--------------------|-----------------------|-------------------------|-----------------|
| Total Success Rate | 70% | 74% | 74% |

* National Community College Benchmark Project - Report 2007 - Form 7

* Success is defined as enrolled students receiving grades of A,B,C or P.

Success in Selected Core Courses - Fall 2005 English, Math and Speech

| | MCC Reported Value | MCCCD Reported Value | NCCBP Median |
|--------------------------|-----------------------|-------------------------|-----------------|
| English I (ENG101) | 68% | 69% | 69% |
| English II (ENG102) | 59% | 59% | 67% |
| Algebra (MAT150/151/152) | 41% | 56% | 57% |
| Speech (COM100) | 72% | 72% | 75% |

* National Community College Benchmark Project - Report 2007 - Form 11

* Success is defined as enrolled students receiving grades of A,B,C or P.

Source: NCCBP



Persistence: Two Year Trend

Of the 6,085 new students indicating an intent to transfer or to improve their career, 75% were enrolled part-time and 25% were enrolled full-time.

The majority of full-time students (86%) remained at MCC in the subsequent spring 2006 semester, and 63% re-enrolled in fall 2006.

Part-time students were less likely to attend subsequent semesters. Of the part-time students 52% remained at MCC in the subsequent spring 2006 and 32% re-enrolled in the subsequent fall 2006.

Trends for 2004 are presented below.

New Student Persistence

| | MCC New Students | |
|--------------------------|------------------|-----------|
| | Full Time | Part Time |
| Enrolled Fall 2005 | 1,500 | 4,585 |
| Fall 2005 to Spring 2006 | 86% | 52% |
| Fall 2005 to Fall 2006 | 63% | 32% |

| | MCC Full Time Students | |
|--------------------------|------------------------|-----------|
| | Full Time | Part Time |
| Enrolled Fall 2004 | 1,788 | 4,740 |
| Fall 2004 to Spring 2005 | 88% | 51% |
| Fall 2004 to Fall 2005 | 63% | 31% |

Source: MCCD Data Warehouse



Student Learning

Student learning is central to the college mission. Student outcomes assessment measures the extent to which students attain college-wide learning outcomes in general education and career and technical programs.

The chart displays the overall results of student assessment at the college over the last three years. Results from students beginning their studies at the college are compared with results from students completing a program of study at the college. All measures showed significant results. Annual reports on student outcomes assessment provide complete results and are available from the Office of Research and Planning.

Student Outcomes Assessment

| Outcome | Spring 2005 | Spring 2006 | Spring 2007 |
|--|-------------|-------------|-------------|
| <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 Results



No Significant Results



Pilot Year or In Development



Not Assessed This Academic Year

Source: Student Outcomes Assessment Annual Reports, 2004 through 2006

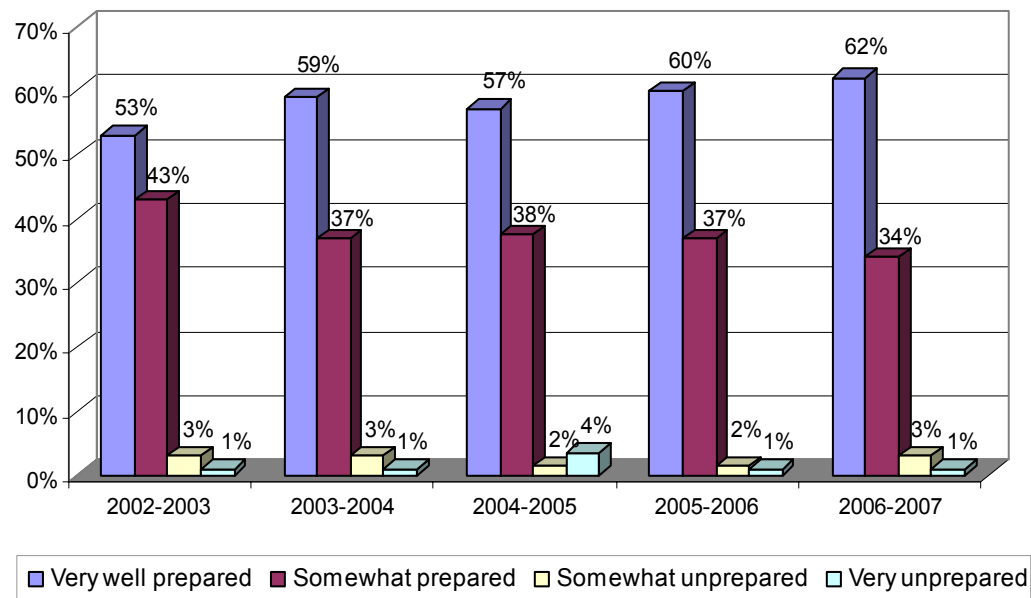


Workforce Preparation

Upon application for graduation, students complete a graduate exit survey.

