The Mesa Community College Program to Assess Student Learning

Annual Report AY 2011-2012

Prepared by:
Office of Research and Planning

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COMMUNITY
COLLEGE

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Dave Harris
Marjorie Leta
James Mabry, Ex-officio (VPAA)
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I. Introduction and Background

History and Overview of Assessment

Over the past sixteen years, Mesa Community College (MCC) has developed a comprehensive system of assessment focused on a set of common student learning outcomes. The college community uses assessment results to identify areas of strength and areas for improvement in order to develop strategies to enhance student learning. Student outcomes assessment has become a part of the college culture.

The success of MCC's assessment program is due in large part to the principles that evolved as the program developed. These principles are based upon good practice as well as lessons learned while developing and implementing the program. They have provided a sound foundation for assessment to develop and mature.

1. The assessment program is driven by college values.
2. The college makes a long-term commitment.
3. Instructional leaders understand and believe in the value of assessment.
4. Faculty lead the program and own the results.
5. Technical expertise and support are provided.
6. Learning outcomes are defined programmatically.
7. Measurement tools align with outcomes.
8. A viable research design and methodology are used.
9. Results are used by faculty to improve learning.
10. Assessment is linked to college planning.

Development of the assessment program has been a collaborative effort between faculty, staff and administration. Faculty participation has been critical to the development of the assessment program and is fundamental to administration and use of results. College administration has provided consistent support by allocating resources and providing leadership to the assessment initiative and the Office of Research and Planning (ORP) has provided the technical expertise and support needed to help design the research plan, refine the instruments, coordinate data collection and analyze the data.

Over time assessment measures, data collection procedures, and the use of results have been refined. Commonly accepted student learning outcomes were defined by the faculty when the assessment program was first developed. Instruments were selected or developed by faculty, piloted and administered. The assessment tools have been reviewed by faculty and modified when appropriate after subsequent administrations. Administration of assessments shifted from voluntary student participation outside of class to a system of campus wide assessment conducted by faculty during class time.

As the program to assess student learning has matured, the use of assessment results has been emphasized. Assessment results are integrated into departmental and college planning. Furthermore, college-wide assessment initiatives have been developed through the activities of the Results Outreach Committee (ROC), a sub-committee of the Faculty Student Outcomes Committee (SOC). Outcomes assessment results for academic year (AY) 2011-12 are described in this report. A complete series of annual assessment reports has been written, beginning in AY 1996-97, and provides further details about the development of the assessment program at MCC.

Organizational Structure for Assessment

A standing faculty committee, SOC is charged with making decisions and recommendations related to all aspects of student outcomes assessment at the college. The faculty committee is led by a faculty chair and co-chair who receives reassigned time to lead the assessment initiative. Ex-officio members include the

Vice President for Academic Affairs and staff from ORP. The committee holds regular monthly meetings and schedules additional ad hoc meetings as needed. SOC meeting minutes for AY 2011-12 are shown in Appendix A.

The Student Outcomes Resource Committee includes the SOC faculty chair and chair-elect and staff from ORP. The Resource Committee is responsible for all operational aspects of the student assessment program, including coordinating and providing technical assistance to the faculty clusters, and coordinating and conducting Assessment Week activities. ORP provides technical assistance related to development of assessment tools and scoring rubrics, conducts data analyses, and prepares and disseminates annual assessment reports.

Interdisciplinary faculty teams, or "clusters," plan and direct the assessment efforts for each of the outcome areas. The clusters are typically comprised of three to five faculty members who select or develop measures to directly assess the outcomes, review the assessment results, and recommend revisions to the assessment tools.
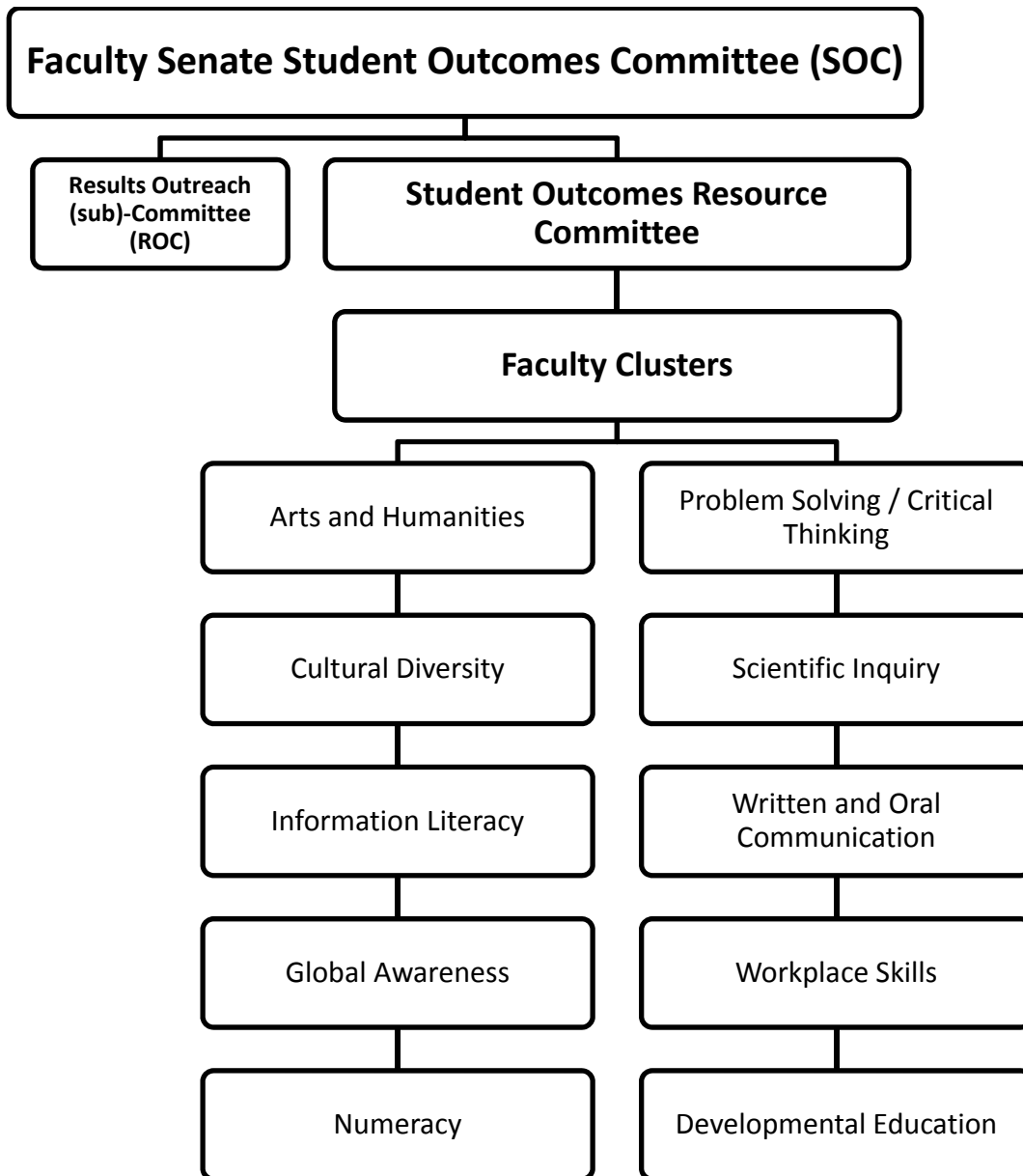
ROC explores avenues for facilitating the use of assessment results by departments and faculty members. The committee promotes the use of outcomes data in relation to faculty development, pedagogy, and academic climate; encourages faculty and departments to come forth with specific outcomes-based initiatives and endeavors; and provides the mechanisms for these outcomes-based activities. Committee members worked during the year to initiate pilot projects which directly address the results of student outcomes assessment. Based on a ROC recommendation, the Vice President for Academic Affairs funds projects focused on assessment results. The ROC committee materials are included in Appendix B.

The success of the assessment initiative has been dependent upon the collaboration of faculty, administration and ORP. All academic departments have been represented in developing the assessment program. SOC is a recognized Faculty Senate committee; Figure 1 on the next page depicts the program's organizational structure.

In addition, participation extends beyond the committee membership depicted in the chart. Assessment is imbedded within the college culture at the college, departmental, and individual level. There are many opportunities for participation. Faculty from both campuses and all locations have had the opportunity to volunteer to administer an assessment, attend an assessment orientation, participate in departmental planning discussions, attend an assessment dialog, serve on a committee or cluster or submit a pilot project addressing the use of results. A variety of assessment results presentations are made annually. Each fall, an all faculty meeting is held to discuss the student outcomes assessment results from the previous spring, and similar discussions occur within departments. Several departments have used information from assessment results to develop new departmental initiatives as a part of the departmental planning process.

The entire college community was informed and engaged through on-going communication using a variety of media. Articles were published in employee newsletters and on the assessment web page. An informational assessment brochure was distributed to students, faculty, and staff. During Assessment Week posters and flyers were disseminated to promote awareness of assessment activities among the campus community.

Figure 1

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│     Faculty Senate Student Outcomes Committee (SOC)       │
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┌──────────────────┐      ┌──────────────────────────────┐
│ Results Outreach │      │  Student Outcomes Resource   │
│ (sub)-Committee  │      │          Committee           │
│      (ROC)       │      │                              │
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                          │       Faculty Clusters       │
                          └──────────────────────────────┘

      ┌────────────────────┐      ┌────────────────────────┐
      │ Arts and Humanities│      │ Problem Solving / Critical
      │                    │      │         Thinking        │
      └────────────────────┘      └────────────────────────┘

      ┌────────────────────┐      ┌────────────────────────┐
      │ Cultural Diversity │      │    Scientific Inquiry  │
      └────────────────────┘      └────────────────────────┘

      ┌────────────────────┐      ┌────────────────────────┐
      │Information Literacy │      │   Written and Oral      │
      │                    │      │    Communication        │
      └────────────────────┘      └────────────────────────┘

      ┌────────────────────┐      ┌────────────────────────┐
      │  Global Awareness  │      │    Workplace Skills     │
      └────────────────────┘      └────────────────────────┘

      ┌────────────────────┐      ┌────────────────────────┐
      │     Numeracy       │      │ Developmental Education │
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SOC Goals and Accomplishments

The MCC Student Outcomes Committee has achieved a number of significant accomplishments for the 2011-2012 academic year:

- Faculty cluster revision of, and subsequent Faculty Senate approval of, Information Literature Student Learning Outcomes (cluster chairs: Tim Florschuetz & Marjorie Leta).
- Faculty cluster revision of, and subsequent Faculty Senate approval of, Cultural Diversity Student Learning Outcomes (cluster chair: Diana Bullen).
- Continued work by these two faculty clusters to review and revise the cultural diversity and the information literacy assessment tools to ensure the timeliness of each tool as currently

written, or to modify as necessary to ensure alignment of each tool with MCC's current mission, vision, and strategic priorities.

- With the continued support of MCC's Office of Research and Planning, SOC successfully completed MCC's 2012 SOC Assessment Week, with 66 faculty volunteering a total of 116 sections (an increase of 12% over 2011 assessment week) for testing of the Oral Communication, Written Communication, Scientific Inquiry and Numeracy Assessment Tools. There was a 72% faculty return rate overall for all Assessments, which also exceeded expectations.
- As the only committee chosen by the ii (Informed Improvement) team, SOC developed a successful application for committee participation in the second year cohort of the college-wide ii (Informed Improvement) initiative.
- Hiring and training English faculty for scoring of the 2012 Written Communication assessment tool (scoring to be conducted summer 2012).
- Delivery of faculty recognition mugs in appreciation of 2012 Assessment Week participation

Anticipated SOC action items for the 2012-2013 academic year:
- As part of the ii second year cohort, and as part of MCC's Higher Learning Commission accreditation cycle, SOC will consider improvements to MCC's current general education assessment model in terms of assessment delivery methods, as well as how SOC can better use the data generated by our assessments to inform and empower faculty. We anticipate that the ii process will be a significant part of SOC's work for the next few years.
- Continued faculty work and committee updates on the Information Literature and Cultural Diversity assessment tools.
- SOC will continue to define and develop marketing methods geared to engage faculty in the general education assessment process and to improve committee membership recruitment from each academic unit.
- SOC will strategically award the 2012-2013 ROC grant in conjunction with the release of 2012 Assessment Week results in fall, 2012.

Results Outreach sub-Committee Activities

ROC was formed to focus efforts and ensure increased emphasis on the use of results from the student assessment program. ROC developed a call for proposals which is sent annually to all full-time faculty members. Submitted proposals are reviewed by the ROC members against a set of criteria, and recommendations for funding are forwarded to the Vice President for Academic Affairs for final approval. See Appendix B for ROC forms and documents.

In its March 2012 meeting, the committee discussed previous low ROC grant submission rates and how to increase faculty interest in ROC grants. The committee decided to postpone the call for ROC grants until the fall semester to coincide with the release of the Assessment Week results.

II. Overall Summary of Results

The MCC Program to Assess Student Learning has historically demonstrated evidence of student learning in both general education and career and technical areas. A common set of student learning outcomes provide the foundation for assessment. The assessment process is a part of the college culture and is a collaborative effort of faculty in many disciplines. Faculty members across nearly all disciplines and campus locations participate in the college's award-winning assessment program.

During the 16th-annual Assessment Week in spring 2012, SOC focused assessment efforts on four outcome areas that had not been since 2007 and 2008: Oral Communication, Written Communication, Numeracy, and Scientific Inquiry. A brief summary of results by assessment for the most recent years can be found below.

Summary of Findings – Assessment Weeks 2010-2012

Outcome and Year Assessed	Results
Oral Communication – Assessed 2012	The average score was not significantly higher for the completing student group overall or for any of sub-sets of the assessment. *In the past, student scores were highest for questions related to interpersonal communication followed by presentation skills. Scores were lowest on questions related to small group interaction.*
Written Communication – Assessed 2012	The average score was not significantly higher for the completing student group overall or for any of sub-sets of the assessment. *Student showed relative strength in stating their own position and addressing the prompt, and needed most improvement in tone and recognizing the opposing position.*
Numeracy – Assessed 2012	The percent correct was significantly higher for the completing students overall and four learning outcomes: - identify and extract relevant data - use models to organize the data - obtain correct results and state results with qualifiers - use information effectively *Patterns of performance have remained consistent over several years.*
Scientific Inquiry – 2012	Completing students performed significantly better than beginning students overall and on two of the five outcome areas: - prediction - evaluation *Students have been most successful in distinguishing between predictions that are logical or not logical based on problems presented (Interpretation) and in making a conclusion based upon information presented (Evaluation).*
Arts and Humanities – Assessed 2011	Significant differences were observed between completing and beginning student scores in all the following learning outcome areas: - a basic knowledge of human creations - an awareness that different contexts and/or world views produce different human creations - an understanding and awareness of the impact that a piece has on the relationship and perspective of the audience - an ability to evaluate human creations

Summary of Findings – Assessment Weeks 2010-2012 (continued)

Cultural Diversity – Assessed 2011	Students in the completing group: • Recognized the value of diversity • Supported requiring students to complete a diversity course in order to graduate • Recognized the importance of civic responsibility
Workplace Skills – Assessed 2010	The average score of the completing student group was higher than the entering student group by a statistically significant margin. The post group also scored statistically higher in all but one outcome area (interpersonal communication). Overall, students' scores ranked highest in: 1. technology literacy 2. ethics 3. personal and professional responsibility *For the past several years, teamwork and organization scores ranked lowest compared to the other outcome areas.*

Overview of MCC Student Outcomes Assessment Results

Outcome	2006	2007	2008	2009	2010	2011	2012
Arts & Humanities	Not Assessed	Significant	Not Assessed	Not Assessed	Not Assessed	Significant	Not Assessed
Cultural Diversity	Not Assessed	Significant	Not Assessed	Not Assessed	Not Assessed	Significant	Under Review
Oral Communication	Not Assessed	Significant	Not Assessed	Not Assessed	Not Assessed	Not Assessed	No Significant
Written Communication	Not Assessed	Significant	Not Assessed	Not Assessed	Not Assessed	Not Assessed	No Significant
Numeracy	Significant	Not Assessed	Significant	Not Assessed	Not Assessed	Not Assessed	Significant
Scientific Inquiry	Significant	Not Assessed	Significant	Not Assessed	Not Assessed	Not Assessed	Significant
Problem Solving/Critical Thinking	Significant	Not Assessed	No Significant	Significant	Not Assessed	Not Assessed	Not Assessed
Information Literacy	Significant	Not Assessed	Significant	Not Assessed	Under Review	Under Review	Under Review
Workplace Skills	Significant	Sample Too Small	Sample Too Small	Not Assessed	Significant	Under Review	Under Review
Global Awareness	Pilot/Dev	Pilot/Dev	Pilot/Dev	Pilot/Dev	Under Review	Under Review	Under Review

Legend:
- ■ (blue) Significant Results
- ■ (gray) Not Assessed
- ▨ (red hatch) No Significant Results
- ☐ (white) Pilot Year or In Development
- ▦ (dotted) Sample Size too Small for Pre/Post Group Analysis
- ■ (orange) Assessment Instrument Under Review/Revision

III. Methodology

Direct Measures of Student Learning

Student learning is measured by assessing knowledge in outcome areas defined by faculty. The eight general education outcome areas as determined by MCC faculty are as follows:
- written and oral communication
- problem solving/critical thinking
- numeracy
- scientific inquiry
- arts and humanities
- cultural diversity
- information literacy
- global awareness

The workplace skills defined by MCC faculty are:
- ethics
- interpersonal skills
- critical thinking
- organization
- team work
- technology literacy
- personal and professional responsibility

Faculty developed instruments were adopted to measure the outcomes in all but three areas (Problem solving/critical thinking, cultural diversity and workplace skills.) Problem solving/critical thinking is measured using a standardized test that aligns with the MCC outcomes. The cultural diversity assessment is adapted from a survey designed by The Diverse Democracy Project at the University of Michigan. Workplace skills are assessed using an adaptation of the SCANS/TEJAS instrument developed through a Carl Perkins grant from the Texas Higher Education Coordinating Board. The faculty-designed instruments were pilot tested and reviewed using classical item analysis. Faculty also evaluated the instruments for content validity. The specific outcome statements and a description of assessment tools are presented for each outcome area in the chart in Appendix D.

Data Collection Procedures

SOC focused assessment efforts on four outcome areas that had not been since 2007 and 2008: Oral Communication, Written Communication, Numeracy, and Scientific Inquiry

Faculty volunteers were recruited by SOC members and through department chairs. Courses with a relatively large share of beginning students or completing students were targeted for participation. Flyers were provided to help recruit volunteers. (Sample informational materials from Assessment Week 2012 are shown in Appendix F.) Sixty-six faculty members volunteered a total of 116 sections at both the Southern and Dobson and Red Mountain campuses. All assessments were administered by faculty in regular class sessions during Assessment Week, February 25 – March 2, 2012.

Early in the spring semester, participating faculty members were contacted to confirm participation. Assessment materials for over 3,300 students were distributed to academic departments, as well as tips for faculty, student information handouts, administration directions, and posters. The student information handout contains an explanation of the assessment program, a summary of results from prior years, and information about the upcoming Assessment Week.

Administration of the assessment occurred during the regular classroom period. Faculty followed a standard protocol for the assessment. Students were informed that the purpose of the assessment is to measure whether education goals are being achieved in order to improve programs and student learning. Students were assured that results are not reported by student or by class but are evaluated across the college. Completed assessments, along with an Assessment Submittal form, were returned to ORP. Faculty were asked to complete the following information on the submittal form: whether they provided an incentive to students, how long it took to administer the assessment, whether they had any problems administering the assessment, and what they would suggest to improve the process. About 35% of the faculty reported they had offered an incentive to students for participating in the assessment. This feedback is used to make necessary modifications to Assessment Week processes and procedures.

Description of General Education Participants

From the total pool of students who took each assessment, a group of beginning (pre-group) students and a group of completing (post-group) students was selected for analysis and comparison. On average for both assessments combined, the pre-group participants had completed 8.8 credit hours compared to 53.1 credits for post-group students. Equal numbers of pre and post students were selected for comparison using a stratified random sample based upon ethnicity.

In previous years, students were asked to manually write their student ID number in addition to several background questions to help determine their total earned credit hours, the distribution of their courses, and their educational intent (i.e. reason for attending MCC). Starting with Assessment Week 2010, students were instead asked to affix a barcode sticker to their assessment answer sheet. The barcode contained each student's unique identification number and also listed each student's name and course information. Using a barcode sticker solved problems that occurred in past administrations in which most students either did not know their own ID number or refused to bubble in their identification number due to privacy concerns. ORP can now easily match each student's assessment response with exact demographic, credit hour, and course data. This more precise data is then used to determine eligibility for the pre and post cohorts.

Table 1

Comparison of Beginning and Completing Student Groups All Assessments Combined			
	Pre-group	Post-group	Total College (Fall 11 45th day)
Headcount (Unduplicated)	402	406	25,695
Ethnicity			
White	59%	59%	57%
Hispanic	18%	18%	18%
Black, non-Hispanic	6%	6%	7%
Am. Indian/AK Native	4%	4%	4%
Asian/Pacific Islander	5%	5%	5%
Other/Not Specified	7%	6%	8%
Gender			
Female	51%	53%	51%
Male	48%	46%	47%
Unknown	1%	1%	2%
Cumulative earned hours as of spring 2012			
Average	8.8	53.1	N/A

Note: 32 students took both assessments.

IV. Results and Observations

Numeracy Assessment Results

Outcomes
Numeracy outcomes are to: Identify and extract relevant data; Select or develop models to organize the data; Obtain correct results and state results with qualifiers; Use results.