The survey asks students to indicate how well the college prepared them for entering the workplace. Of students applying to graduate with a Certificate of Completion or an Associate in Applied Science degree in 2006-2007, 96% indicated that they feel prepared to enter the workforce. Over the last five years the share of students who indicated they felt very well prepared rose from 53% to 62%.

Graduating Student Perceptions: Preparation for the Workplace



Source: Graduate Exit Survey, 2001-02 through 2005-06.

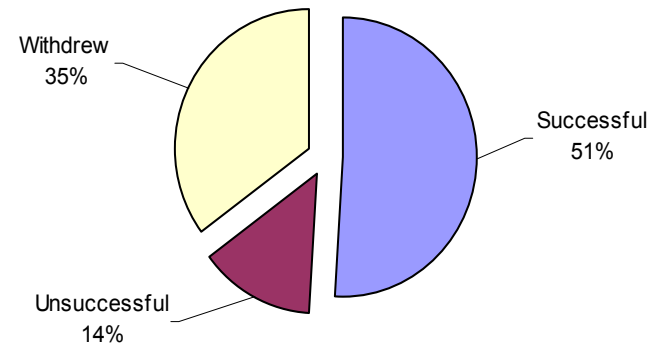


Developmental Education

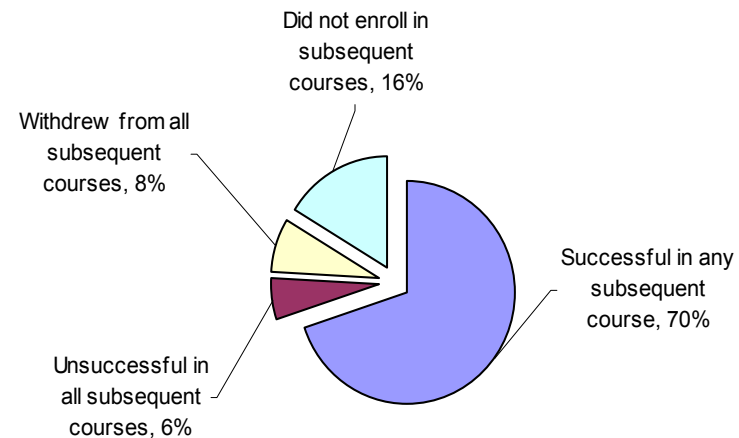
Enrollment in developmental education courses (below 100 level English, reading, and math courses) for the fall of 2006 was 3,895. Course completion for the fall 2006 semester is shown at top right.

A common indicator of effectiveness tracks the success of developmental education students in 100 level and above courses. A cohort of successful completers of a developmental education course during fall 2005 are tracked (bottom right) during the Spring, Summer, and Fall of 2006. 16% did not subsequently enroll in a 100 level or above course, 70% successfully completed (A,B,C,P), 6% unsuccessfully completed (D,F,Z), and 8% withdrew (W or Y) during the subsequent three semesters (Spring, Summer, or Fall of 2006).

Course Completion
Fall 2006



Subsequent Success in a 100 Level or Above Course



Source: MCCD Data Warehouse



Developmental Education Trends

Over the past several years developmental education courses have seen a decline in completers and an increase in withdrawals. After a three year decline, successful completion rose back up to 51% in fall 2006.

Success in subsequent 100 level or above courses has decreased by 4% since fall 2003. The share of students who did not enroll in any subsequent courses has remained constant over the past four years.

Course Completion Trends

| | Successful (A, B, C, P) | Unsuccessful (D, F, Z) | Completer Sub-total | Withdrew (W, Y) | Total |
|-----------|-------------------------|------------------------|---------------------|-----------------|-------|
| Fall 2003 | 56% | 14% | 70% | 30% | 100% |
| Fall 2004 | 52% | 15% | 67% | 33% | 100% |
| Fall 2005 | 48% | 16% | 64% | 36% | 100% |
| Fall 2006 | 51% | 14% | 65% | 35% | 100% |

Subsequent Success in a 100 Level or Above Course

| | Successful in any subsequent course | Unsuccessful in all subsequent courses | Withdrew from all subsequent courses | Did not enroll in subsequent courses | Total |
|--------------------------------------|-------------------------------------|--|--------------------------------------|--------------------------------------|-------|
| Fall 2002 followed through Fall 2003 | 74% | 3% | 8% | 15% | 100% |
| Fall 2003 followed through Fall 2004 | 73% | 4% | 7% | 16% | 100% |
| Fall 2004 followed through Fall 2005 | 73% | 4% | 9% | 15% | 100% |
| Fall 2005 followed through Fall 2006 | 70% | 6% | 8% | 16% | 100% |

* Developmental courses do not include ESL.