Data Collection and Measurement
The Numeracy assessment, a 27 item faculty-developed multiple-choice test, was administered to students in 50-minute sections. Students were provided with calculators during the assessment.

Assessment Results
Scores from 107 beginning students (pre-group) are compared to 107 completing students (post-group). The total numeracy score is significantly higher for the post-group for the test overall and for each outcome. The percent of correct responses by outcome is presented in Table 3.

Table 3

Mesa Community College Student Outcomes Assessment Numeracy - Percent Correct by Outcome and Student Group				
	2008 Percent Correct		2012 Percent Correct	
Outcome	Pre N=87	Post N=88	Pre N=107	Post N=107
Identify and extract relevant data	61%	**70% ***	62%	**67%***
Use models to organize the data	69%	**81% ***	64%	**80%***
Obtain correct results and state results with qualifiers	65%	**73% ***	59%	**76%***
Use of results	55%	**63% ***	48%	**63%***
Overall	63%	**72% ***	58%	**72%***

* Significant difference

Data Trends
A comparison of student performance on the Numeracy assessment over the past five administrations of the instrument shows that the pattern of high and low scores has remained consistent. Students perform best on use of models. Obtaining correct results and stating the results with qualifiers has ranked higher than the ability to identify and extract relevant data. Scores for the use of results have consistently remained the lowest.

Overall, the post-group students have performed significantly better than pre-group students for the past six administrations of the instrument. In addition, completing student scores have been significantly higher than beginning student scores on the use of models to organize data and the ability to obtain correct results and state the results with qualifiers. In five of the past six years of administration the post-group students outperformed the pre-group students on the ability to identify and extract relevant data and to use results.

Scientific Inquiry Assessment Results

Outcomes
Scientific Inquiry has five main outcomes: Hypothesis, Prediction, Assumption, Interpretation, and Evaluation.

Data Collection and Measurement
Students had 50 minutes to complete a 40 item faculty-developed multiple-choice test. The instrument includes questions related to the outcomes from several scientific disciplines.

Assessment Results
Scientific inquiry assessment results from 104 beginning students (pre-group) are compared to the results from 104 completing students (post-group). Scores of the post-group students were significantly higher than the pre-group for two outcomes and overall. Results by outcome and group are presented in Table 4.

Table 4

Mesa Community College Student Outcomes Assessment Scientific Inquiry - Percent Correct by Outcome and Student Group					
Outcome		**2008** **Percent Correct**		**2012** **Percent Correct**	
		Pre **N=102**	**Post** **N=102**	**Pre** **N =104**	**Post** **N = 104**
Hypothesis	Distinguish between possible and improbable or impossible reasons for a problem.	63.0%	66.0%	65.9%	67.6%
Prediction	Distinguish between predictions that are logical or not logical based upon a problem presented.	61.4%	65.2%	60.4%	**69.9%***
Assumption	Recognize justifiable and necessary assumptions based on information given.	45.5%	47.9%	46.0%	51.2%
Interpretation	Weigh evidence and decide if generalizations or conclusions based upon the data given in tables and graphs are warranted.	65.6%	**71.3% ***	65.5%	68.7%
Evaluation	Make a conclusion based on information presented.	44.9%	**56.7% ***	47.8%	**57.5%***
Overall		56.7%	**61.9% ***	**57.7%**	**63.1%***

*Significant difference.

Students are most successful in prediction (the ability to distinguish between predictions that are logical and not logical) for this most recent administration of the assessment. Deciding if conclusions are warranted (Interpretation) and in distinguishing between reasons for a problem (Hypothesis) ranked second and third respectively. Students are least successful in making conclusions based on information presented (Evaluation) and in recognizing justifiable and necessary assumptions based on information given (Assumption).

Data Trends
The score for the Evaluation outcome, "make a conclusion based upon information presented," has been below the overall mean for the past six administrations and has ranked at or near the bottom in all of the past administrations. Scores measuring the ability to recognize justifiable and necessary assumptions based on information given has also been relatively difficult, for the past five administrations. For the previous five administrations scores have been highest for the ability to distinguish between possible and improbable or impossible reasons for a problem (Hypothesis) and for interpretation (the ability to weigh evidence and decide if generalizations or conclusions based upon the data given in tables and graphs are warranted) and still remain in the top three ranks this past administration.

Oral Communication Assessment Results

Outcomes
The general education outcomes for oral communication are that students will be able to construct and deliver a clear, well-organized verbal presentation; interact in a collaborative, synergistic manner within a small group, problem solving meeting; and maintain an effective interpersonal climate in one to one, dyadic interchange.

Data Collection and Measurement
The oral communication instrument measures concepts and knowledge related to the outcomes. The assessment tool is comprised of 52 item multiple choice items and background questions. It was administered to 624 students.

Assessment Results
As noted in Table 7, in prior administration years the total percentage correct was significantly higher for the post-group overall and for scales relating to one-on-one interchanges, small group interaction and oral presentations. This most recent administration produced no significant difference in any of the three Oral Communication areas or in the overall groups. Completing students performed better than beginning students on all of the areas in prior years, but this year reflected no difference between pre and post groups.

Table 7

Mesa Community College Student Outcomes Assessment Oral Communication - Percent Correct by Outcome and Student Group						
	2005		**2007**		**2012**	
Outcome	**Pre** **N=117**	**Post** **N=117**	**Pre** **N=120**	**Post** **N=119**	**Pre** **N=113**	**Post** **N=113**
Maintaining an interpersonally effective climate within a one to one interchange.	63.3%	**75.1%***	59.7%	**74.8%***	57.2%	**53.1%**
Interacting in a collaborative synergistic manner within a small group.	53.4%	**60.9%***	54.3%	**66.5%***	47.7%	**46.5%**
Conducting and delivering a clear, well organized oral presentation.	57.2%	**69.5%***	56.9%	**71.3%***	49.5%	**49.6%**
Overall	**57.9%**	**68.5%***	**57.1%**	**71.1%***	**51.6%**	**49.6%**

* Significant difference

Written Communication Assessment Results

Outcome
The general education outcome for written communication is that "Students will be able to write a clear, well organized paper using documentation and quantitative tools when appropriate."

Data Collection and Measurement
592 students participated in the assessment of written communication. Students were given 70 minutes to write in response to a prompt. Students were directed to write a "well-developed multi-paragraph essay that argues for your position on this issue."

From the pool of students who participated, 98 students were classified as beginning students and 98 were classified as completing students.

A panel of English faculty members evaluated each writing sample based on a rubric. Each essay was blind-scored by two judges. Items relating to content and organization are rated on a scale of zero through three (0=not present, 1=poor, 2=satisfactory, 3=excellent). Mechanics and style are evaluated using a scale of 0-3 where the impact of errors is evaluated (0=excessive, 1=distracting, 2=minimal, 3=error free).

Assessment Results

Essays from beginning students (pre-group) are compared to essays from completing students (post-group). The mean score for the post-group was significantly higher overall when compared to the pre-group for prior years; this year showed no significant difference in any area. The post-group performs significantly better on content skills, organization and mechanics/style in prior years. The results by item and skill area are presented in Table 9. Students scores were highest in stating their own position and were lowest on recognizing the opposing position, and using a tone that demonstrates an awareness and consideration of the audience.

Table 9

	2005		2007		2012	
Mesa Community College Student Outcomes Assessment **Written Communication – Mean Scores by Skill Area and Student Group**						
Outcome	**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**
	N=84	**N=84**	**N=83**	**N=83**	**N=98**	**N=98**
Content Skills (0 = not present, 1 = unsatisfactory, 2 = satisfactory, 3 = excellent)	1.5	**1.8***	1.2	**1.5***	1.4	1.4
1. The paper accurately addresses the prompt.	1.7	**2.0***	1.3	**1.6***	1.8	1.8
2. The writer clearly states his/her position.	2.0	2.2	1.7	**2.0***	1.9	2.0
3. The writer develops clear, logical ideas in support of the thesis.	1.4	**1.7***	1.2	**1.6***	1.5	1.6
4. The writer develops each point with appropriate detail and commentary.	1.4	**1.7***	1.1	**1.6***	1.3	1.4
5. The writer successfully acknowledges the opposing position.	1.1	1.3	0.9	1.0	0.7	0.7
6. The tone demonstrates an awareness and consideration of audience.	1.7	**2.1***	0.8	1.0	1.0	1.1
Organization Skills (0 = not present, 1 = unsatisfactory, 2 = satisfactory, 3 = excellent)	1.6	**1.8***	1.2	**1.6***	1.4	1.5
1. The paper begins with a clear and engaging introduction that frames the issue.	1.6	**1.9***	1.3	**1.5***	1.5	1.5
2. The development progresses logically and smoothly.	1.5	**1.7***	1.2	**1.6***	1.5	1.6
3. The essay demonstrates a strong grasp of paragraphing conventions.	1.7	**1.9***	1.2	**1.6***	1.6	1.6
4. The essay demonstrates a strong grasp of transitions/orienting statements.	1.6	**1.9***	1.3	**1.6***	1.3	1.3
5. The conclusion gives a sense of completion and/or indicates direction.	1.5	1.8	1.2	**1.5***	1.3	1.3
Mechanics/Style Skills (0 = excessive, 1 = distracting, 2 = minimal, 3 = error-free)	1.8	**1.9***	1.6	**1.8***	1.5	1.5
1. The paper is free of distracting mechanical errors (syntax, diction, spelling, punctuation).	1.6	**1.8***	1.5	1.7	1.3	1.4
2. The voice and style are appropriate and free of errors (over use of passive voice, wordy phrases, vague or obvious statements).	1.7	1.8	1.6	**1.8***	1.4	1.4
3. The paper is free of sentence structure errors (fragments, run-ons, comma-splices.)	2.0	**2.2***	1.8	**2.1***	1.7	1.7
Overall Score	1.6	**1.8***	1.3	**1.6***	1.4	1.4

* Significant Difference

V. Indirect Measures of Student Learning

In addition to the direct measures of the achievement of student learning provided by evaluating the results of the assessments administered to students annually, a number of indirect measures of student learning are collected at the college. These indirect measures provide further evidence of student learning; results from several indirect measures are presented in this section.

Graduate Exit Survey

Upon application for graduation, all students are asked to complete an on-line survey. Of the 2,181 students who received a degree or certificate award from MCC during AY 2010-11, a total of 1,039 submitted valid graduate exit surveys. A relatively small number of invalid responses may be due to students entering incorrect identification numbers in the survey, or students failing to complete requirements needed to graduate after initially completing the survey. Over half of respondents (57%) indicated that they intended to transfer to another school; 31% of students planned to use their degrees for career related reasons; 8% of students planned to using their degree for personal reasons; and 4% of students did not list their intent.

Students are asked the extent to which the college experience has prepared them to transfer to a four-year college or university. The mean scores and share of students who say they are "very well prepared" for transfer has remained stable over the last five years as illustrated in Table 4.

Table 4

Mesa Community College **Graduate Exit Survey Results** **"How well prepared do you feel to transfer?"**					
	AY **2006-2007**	**AY** **2007-2008**	**AY** **2008-2009**	**AY** **2009-2010**	**AY** **2010-2011**
Mean score (scale 1-4)	3.5	3.6	3.6	3.6	3.6
Very well prepared	59%	65%	61%	61%	60%
Somewhat prepared	37%	32%	37%	36%	36%
Somewhat unprepared	3%	2%	1%	2%	2%
Very unprepared	1%	1%	<1%	<1%	1%

The responses of a subset of students whose educational goals are in a Career and Technical field are presented in Table 5. Students were asked, "How well prepared do you feel for entering the workplace?" The mean preparedness score has remained stable over the past five years.

Table 5

Mesa Community College **Graduate Exit Survey Results** **"How well prepared do you feel for entering the workplace?"**					
	AY **2006-2007**	**AY** **2007-2008**	**AY** **2008-2009**	**AY** **2009-2010**	**AY** **2010-2011**
Mean Score (scale 1-4)	3.6	3.6	3.7	3.7	3.5
Very well prepared	62%	69%	71%	70%	57%
Somewhat prepared	34%	26%	29%	28%	39%
Somewhat unprepared	3%	3%	0%	1%	4%
Very unprepared	1%	1%	0%	<1%	0%

Licensure and Certification
Students in Dental Hygiene, Fire Science, Mortuary Science, Network Academy, Nursing, and Veterinary Technology programs are able to receive licensure from outside licensure bodies after their studies at MCC. Data on licensure is presented below for these programs.

Dental Hygiene
Dental hygiene students take a national written exam, a regional practical and written exam, and a state written jurisprudence exam. Students must pass all exams in order to obtain a license to practice. Results are obtained from the national and regional examining bodies.

Table 6

AY Year	Total # Graduates	Licensure Rate
Mesa Community College **Dental Hygiene Program Licensure Rates**		
2006-07	17	100%
2007-08	16	100%
2008-09	16	100%
2009-10	19	100%
2010-11	17	100%
2011-12	15	93%*

*In progress: one 2012 graduate waiting to retake licensing exam.

Fire Science and EMS
The MCC Fire Science program offers certification in several areas as detailed in Tables 7-8. The Fire-Fighter I and II Certification and the Hazardous Materials First Responder are both granted by the Arizona State Fire Marshall's Office. The actual success rate of attainment of the certificates may be underestimated because only the initial attempt at passage is reported back to the college. Students have three chances to pass the certification.

Table 7

Fire Science and EMS Licensing Agencies	
License/Certification	**Agency**
Candidate Physical Agility Test (CPAT)	International Association of Firefighters
	International Fire Chiefs Association
Hazardous Materials/First Responder (FSC 105)	Arizona Center for Fire Service Excellence
Fire Operations (FSC 102)	Arizona Center for Fire Service Excellence
Wildland Firefighter (FSC 110)	Arizona Bureau of Land Management
Paramedic	Arizona State Department of Health Services and National Registry of EMTs
EMT	Arizona State Department of Health Services and National Registry of EMTs
Fire Investigation	Arizona International Association of Arson Investigators

Table 8

Mesa Community College - Fire Science Passage Rates			
	Enrolled	Passed	%
Fall 2007			
Hazardous Materials/First Responder (FSC 105)	73	65	89%
Candidate Physical Agility Test	225	199	88%
Wildland Firefighter (FSC 110)	13	12	92%
Fire Department Operations (FSC 102)	19	16	84%
Spring 2008			
Hazardous Materials/First Responder (FSC 105)	62	54	87%
Candidate Physical Agility Test (CPAT)	268	246	92%
Wildland Firefighter (FSC 110)	13	13	100%
Fire Department Operations (FSC 102)	10	10	100%
Fall 2008			
Wildland Firefighter (FSC 110)	23	23	100%
Fire Department Operations (FSC 102)	16	16	100%
Hazardous Materials/First Responder (FSC105)	79	79	100%
Candidate Physical Ability Test	107	96	90%
Spring 2009			
Wildland Firefighter (FSC 110)	15	15	100%
Fire Department Operations (FSC 102)	26	26	100%
Hazardous Materials/First Responder (FSC105)	82	79	96%
Candidate Physical Ability Test	65	58	89%

Mortuary Science

The students in the Mortuary Science program must take the National Board Examination (NBE) to graduate. Most states accept the scores on the NBE in lieu of having their own state exam. The National Board Exam is administered by the International Conference of Funeral Service Examining Boards. Licensure is on a state by state basis. There are two components of the NBE, Funeral Service Arts and Funeral Service Science. In 2008, the International Conference of Funeral Service Examining Boards began to report the pass rate of the two components separately. The statistics reported in Table 9 reflects NBE passage rates before the exam was broken down into components. Table 10 reflects the new manner in which scores are reports.

According to the Mortuary Science program director, almost all graduates eventually pass the exam and get licensed. Due to addition state licensure requires beyond the NBE such as internships, students may not receive state licensure for several years after graduation from the Mortuary Science program. About one-third of students in the program are from out-of-state.

Table 9

Mesa Community College Mortuary Science Examinations				
	# Graduates	Passed licensure exam		National Pass Rate	Licensed
1999-00	22	20	91%	82%	20
2000-01	14	13	93%	86%	11
2001-02	17	17	100%	85%	16
2002-03	21	19	95%	84%	15
2003-04	29	26	90%	67%	17
2004-05	16	12	75%	74%	16
2005-06	25	22	88%	72%	19
2006-07	21	14	67%	70%	Not Reported

Table 10

<table>
<tr><td colspan="8">Mesa Community College
Mortuary Science National Board Examinations</td></tr>
<tr><td></td><td>Graduates</td><td colspan="3">Funeral Service Arts</td><td colspan="3">Funeral Service Science</td></tr>
<tr><td></td><td>#</td><td>#</td><td>Pass</td><td>%</td><td>#</td><td>Pass</td><td>%</td></tr>
<tr><td>2007-08</td><td>22</td><td>23</td><td>18</td><td>78%</td><td>25</td><td>19</td><td>76%</td></tr>
<tr><td>2008-09</td><td>13</td><td>16</td><td>12</td><td>75%</td><td>14</td><td>9</td><td>64%</td></tr>
<tr><td>2009-10</td><td>27</td><td>27</td><td>24</td><td>89%</td><td>26</td><td>21</td><td>81%</td></tr>
<tr><td>2010-11</td><td>30</td><td>29</td><td>21</td><td>72%</td><td>29</td><td>24</td><td>83%</td></tr>
<tr><td>2011-12</td><td colspan="7">In Progress</td></tr>
</table>

Network Academy

The Network Academy offers certification pathways in Network Administration, Network Security, Programming, Database Technologies, Fiber Optics, Information Assurance, Home Technology Integrator and Workplace Skills. Training formats include fast tracks, traditional semesters, distance learning, and internet deliveries. Network Academy students earn industry certification after completion of the program; however, there is not a formal mechanism for reporting certifications back to the program.

Nursing

Nursing students who complete a four semester curriculum and receive the Associate of Applied Science degree are eligible to take an exam to become licensed through the National Council of State Boards of Nursing Examination for Nursing (NCLEX RN) licensure exam; pass rates are detailed in Table 11 below.

Table 11

	Total # Graduates	# Graduates Taking NCLEX RN Exam	Pass Rate of Exam Takers

<table>
<tr><td colspan="4">Mesa Community College
Nursing Program NCLEX RN Examination</td></tr>
<tr><td></td><td>Total #
Graduates</td><td># Graduates Taking
NCLEX RN Exam</td><td>Pass Rate of
Exam Takers</td></tr>
<tr><td>Spring 2005</td><td>75</td><td>74</td><td>92%</td></tr>
<tr><td>Fall 2005</td><td>71</td><td>69</td><td>94%</td></tr>
<tr><td>Spring 2006</td><td>58</td><td>58</td><td>95%</td></tr>
<tr><td>Fall 2006</td><td>38</td><td>36</td><td>89%</td></tr>
<tr><td>Spring 2007</td><td>75</td><td>75</td><td>92%</td></tr>
<tr><td>Fall 2007</td><td>50</td><td>47</td><td>98%</td></tr>
<tr><td>Spring 2008</td><td>106</td><td>106</td><td>97%</td></tr>
<tr><td>Fall 2008</td><td>105</td><td>105</td><td>96%</td></tr>
<tr><td>Spring 2009</td><td>93</td><td>93</td><td>97%</td></tr>
<tr><td>Fall 2009</td><td>50</td><td>50</td><td>98%</td></tr>
<tr><td>Spring 2010
S&D site</td><td>98</td><td>98</td><td>100%</td></tr>
<tr><td>Spring 2010
Boswell site</td><td>46</td><td>45</td><td>100%</td></tr>
<tr><td>Spring 2011
S&D site</td><td>60</td><td>58</td><td>91%</td></tr>
<tr><td>Spring 2011
Boswell site</td><td>45</td><td>44</td><td>100%</td></tr>
</table>

Veterinary Technology
Graduates of the MCC Veterinary Technology Program are required to complete two semesters of prerequisite coursework in order to qualify to formally apply for admission to the Program proper. After a selective admission process, the Program proper consists of a five-semester curriculum leading to the Associate of Applied Science in Veterinary Technology/Animal Health. Graduates are immediately eligible to "sit" for the Veterinary Technician National Examination (VTNE) and the Arizona state Veterinary Technician certification examination. The VTNE is administered by the Professional Examination Service, and the state certification examination is administered by the Arizona State Veterinary Medical Examining Board. Upon passing both the VTNE and the state certification examination, the successful candidate is granted certification as a Certified Veterinary Technician by the state of Arizona.

Table 12

Mesa Community College Veterinary Technology Board Exam Pass Rates			
	Graduates	% Passed State Exam	% Passed National Exam
2005-06	4	100%	100%
2006-07	4	50%	50%
2007-08	5	100%	100%
2008-09	4	100%	100%
2009-10	8	100%	100%
Fall 2010	4	100%	100%
Spring 2011	4	In Progress	In Progress

Course Completion

Data about course completion is provided for fall semesters in Table 13. The percentages of successful/unsuccessful students completing a course and those withdrawing from a course have remained relatively stable.

Table 13

Mesa Community College - Course Completion				
	Successful (A, B, C, P)	Unsuccessful (D, F, Z)	Completer Sub-total	Withdrew (W,Y)
Fall 2000	69%	8%	77%	23%
Fall 2001	69%	8%	77%	23%
Fall 2002	71%	8%	79%	21%
Fall 2003	71%	8%	79%	21%
Fall 2004	71%	8%	78%	22%
Fall 2005	69%	8%	77%	23%
Fall 2006	68%	8%	76%	24%
Fall 2007	68%	8%	77%	23%
Fall 2008	70%	9%	78%	22%
Fall 2009	70%	9%	79%	21%
Fall 2010	69%	9%	78%	22%
Fall 2011	69%	10%	79%	21%

Persistence

Cohorts of new full time students were followed for two semesters to track their enrollment in the college. Students are further grouped based upon what they declared as their intent at the time of registration. The tables below show the overall persistence of new full time students who started attending MCC in fall 2009 and fall 2010.