Source: MCCD Data Warehouse



Community Education

MCC serves as a community resource for continuing education. Over three thousand people participated in non-credit courses offered by the college throughout the community in the 2006-07 academic year (including industry training). Participation fluctuates due to changes in industry training patterns.

Over 300 different non-credit courses are offered each semester at locations throughout the community the college serves.

Community Education Enrollment

| <i>Unduplicated Enrollment in Non-credit Courses</i> | | | | |
|--|----------------------|-----------|-----------|-----------|
| | <i>Academic Year</i> | | | |
| Non-credit Course Type | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 |
| Personal Interest | 3,746 | 3,718 | 3,317 | 2,558 |
| Career-related | 718 | 1,056 | 810 | 799 |
| <i>Total</i> | 4,464 | 4,774 | 4,127 | 3,357 |

Source: SIS and Community Education Department



Student Satisfaction

The *Student Assessment of the College Environment (SACE)** is administered every three years. In the Fall of 2003, SACE was administered to 3,183 students enrolled in 125 randomly selected day and evening sections at MCC's Dobson and Southern and Red Mountain campuses. A total of 2,110 (66.3%) students completed the survey.

The survey asks students to rate their level of satisfaction with five areas of service: Instructional Services, Student Services, Administrative and Physical Services, Student Focus, and Social and Cultural Services.

Ratings indicate that students perceive a "healthy climate" at Mesa Community College, according to the climate categories developed by the survey publisher.

Student Satisfaction

| <i>Service Area</i> | <i>Average</i> |
|--------------------------------------|----------------|
| Instructional Services | 3.93 |
| Student Services | 3.40 |
| Administrative and Physical Services | 3.52 |
| Student Focus | 3.68 |
| Social and Cultural Services | 3.84 |
| <i>Total Overall</i> | 3.68 |

Scale: 1=Very Dissatisfied
 2=Dissatisfied
 3=Neither satisfied—Nor dissatisfied
 4=Satisfied
 5=Very Satisfied

*The SACE was developed by the National Initiative for Leadership and Institutional Effectiveness (N.I.L.I.E.) of North Carolina State University.



Community Satisfaction

In the Spring of 2004, a survey was administered to 770 individuals identified as leaders and partners within the communities that MCC serves. A total of 263 (34%) completed surveys were returned. The items in the chart at the right asked respondents to evaluate how well MCC carries out several key mission components. Respondents indicated that MCC is doing a very good job at carrying out these key mission components.

Community Perceptions of Key Mission Components

| <i>Please rate how well the college performs in each of the following areas:</i> | <i>Average Rating</i> |
|--|-----------------------|
| Providing a quality education | 4.15 |
| Providing life-long learning opportunities | 4.14 |
| Preparing students to transfer to four year institutions | 4.06 |
| Enabling students to improve skills for career change or advancement | 4.02 |
| Contributing to the economic development of the community | 3.95 |
| Preparing students to enter the workforce | 3.93 |
| Providing opportunities for academically under prepared students | 3.79 |

Scale: 1=Poor
 2=Fair
 3=Good
 4=Very Good
 5=Excellent



Community Satisfaction

In the Spring of 2004, a survey was administered to 770 individuals identified as leaders and partners within the communities that MCC serves. A total of 263 (34%) completed surveys were returned. The items in the chart relate to the college's responsiveness to the community. Respondents indicated that MCC is responsive to the communities it serves.

Responsiveness to Community Needs

| <i>Please indicate the level to which you agree or disagree with the following:</i> | <i>Average Rating</i> |
|--|-----------------------|
| MCC is a valuable asset to the community. | 4.78 |
| The college enhances the quality of life in the local community. | 4.63 |
| The college meets the needs of diverse constituents. | 4.33 |
| The college develops services and programs in accordance with community needs. | 4.25 |
| MCC appropriately seeks feedback from the community about college directions, initiatives, and activities. | 4.22 |
| MCC contributes to the economic development of the community. | 3.95 |

Scale: 1=Strongly Disagree
 2=Disagree
 3=Neutral
 4=Agree
 5=Strongly Agree

Focus on Effectiveness



MCC at Southern & Dobson
1833 West Southern Avenue
Mesa, Arizona 85202
480.461.7000

MCC at Red Mountain
7110 East McKellips Road
Mesa, Arizona 85207
480.654.7200

www.mc.maricopa.edu



A Maricopa Community College

The Maricopa County Community College District is an EEO/AA institution.