Table 14

Mesa Community College New Full Time Student Persistence			
	Enrolled Fall 2010	**Remained Spring 2011**	**Remaining Fall 2011**
Full time total new students	2,238	2,022 (90%)	1,403 (63%)
Full time transfer students	1,134	1,024 (90%)	712 (63%)
Full time career students	851	771 (91%)	531 (62%)

Table 15

Mesa Community College New Full Time Student Persistence			
	Enrolled Fall 2009	**Remained Spring 2010**	**Remaining Fall 2010**
Full time total new students	2,287	2,075 (91%)	1,512 (66%)
Full time transfer students	1,120	1,003 (90%)	729 (65%)
Full time career students	813	753 (93%)	542 (67%)

Transfer

The number of students with MCC transfer credits enrolled in an Arizona university and the number of degree recipients with MCC transfer credits are described in the following tables.

Table 16

Mesa Community College Undergraduate Enrollment of Students with MCC Transfer Credits at Arizona Universities							
	2005	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**
Arizona State University	8,716	8,601	8,195	8,576	8,972	9,412	9,320
Northern Arizona State University	789	854	943	967	1,083	1,291	1,351
University of Arizona	552	552	549	624	668	783	761
Total	10,057	10,007	9,687	10,167	10,723	11,486	11,432

Table 17

Mesa Community College Students with MCC Transfer Credits Receiving Undergraduate Degrees at Arizona Universities						
	2005-2006	**2006-2007**	**2007-2008**	**2008-2009**	**2009-2010**	**2010-2011**
Arizona State University	2,819	2,824	2,629	2,839	2,928	3,076
Northern Arizona State University	264	255	283	310	311	401
University of Arizona	104	130	149	196	155	190
Total	3,316	3,187	3,061	3,345	3,407	3,685

Source: Assist Data Warehouse

Developmental Education Course Completion and Subsequent Success
The overall course completion for developmental reading, English and math students is detailed in the table that follows. Withdrawal rates in developmental courses have decreased each fall semester since 2005.

Table 18

	Successful (A, B, C, P)	Unsuccessful (D, F, Z)	Completer Sub-total	Withdrew (W,Y)
Mesa Community College **Developmental Education Course Completion**				
Fall 2004	52%	15%	67%	33%
Fall 2005	48%	16%	64%	36%
Fall 2006	51%	14%	65%	35%
Fall 2007	53%	14%	67%	33%
Fall 2008	57%	13%	70%	30%
Fall 2009	59%	14%	73%	27%
Fall 2010	61%	14%	75%	25%
Fall 2011	60%	17%	77%	23%

Of students who were successful in a developmental course, performance in subsequent 100 level or higher courses in the following year is described in Table 19. The subsequent success rate for the fall 2009 developmental student cohort is the highest success rate in this seven-year trend.

Table 19

Mesa Community College **Developmental Education students** **Success in a subsequent 100 level or Above Course**				
	Successful in any 100+ level subsequent course	Unsuccessful in all subsequent courses	Withdrew from all subsequent courses	Did not enroll in subsequent 100+ level course
Fall 2003 followed through Fall 2004	73%	4%	7%	16%
Fall 2004 followed through Fall 2005	73%	4%	9%	15%
Fall 2005 followed through Fall 2006	70%	6%	8%	16%
Fall 2006 followed through Fall 2007	72%	5%	9%	15%
Fall 2007 followed through Fall 2008	70%	5%	10%	15%
Fall 2008 followed through Fall 2009	72%	6%	7%	15%
Fall 2009 followed through Fall 2010	76%	5%	8%	11%
Fall 2010 followed through Fall 2011	75%	5%	9%	11%

Appendix A

Student Outcomes Committee Meeting Minutes
AY 2011-2012

<div align="center">

SOC Meeting Minutes
September 8, 2011 – 3:00-4:30 p.m., CTL Conference Room

</div>

In Attendance
Emi Ahn, Diana Bullen, Brian Dille, Tim Florschuetz (Chair-elect), Dave Harris, Keith Heffner (Faculty Senate), Marjorie Leta, James Mabry (VPAA), Juan Marquez, Dennis Mitchell (ORP), Jackie Ormiston, Betty Parisek (Chair), Carolyn St. Peter, Ly Tran-Nguyen

SOC History
Betty welcomed new committee members and provided a brief history of SOC and assessment at MCC. SOC was formed in the 1990s in response to accreditation requirements, and is a faculty-driven effort. MCC won the 2007 CHEA award, and the assessment program is a model for many institutions.

2011 Assessment Update
Dennis handed out a summary of assessment results from 2011. The arts and humanities assessment saw pre-post differences in all outcome areas, but the cultural diversity assessment only scored significant pre-post differences in a few areas. Christina (ORP) is still analyzing the cultural diversity results and hopes to provide a more complete report at a later date.

Cluster Updates
<u>Workplace Cluster:</u> In May, the workplace cluster reported that they would like to add an outcome of "workplace awareness" to the list of current workplace skills outcomes. SOC requested additional justifications for the change, and the cluster is working on supplying this information. They've also identified a new instrument they like and think it's in line with the outcomes. The cluster is small and is trying to recruit new members.

<u>Info Lit Cluster:</u> Tim said that the information literacy cluster was likely to recommend adopting outcomes from the Association of College and Research Libraries.

Arts & Humanities Assessment Scoring
Tim reported to the committee that the scoring of the arts and humanities assessment went well, but the faculty involved in scoring felt that the current rubric made scoring too difficult. He recommended changing the rubric to better reflect the instrument.

Cultural Diversity Assessment
Betty and Tim discussed problems that occurred last year with the cultural diversity assessment. Some students thought the questions were too personal, and one student was allowed to take an assessment instrument outside of class. Aside from actual problems with the instrument itself, this event compromised the security of the instrument. A cluster will be established to look at revising or replacing the instrument. The committee recommended adding a statement to the proctor instructions that emphasized not allowing students to take assessment instruments out of the classroom.

Assessment of Dev Ed Outcomes
Tim informed the committee that the Developmental Education Committee will take up assessment of developmental students.

Informed Improvement
Brian gave SOC an overview of the Informed Improvement project and discussed SOC's role in the project. Brian identified three potential areas for SOC's participation in the project: 1) acting as a data consultant at the programmatic level, 2) assisting programs in using assessment data disaggregated from college-level data, and 3) using new infrastructure to place assessments online to allow for more in-depth data collection and availability. The committee briefly discussed these issues.

Future Meeting Dates

Appendix A: Mesa Community College - Student Outcomes Committee Meeting Minutes

Oct. 13, Nov. 10, Dec. 8, Jan. 12, Feb. 9, March 8, April 12, May 10
CTL Conference Room, 3:00 – 4:30 p.m.

SOC Meeting Minutes
October 13, 2011 – 3:00-4:30 p.m., CTL Conference Room

In Attendance
Emi Ahn, Matt Ashcraft (ORP), Diana Bullen, Dave Harris, Marjorie Leta, Juan Marquez, Dennis Mitchell (ORP), Ly Tran-Nguyen, Betty Parisek (Chair), Carolyn St. Peter, Jacqui Ormiston

Cluster Updates
Cultural Diversity: Diane updated the committee on the progress of the cultural diversity cluster. The cluster will likely recommend a revised set of outcome statements. She passed out a draft of the new outcomes and requested committee feedback via email. The cluster plans on having the district manager of diversity initiatives (likely Rory Gilbert) provide feedback on the proposed outcomes. Once the outcomes are adopted, the cluster will work on creating a new instrument to address the problems with the old instrument. Mainly, the new instrument will likely use case-study and situational response questions rather than personal and subjective questions.

Information Literacy: Since Tim was out sick, Marjorie gave a brief update on the progress of the information literacy cluster. While they haven't met recently, the cluster had discussed adopting outcomes from the Association of College and Research Libraries.

Assessment Week 2012
Dates and Assessment Selection: The dates for Assessment Week 2012 were set as Feb. 25 – March 2. Betty discussed that SOC had attempted to assess four areas last year but fell short of recruiting goals, particularly in post sections. So, only two of four assessments were administered. Dennis told the committee that oral communication and written communication have not been assessed since 2007 and scientific inquiry and numeracy have not been assessed since 2008. The committee decided to attempt to administer all four of these assessments.

Recruitment: Committee members discussed various ways to attempt to bolster the number of faculty volunteers for assessment week. Some ideas included sending small gift baskets to departments to encourage participation, having a contest to see what department or dean's area could recruit the most volunteers, sending small thank you gifts to volunteers, emailing past volunteers who have not participated recently, and emailing all faculty. ORP will email out a generic sign-up sheet to committee members and create an online sign-up form. Betty will send a draft letter to the committee for input and work with the administration to email faculty. The committee requested ORP provide a list of previous faculty volunteers who have not participated recently.

Since the workplace skills assessment is not being administered this year, Dennis asked if the committee would still recruit CTE courses that have historically taken only the workplace assessment. After discussion, the committee requested more information on what CTE courses have historically solely participated in the workplace assessment rather than any general education assessment. ORP will provide this information.

Poster: Betty informed the committee that Derek Borman, who has created the Assessment Week poster for the last few years, is not available to work on the poster this year. The committee discussed that students had participated in the poster design before, with the winning student receiving a book store gift card. Dave Harris and Juan Marquez said they would see if the Photoshop courses could participate this year.

CANVAS/Instructure for online assessments
Betty informed the committee that the new LMS may provide an opportunity for online assessment of student learning outcomes. Since the college is seeking approval from the HLC to offer online programs, assessment of online students will become a more important issue. Matt gave on overview of the possible use of Canvas for

Appendix A: Mesa Community College - Student Outcomes Committee Meeting Minutes

assessment purposes, but said that more investigation would be needed. Emi Ahn and Jacqui Ormiston will co-chair a subcommittee and work with the CTL to evaluate the potential of Canvas for assessment.

Future Meeting Dates
Nov. 10, Dec. 8, Jan. 12, Feb. 9, March 8, April 12, May 10
CTL Conference Room, 3:00 – 4:30 p.m.

<p align="center">SOC Meeting Minutes
November 10, 2011 – 3:00-4:30 p.m., CTL Conference Room</p>

In Attendance
Emi Ahn, Matt Ashcraft (ORP), Diana Bullen, Brian Dille (II Team), Tim Florschuetz (Chair-elect), Dave Harris, Marjorie Leta, Juan Marquez, Ly Tran-Nguyen, Betty Parisek (Chair), Jacqui Ormiston

Cluster Updates
Workplace Skills: It was reported to the committee that the cluster has gained a few new members and is looking at finalizing outcomes and selecting a new instrument.

Arts & Humanities: Tim would like to review the arts and humanities rubric with ORP because it doesn't align with the instrument. The instrument was revised not too long ago, but it appears that rubric was not revised along with the instrument.

Cultural Diversity: Final outcomes were submitted to the committee by Diana. If the committee approves the new outcomes, they will need to send them to the Faculty Senate for formal adoption. Diana will provide the rational and the entire package for the committee to review before a formal vote at the December SOC meeting.

Information Literacy: The information literacy cluster has not met yet this semester, but has previously recommended the adoption the ACRL outcomes. These outcomes will be sent out to committee for review prior to a formal vote at the December SOC meeting.
If SOC adopts the new outcomes, the instrument will need to be revised or a new instrument developed. All instruments Tim has researched have been multiple choice. Formal instrument development by the cluster will begin next year; Brian Dille volunteered to be on the cluster.

CANVAS Subcommittee
Emi and Jacqui reported that they are looking at Canvas in terms of using it to administer assessment instruments. The committee reviewed the functionality within canvas and discussed the potential use of the Canvas outcomes tool to conduct student outcomes assessment.

Informed Improvement Update
Brian indicated that the initiative would expand in the spring, and that an application will be sent out to the campus soon.

Assessment Week 2012
CTE Sections: A cursory review of the CTE programs revealed many CTE programs have many general education requirements built into them. Business, for example, contains many programs where about one third of the coursework is general education. A motion to include CTE courses in assessment week recruiting was approved by the committee.

Recruitment and Poster: A draft of the Assessment Week 2012 poster was discussed by the committee. A recruitment letter was sent to faculty by VPAA Mabry, and Betty sent recruitment emails to department chairs. Roughly 71 sections have been volunteered at this point in time.

New Assessment Proctor Directions: The committee reviewed and approved the addition of text to assessment proctor directions indicate that assessment instruments are not to be taken outside of the classroom by students.

Appendix A: Mesa Community College - Student Outcomes Committee Meeting Minutes

SOC Meeting Minutes
December 8, 2011 – 3:00-4:30 p.m., CTL Conference Room

In Attendance
Emi Ahn, Matt Ashcraft (ORP), Peter Brown, Diana Bullen, Brian Dille (II Team), Tim Florschuetz (Chair-elect), Dave Harris, Juan Marquez, Dennis Mitchell (ORP), Ly Tran-Nguyen, Betty Parisek (Chair), Jacqui Ormiston, Carolyn St. Peter

MCC Assessment Website Featured by NILOA
Betty informed the committee that the SOC website was selected by the National Institute for Learning Outcomes Assessment as their featured website of October. She thanked the committee and ORP for their work on creating and updating the website.

Discussion and Vote on Proposed Outcomes Revisions
Information Literacy: Tim brought new information literacy outcomes to the committee for approval. The information literacy cluster recommended adopting the outcomes from the Association of College Research Libraries (ACRL). Brian mentioned that he was on the previous info lit cluster, and they also adopted ACRL outcomes. Since the ACRL has updated their outcomes, it makes sense for SOC to adopt the new outcomes as well, he said.

The motion to approve the new information literacy outcomes was brought forward and approved by the committee (unanimous vote). The new outcomes will be delivered to the faculty senate for final approval and adoption.

Cultural Diversity: Diana brought new cultural diversity outcomes to the committee for approval. The committee discussed the proper use of the concept of perception within the outcomes statements. It was noted that faculty in psychology and social sciences were involved in the cluster charged with creating the new outcomes. In addition, Tim told the committee that if the cluster has difficulty creating an instrument from the new outcomes, they can revise the outcomes again and bring the revised outcomes to the committee for another vote.

The motion to approve the new cultural diversity outcomes was brought forward and approved by the committee (unanimous vote). The new outcomes will be delivered to the faculty senate for final approval and adoption.

Assessment Week 2012
Recruitment update: Dennis gave an update on the status of faculty volunteer recruitment for assessment week. So far, only 38 of 80 targeted post sections have been volunteered; at least 60 post sections will be needed in order to administer all four desired assessments. Betty said she will send out a reminder email with the link to the online sign-up form and asked committee members to recruit more faculty participants.
Baskets and Posters: Betty said that the apple baskets had been delivered to departments with assessment week sign-up sheets. Tim, Peter, and Ly all mentioned that the apples and baskets were popular and disappeared quickly.

Betty asked each member to pick 1-2 departments and deliver assessment week posters to them.

Faculty recognition: The committee discussed whether or not to offer individual recognition gifts for faculty participating in assessment week. In the past, the committee had sent small tokens of thank you to participating faculty such as mugs, candles, and candy dishes. Betty said some faculty have told her they miss getting those tokens of thank you at the end of each assessment week. The committee decided they would like to offer

Appendix A: Mesa Community College - Student Outcomes Committee Meeting Minutes

individual recognition and that small promotional items would likely be cheaper than catering a faculty recognition event. Betty, Tim, and Matt will seek approval from VPAA Mabry.

Informed Improvement Application
Brian informed the committee that the II team is accepting applications for participation in year two of the pilot project. Some committee members were unsure of the purpose of the application. Matt said that this was an opportunity for the committee to create a project and have it support by the campus, such as the development of outcomes assessment for online students.

The motion to approve applying to participate in year two of the II pilot was brought forward and approved by the committee (8-2 vote). Committee members decided to fill out the application at the next meeting.

Future Meeting Dates
Jan. 26, Feb. 9, March 8, April 12, May 10
CTL Conference Room, 3:00 – 4:30 p.m.

<div align="center">

SOC Meeting Minutes
January 26, 2012 – 3:00-4:30 p.m., CTL Conference Room

</div>

In Attendance
Emi Ahn, Matt Ashcraft (ORP), Peter Brown, Diana Bullen, Brian Dille (ii Team), Tim Florschuetz (Chair-elect), Marjorie Leta, Juan Marquez, Dennis Mitchell (ORP), Betty Parisek (Chair)

Cluster Updates
Workplace Skills: Betty told the committee that participation on the Workplace Skills cluster has dwindled to two faculty members. They are considering ways to recruit new members to the cluster.

Information Literacy: The Faculty Senate approved the new Information Literacy Outcomes as recommended by SOC. Dennis will update the outcomes document on the website. Tim said the next step for the cluster will be to create the instrument, and he thinks they will start sometime in February.

Cultural Diversity: The Faculty Senate did not approve the new Cultural Diversity outcomes, but feedback was sent to SOC about possible revisions. Diana said she was in the process of setting up a meeting with Faculty Senate representatives to discuss their concerns with the proposed outcomes.

Informed Improvement Update
The committee briefly discussed their potential role for Informed Improvement. A suggestion was made about the possibility of putting assessment administration on hold while SOC participates in II as part of a disruptive innovation process. One member said that this could be a possibility to revamp SOC. The committee agreed that they will try to conduct II-related business during their current meeting times rather than setting up additional meetings.

Assessment Week 2013 Poster
The committee decided to revisit this issue since SOC may choose to forgo a formal assessment week in 2013 while the committee concentrates solely on Informed Improvement.

Assessment Week 2012
Recruitment update: Dennis informed the committee that it should be possible to administer all four planned assessments based on an analysis of pre and post students in volunteered sections. He said ORP hopes to have assessment materials distributed to departments on February 17th.

Faculty recognition: Betty informed the committee that VP Mabry approved the purchase of individual recognition for faculty volunteers; however, SOC members who participate in assessment week may not receive items due to a conflict of interest. Betty suggested the committee purchase custom mugs. Other committee

Appendix A: Mesa Community College - Student Outcomes Committee Meeting Minutes

members suggested looking into flash drives or magnets. Betty said she would get quotes and report back to the committee via email.

Future Meeting Dates
March 8, April 12, May 10
CTL Conference Room, 3:00 – 4:30 p.m.

<div align="center">

SOC Meeting Minutes
March 8, 2012 – 3:00-4:30 p.m., CTL Conference Room

</div>

In Attendance
Matt Ashcraft (ORP); Brian Dille (ii Team); Tim Florschuetz (Chair-elect); Marjorie Leta; Marla Margaillan (ORP); Juan Marquez; Sam Martinez; Dennis Mitchell (ORP); Jennifer Moore; Betty Parisek (Chair); Jacqui Ormiston; Carolyn St. Peter

Assessment Week (mini-debrief)
Dennis informed the committee that ORP has received a 72% return rate overall for all assessments; this rate exceeds estimated return rates and should lead to large enough pre and post groups to analyze for each assessment. Tim will put together a group to score the writing assessment during the summer.

Faculty Recognition Update
Tim presented the committee with a choice between two different designs to be printed on white mugs which would possibly include a coupon for Grounds for Thought. The cost for the mugs would be approximately $4.50 each. The committee agreed on the second design option, but with the possibility of using different colors (original colors were black and blue).

Cluster Updates
Workplace Skills
Betty distributed a packet from the Workplace Skills cluster about a potential new instrument; the cluster told Betty they want to keep the current outcomes. In order to look into instrument samples and pricing, a non-faculty must register with the company. Matt and ORP will handle this process.
Cultural Diversity
Betty also reported for the cultural diversity cluster in Diana's absence. She said the cluster is starting to develop the instrument based on the new outcomes. The cluster wanted to know if a system could be developed to add the student name barcodes to the assessments after students complete them in order to increase anonymity and student comfort with answering questions freely. The committee decided to table the topic until the tool is actually developed.
Info Lit
Tim and Marjorie will send out a campus wide call for participation in the cluster. At this point, Tim feels that they will likely rely on a multiple choice instrument.

ROC Grants
The committee discusses the possibility of forgoing ROC grants this year since there were only two applicants last year. After discussion, the committee decided to postpone the call for ROC grants until the fall semester to coincide with the release of the Assessment Week results.

SOC Chair for Next Year
The committee discussed the need to nominate and elect a new SOC chair and chair-elect. ORP will handle the nomination and election process.

Informed Improvement
An academy (training) will be held on April 16th from 1:00pm-4:00pm in the Southwest Reading Room. SOC must identify a lead person for the team and 3-4 people to accompany the lead. Tim suggested the lead for SOC's II participation should be the SOC chair. The committee agreed. A call will be sent to the committee to recruit 3-4 people to accompany Betty to the II Academy.

Appendix A: Mesa Community College - Student Outcomes Committee Meeting Minutes

Future Meeting Dates
April 12, May 10
CTL Conference Room, 3:00 – 4:30 p.m.

SOC Meeting Minutes
April 12, 2012-3:00-4:30 p.m., CTL Conference Room

In Attendance
Betty Parisek (Chair), Brian Dille (II Team), Tim Florschuetz, Matt Ashcraft (ORP), Dennis Mitchell (ORP), Marjorie Leta, Ly Tran-Nguyen, Jacqui Ormiston, Carolyn St. Peter, Sam Martinez, Emi Ahn, Diana Bullen

Cluster Updates
Marjorie sent an email requesting cluster volunteers. So far, they have 10 volunteers and will meet on April 30th.

Written Communication Scoring
Tim asked the committee if only English faculty should be used to score the Written Communication Assessment since the rubric contains field-specific items. The committee agreed, so Tim will continue recruiting English faculty to score the assessment.

Faculty Recognition
Due to some complications, the price for the faculty recognition mugs increased too high, but Pam in IA is working with the vendor to bring the price back down to original estimates. Tim is working with Grounds for Thought to include coupons in the mugs.

May SOC meeting
The committee discussed the possibility of moving or cancelling the May meeting due to a lack of agenda items. The committee tentatively decided to move the meeting to May 3rd, but cancellation may still occur.

SOC Chair Nominations
The committee called for self-nominations for SOC Chair for AY 2012-13. Betty Parisek was the only member to self-nominate. ORP will email a ballot with instructions to the committee.

Informed Improvement
Brian discussed his experiences at the HLC conference. He mentioned that he was glad MCC was in the second pilot group because pilot group one had a small task to complete and pilot group three was assigned a very specific task related to a Lumina Foundation initiative.

ii Academy
Betty is sending out an email requesting more participants for the SOC team attending the ii Academy on Monday, April 16, 2012 from 1:00pm-4:00pm.

Assessment Week 2013
The committee again discussed the possibility of not administering an assessment in 2013 to allow for a period of meta-assessment. Brian cautioned the committee that this might cause a gap in data collection from a longitudinal perspective, and Matt indicated that assessment data is not usually used to create longitudinal analyses. The committee agreed to table the topic until the fall.

Future Meeting Dates
May meeting cancelled. AY 2012-13 schedule TBD.

Appendix A: Mesa Community College - Student Outcomes Committee Meeting Minutes

Appendix B

Results Outreach Committee Materials

ROC

The Results Outreach Committee

Designed to help teams of faculty or departments use the
student outcomes assessment results

ROC Mission

Provide a mechanism and resources to support faculty and/or departments in developing outcomes-based instructional initiatives or projects directly linked to assessment results data.

ROC Purpose

- Promote the use of outcomes data in relation to faculty development, pedagogy, and academic climate;

- Encourage and stimulate faculty, departments, interdisciplinary teams to develop specific outcomes-based initiatives or projects based on assessment data;

- Provide the mechanisms and/or resources for these outcomes-based initiatives

MCC's Gen Ed Outcomes are:	MCC's Workplace Skills are:
Written and Oral Communication	Ethics
Problem Solving/Critical Thinking	Interpersonal Skills
Numeracy	Critical thinking
Arts & Humanities	Organization
Scientific Inquiry	Teamwork
Information Literacy	Technology Literacy
Cultural Diversity	Personal and Professional Responsibility
Global Awareness	

<div align="center">**Results Outreach Committee Call for Proposals**</div>

The Results Outreach Committee (ROC) is a sub-committee of MCC's Student Outcomes Committee (SOC). Its mission is to provide a mechanism and the resources to support faculty and/or departments in developing outcomes-based initiatives directly linked to assessment results data.

<div align="center">**ROC Call for Proposals**</div>

The Results Outreach Committee (ROC) is seeking proposals for faculty projects to be developed during summer and completed during the following academic year. Proposals are for instructional initiatives or **projects based on MCC's outcomes assessment results.** Preference will be given to proposals that involve groups of faculty or entire departments and demonstrate a long-term benefit to students and the academic climate. Interdisciplinary teams are encouraged.

Compensation will depend upon the nature of the project and might include grants, resources or support, stipends, expenditures, equipment, or recognition. Funding for past proposals have ranged from $1,500-7,000 for teams of 3-10 participants. Proposals will be reviewed by an ad hoc faculty committee comprised of SOC and ROC members.

<div align="center">**Proposals should:**</div>

1. Focus on an instructional initiatives **based on college-wide outcomes assessment results.**
2. Benefit students, programs, and departments. Preference will be given to proposals that involve groups of faculty or entire departments. Interdisciplinary teams are encouraged.

<div align="center">**Assessment Background Information**</div>

Several problem solving/critical thinking themes have emerged from student outcomes assessment over the past years:

- Students have difficulty with recognizing the opposing viewpoint and expanding their personal perspective to adopt a broader view.
- Students need to be further challenged in their ability to apply knowledge, draw valid conclusions and judge the validity of inferences.

Strong preference will be given to 2012 ROC grant proposals that address one of these or related problem-solving/critical-thinking themes identified in MCC's Assessment Week results. This report can be accessed at: http://www.mesacc.edu/about/orp/assessment. You may also obtain a complete Annual Report of assessment data by contacting the Office of Research and Planning at 461-7213.

<div align="center">**Submit your proposal:**</div>

Project ideas might include:
- Sponsoring workshops, speakers, or a scholarly event on campus; engaging faculty in peer mentoring on outcomes assessment and using results; forming a faculty learning community addressing a given outcome result; creating a service learning activity to improve student outcomes performance; or designing new, interdisciplinary approaches to instruction that are outcomes centered.

Submission forms, samples of projects funded in the past, project reports and information about the Results Outcome Committee are located at: **http://www.mesacc.edu/about/orp/roc.html**

<div align="center">SUBMISSION DEADLINE IS 3 PM Wednesday May 4, 2011
Recipients will be notified by Monday May 9, 2011</div>

Participants will be expected to report out on their project annually. Proposals must be less than three pages. Submit a word document through intercampus mail AND as an email attachment to the current SOC Chairs (or complete the online submittal form): Betty Parisek in the Nursing Department or Tim Florschuetz in the English Department. For further information contact: Betty Parisek, SOC Co-Chair (461-7081, betty.parisek@mcmail.maricopa.edu) or Tim Florschuetz, SOC Co-Chair (461-7515, florschuetz@mesacc.edu).

Appendix B: Mesa Community College – Results Outreach Committee Materials

Results Outreach Committee
ROC Proposal

ROC Project Title

Name(s) and Department

Work Phone Number(s)

Abstract

Write a concise overview describing the project, timeline, and intended outcome (120 word limit).

Intended Outcome of Project

Explain how the project will benefit: 1) students, 2) the college-wide outcomes assessment endeavor, and 3) the educational climate of the college.

Timeline

Describe start/finish dates and schedule of activities. Delineate these by Summer I, Summer II, and/or Fall 2006. If working as a group, state the primary responsibility of each team member.

Compensation Needs

Provide a detailed budget including resources and/or expenses needed in order to complete the project. Be specific and include a rationale for each. Proposal expenses may be accepted as is or with noted modifications. Indicate if you are willing to accept partial awards.

Dissemination of Completed Project

Participants will be expected to report out on their project annually. Proposals must be less than three pages. Submit a word document through intercampus mail AND as an email attachment to the current SOC Chairs (or complete the online submittal form): Betty Parisek in the Nursing Department or Tim Florschuetz in the English Department. For further information contact: Betty Parisek, SOC Co-Chair (461-7081, betty.parisek@mcmail.maricopa.edu) or Tim Florschuetz, SOC Co-Chair (461-7515, florschuetz@mesacc.edu).

Appendix B: Mesa Community College – Results Outreach Committee Materials

Appendix C

Process for Adding an Outcome

Process for Modifying/Adding/Deleting College-Wide Outcome

A. Modifying an outcome/measure

1. A motion is made and a rationale provided by a residential faculty to modify a college-wide outcome. The motion must be seconded by another SOC member to initiate the process.
2. Upon a consensus of SOC members for this need, a faculty cluster will be recruited and charged with reviewing, refining, and operationalizing the modified components of the outcome.
3. Assessment tools aligned to the outcome will be identified and/or developed by the faculty cluster.
4. The assessment tool will then be administered as a pilot test during a subsequent assessment period.
5. Results will be analyzed and assessment tool revised and refined if necessary.
6. Steps 4 and 5 will be repeated until the tool has been validated.

B. Adding an outcome

1. A motion is made and a rationale provided by a residential faculty to add a college-wide outcome. The motion must be seconded by another SOC member to initiate the process.
2. A discussion will take place and upon agreement by SOC members for this need, a proposal will be drafted by the initiating member justifying the rationale for the need of the new outcome.
3. The proposal will be reviewed by the student outcomes resource committee and suggestions for revision made if necessary.
4. The final proposal will be presented to SOC at the next meeting for approval.
5. The SOC Chair and/or Chair-elect will make a formal presentation of the proposal to Faculty Senate.
6. Upon support by Faculty Senate, an interdisciplinary team of faculty will then be recruited to discuss the components of the outcome and design a matrix/survey that measures the degree to which faculty emphasize the proposed outcome in the courses of their respective discipline.
7. The survey/matrix will be sent college-wide to determine campus consensus. If consensus is reached a faculty cluster will be formed.
8. The faculty cluster will be charged with reviewing, refining, and operationalizing the components of the outcome.
9. Assessment tools aligned to the outcome will be identified and/or developed by the faculty cluster.
10. The assessment tool will then be administered as a pilot test during a subsequent assessment period.
11. Results will be analyzed and assessment tool revised and refined if necessary.
12. Steps 10 and 11 will be repeated until the tool has been validated.

C. Deleting an outcome

1. A motion is made and a rationale provided by a residential faculty to delete a college-wide outcome. The motion must be seconded by another SOC member to initiate the process.
2. Upon a consensus of SOC members for this need, a proposal will be drafted by the initiating member justifying the rationale for the need to delete the outcome.
3. The proposal will be reviewed by the student outcomes resource committee and suggestions for revision made if necessary.
4. The final proposal will be presented to SOC for approval.
5. College-wide consensus on the matter will then be determined electronically by the SOC Chair who will send out an email to all residential faculty for comment about any concerns or objections.
6. Once college-wide consensus is determined, the SOC Chair and/or Chair-elect will make a formal presentation of the proposal to Faculty Senate.
7. Upon support by Faculty Senate, the outcome will be deleted.

Appendix C: Process for Adding an Outcome

Appendix D

Learning Outcomes and Assessment Measures as of AY 2011-2012

MESA COMMUNITY COLLEGE

Mesa, Arizona

Student Outcomes Assessment Program

Summary of Student Learning Outcomes and Assessment Measures

Outcome Area	Student Learning Outcome Statements	Description of Assessment Measure
Arts and Humanities	1. Demonstrate knowledge of human creations. 2. Demonstrate an awareness that different contexts and/or world views produce different human creations. 3.Demonstrate an understanding and awareness of the impact that a piece (artifact) has on the relationship and perspective of the audience. 4. Demonstrate an ability to evaluate human creations.	Faculty-developed: The measure consists of a series of visual, aural, and written stimuli representing different aspects of arts and humanities. Students view/hear/read the stimuli and respond to a series of open-ended questions requiring personal response to the work, critical evaluation of the work, or contextual interpretation of the work. Faculty blind-score responses using a scoring rubric.
Cultural Diversity	1. Identify and explain diverse cultural customs, beliefs, traditions, and lifestyles. 2. Identify and explain major cultural, historical and geographical issues that shape our perceptions. 3. Identify and explain social forces that can effect cultural change. 4. Identify biases, assumptions, and prejudices in multicultural interactions. 5. Identify ideologies, practices, and contributions that persons of diverse backgrounds bring to our multicultural world.	Adaptation of a student survey developed through University of Michigan *Diverse Democracy Project*.
Information Literacy	1. Given a problem, define specific information needed to solve the problem or answer the question. 2. Locate appropriate and relevant information to match informational needs. 3. Identify and use appropriate print and/or electronic information sources. 4. Evaluate information for currency, relevancy, and reliability. 5. Use information effectively.	Faculty developed: Cluster members chose items from a district-developed item bank. In Part I, students respond to multiple choice items aligned with the outcomes. In Part II, students write a response to an article about the effects on marijuana, using information from the article to take a position. Faculty blind-score the open-ended response using a scoring rubric.
Global Awareness	1. Identify world economic and political systems, events, cultures, and geography. 2. Explain the impact of globalization on world societies and the natural environment. 3. Identify how historical events, perspectives, and cultures have shaped the nature of current global issues. 4. Analyze local, regional, and global implications of a current event. 5. Explain the impact of culture and experiences on one's world view and behavior.	Faculty developed: Assessment consists of multiple choice and free-responses questions.

Appendix D: Learning Outcomes and Assessment Measures

Outcome Area	Student Learning Outcome Statements	Description of Assessment Measure
Numeracy	1. Identify and extract relevant data from given mathematical situations. 2. Select known models or develop appropriate models that organize the data into tables or spreadsheets, graphical representations, symbolic/ equation format. 3. Obtain correct mathematical results and state those results with the qualifiers. 4. Use the results.	Faculty developed: Measure includes multiple choice items aligned with the four outcomes, including graphing and interpreting data and using given quantitative information to solve problems.
Oral Communication	1. Construct and deliver a clear, well-organized oral presentation. 2. Interact in a collaborative, synergistic manner within a small group problem solving meeting. 3. Maintain an interpersonally effective climate within a one to one dyadic interchange.	Faculty developed: Measure consists of multiple choice items designed to assess concepts and knowledge related to each of the outcomes.
Problem Solving/Critical Thinking	1. Identify a problem or argument. 2. Isolate facts related to the problem. 3. Differentiate facts from opinions or emotional responses. 4. Ascertain the author's conclusion. 5. Generate multiple solutions to the problem. 6. Predict consequences. 7. Use evidence or sound reasoning to justify a position.	Commercially produced: The *Watson-Glaser Critical Thinking Appraisal* was selected by faculty as an appropriate measure of the problem solving/ critical thinking outcomes. It is a standardized measure that has been normed on a junior and two-year college population.
Scientific Inquiry	Demonstrate scientific inquiry skills related to: 1. Hypothesis 2. Prediction 3. Assumption 4. Interpretation 5. Evaluation	Faculty developed: Measure presents information about scientific problems; students respond to questions about the problems that are aligned with the outcome statements. The measure has undergone two substantial revisions based on previous three years of data analysis.
Workplace Skills	1. Ethics 2. Interpersonal skills 3. Critical thinking 4. Organization 5. Team work 6. Technology literacy 7. Personal and professional responsibility	A multiple choice test was developed from a work-place skills item bank developed by the state of Texas. Test has been administered for three years with appropriate modifications made based on analysis of results.
Written Communication	Write a clear, well-organized paper using documentation when appropriate.	Faculty developed: Students respond to a prompt requiring the development of an argumentative essay. Students have 90 minutes during which they prepare a rough draft and a final draft of a multi-paragraph essay. Faculty blind score the essays using a scoring rubric that includes ratings on several sub-skills.

Appendix D: Learning Outcomes and Assessment Measures

Appendix E

Sample Assessment Week Materials for AY 2011-2012

Appendix E: Sample Assessment Week Materials

Mesa Community College Student Outcomes Assessment Program

What is the MCC student assessment program?

Student outcomes assessment is a term used to describe measuring and documenting what MCC students are achieving overall in their studies at the college. Faculty members define the outcomes of college programs and develop measures to assess them. The program includes three primary assessment areas - general education, career and technical education, and developmental education.

What is assessed?

For students pursuing their general education studies at the college, seven areas are assessed: Written and Oral Communication, Arts and Humanities, Cultural Diversity, Information Literacy, Scientific Inquiry, Numeracy, Problem Solving/Critical Thinking.

For students enrolled in a career or technical program, seven workplace skills are assessed: Ethics, Interpersonal Communication, Critical Thinking, Organization, Team Work, Technology Literacy, Personal and Professional Responsibilities.

Who is assessed?

For general education, the performance of groups of students who are beginning their general studies is compared to that of groups of students who are completing their general education. For career and technical programs, students who are beginning and completing specific programs leading to AAS degrees or certificates are assessed on their workplace skills.

What can students expect?

Students are asked to take one of the assessments during one class period.
- It is important for students to make an honest effort to complete the assessments to the best of their ability so that the information collected is meaningful.
- Individual student scores are <u>not</u> reported, and a student's grade or class standing is not affected by his or her performance.
- Students are asked to provide background information so that the assessment data can be analyzed to be sure that the students who participated are representative of the whole student population.

What do the results show?

The Mesa Community College Student Outcomes Assessment Program provides clear evidence of student learning at the college! Assessments are given in Information Literacy, Numeracy, Problem Solving, Scientific Inquiry, Oral communication, Written Communication, Cultural Diversity, Global Awareness, and Arts and Humanities. Students enrolled in Career and Technical programs participate in workplace skills assessment.

Tips for Faculty Giving Assessments
Mesa Community College – Student Outcomes Assessment Program

Thank you for volunteering one or more of your class sections to give an assessment. It is this that helps make the work of our Student Outcomes Committee so successful.

In the past a number of faculty have had questions about giving assessments. Their concerns typically fell into two categories:
- Should we tell students about the assessment in advance and, if so, what do we tell them?
- Should we offer some kind of incentive for their participation?

SOC has no official or unofficial position on either of these questions. What occurs in the classroom is up to the individual faculty member, but to respond to concerns and perhaps give you some ideas, here are ways other teachers have approached assessment week.

Preparing the Class:
Some faculty felt that if they told their class ahead of time that they would be taking an assessment on a particular day, students may not show up. Other faculty have talked to their class about it extensively and had everyone show up eager to be assessed!

If you do want to talk with your students, you'll need to decide if you want to do it during the same class period you'll be giving the assessment (when they've shown up already) or prior to that. One consideration is that if you have a fifty minute class, you probably won't have time to do both in the same day. If you have a longer class period and the assessment only takes fifty minutes, then you would have time. A handout is available which you can either copy and distribute to your class or use on your own to help guide a discussion.

Use of Incentives:
Again, this is entirely up to you. Last year approximately 60% of assessments were given with an incentive; 40% were not. For faculty who used an incentive, most often it took the form of a 10-point quiz grade or some other type of extra credit.

Here is one scenario that an instructor offered from her experience:
> *I did not prepare them. Actually I did not tell them. On the day of the assessment, I announced that we had a special project to do that day and that it was voluntary but...I then explained the purpose of assessment, how it was confidential and anonymous, and that if they did not want to do it they did not have to do it; however, if they stayed to complete the assessment (math) they would get 10 points added as extra credit. Everyone stayed.*

In the end, we want to stress that the decision to discuss assessment with your classes ahead of time or offer an incentive is entirely up to you. If you try something new and you liked the results, please let us know and we'll share it with others. A feedback form is enclosed with your assessment materials.

Appendix E: Sample Assessment Week Materials

Mesa Community College
Program to Assess Student Learning

- *Our class has been selected to participate in a large-scale assessment of student learning outcomes at Mesa Community College.*

- *Your effort and cooperation in this activity are very important to understand what students are learning and help us make good decisions about programs at MCC.*

- *Your individual performance on the assessment will NOT be reported to anyone and will NOT affect your grades or standing at MCC in any way.*

- *Background information will only be used to verify that the students sampled represent the entire campus.*

Assessment Week 2012 - February 25 – March 2

Faculty Volunteers Needed

Our 16th Annual Assessment Week is scheduled for February 25 – March 2, 2012.

Assessment is faculty-driven and faculty-owned. You are key to the success of the student outcomes assessment program! Your on-going support and cooperation are sincerely appreciated!

Faculty volunteers are needed to ensure that assessment week is a success.

Will you volunteer one or more class period(s) to administer an outcomes assessment during spring 2012 Assessment Week?

Volunteers are needed for the following areas:

General Education Courses

- Classes likely to contain high percentages of students who are just beginning their general education courses (e.g., English 101, Psychology 101).

- Classes likely to contain high percentages of students who are nearing completion of their general education courses (e.g., 200-level courses in a discipline).

To Volunteer:
Contact your department's **SOC** representative _____

Questions? Please contact Tim Florschuetz (tim.florschuetz@mcmail.maricopa.edu / 1-7515) or Betty Parisek (betty.parisek@mcmail.maricopa.edu / 1-7108), co-chairs of the Student Outcomes Committee.

Information about assessment is also available at www.mesacc.edu/about/orp/assessment or from the Office of Research and Planning at 1-7213.

Appendix E: Sample Assessment Week Materials

ASSESSMENT WEEK 2012 CONFIRMATION

Dear «Instructor»,

Thank you for volunteering to administer an assessment to one or more of your sections during Assessment Week 2011 (February 28 - March 4). Packets of assessment materials will be sent to your departments via campus mail the week of Feb. 14th. If you do not receive your materials by Friday, February 18, please contact Dennis Mitchell in the Office of Research and Planning at 1-7213 or dsmitch@mesacc.edu.

PLEASE REVIEW THE INFORMATION BELOW. **If the information is incorrect, or you are unable to administer assessments in these sections, immediately contact the research office.**

For general questions regarding the student outcomes assessment, you may contact one of the Student Outcomes Committee co-chairs: Tim Florschuetz (tim.florschuetz@mcmail.maricopa.edu / 1-7515) or Betty Parisek (betty.parisek@mcmail.maricopa.edu / 1-7108).

Please administer the assessments during the week of February 28 – March 4, and return your completed assessments and other materials to the research office by **Friday, March 11**.

Please visit our student outcomes assessment web page for more information such as an orientation video, an FAQ, and tips for faculty administering assessments.

Your Assessment Week course(s) and section number(s):
«Course», «Course_ID»
«Course2», «CourseID2»
«Course_3», «Courseid3»

Appendix E: Sample Assessment Week Materials

ASSESSMENT SUBMITTAL FORM

Please complete one form for each section and return one section per envelope. Send this form and the completed assessments in the envelope provided to the MCC Office of Research and Planning, Building #42. **The requested information allows us to keep a log of returned assessments; data will not be analyzed by individual student or by section.**

Instructor's Name _____   Section # _____

1. Did you give any type of incentive (e.g., extra credit) to encourage the students to participate?

    Yes □   No □

    If yes, what type of incentive? _____

2. How long did it take to administer the assessment? _____ minutes

3. What worked well for you in administering the assessment?

4. What suggestions do you have for improving the process for next year?

THANK YOU FOR SUPPORTING THE
MCC STUDENT ASSESSMENT PROGRAM!

Appendix E: Sample Assessment Week Materials