

Mesa Community College
Student Outcomes Assessment AY2009-2010

Executive Summary

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 14th-annual Assessment Week in spring 2010, the Student Outcomes Committee (SOC) focused assessment efforts on the Workplace Skills assessment since participation in this particular assessment has declined in recent years. No general education assessments were administered in 2010. For the first time since the 2006 administration of Workplace Skills, enough students completed the assessment to conduct a comparison between pre and post students. A brief summary of results by assessment for the most recent years can be found in the tables below.

Summary of Findings – Assessment Weeks 2009-2010

Outcome and Year Assessed	Results
Workplace Skills – Assessed 2010	<p>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:</p> <ol style="list-style-type: none"> 1. technology literacy 2. ethics 3. personal and professional responsibility <p><i>For the past several years, teamwork and organization scores ranked lowest compared to the other outcome areas.</i></p>
Problem Solving – Assessed 2009	<p>The average score was significantly higher for the completing student group overall and for the “deduction” sub-area of the assessment. <i>As with past years, mean scores have been highest for the Interpretation and Evaluation of Arguments sections and lowest for Inference.</i></p>
Global Awareness – Assessed 2009 (Pilot)	<p>An item analysis of the Global Awareness Assessment results by an external consultant yielded the following highlights:</p> <ul style="list-style-type: none"> • The Global Awareness pilot instrument is statistically reliable. <ul style="list-style-type: none"> ○ The instrument will likely produce consistent scores in future administrations. ○ A low level of variability (2.6%) due to random measurement error existed in individual student scores; therefore, students are likely to receive similar scores on the instrument over multiple administrations. • A majority of items (58.3%) were classified as having a “good” level of discrimination, meaning that the student more likely correctly answered a question based on subject-area knowledge than by chance. The remaining items fell into the “fair” discrimination classification, and no items were rated “poor.” • Overall, the item analysis indicates a need to change only a small number of items in order to increase instrument reliability and validity.

Historical Overview of Assessment Results

Outcome	Spring 2007	Spring 2008	Spring 2009	Spring 2010
<i>Arts & Humanities</i>				
<i>Cultural Diversity</i>				
<i>Oral Communication</i>				
<i>Written Communication</i>				
<i>Numeracy</i>				
<i>Scientific Inquiry</i>				
<i>Problem Solving/ Critical Thinking</i>				
<i>Information Literacy</i>				
<i>Workplace Skills</i>				
<i>Global Awareness</i>				

	Significant Results		No Significant Results
	Pilot Year or In Development		Not Assessed This Academic Year
	Sample Size too Small for Pre/Post Group Analysis		

SOC Highlights

The following comprises the list of activities, accomplishments and ongoing initiatives either completed or begun during the AY2009-10

- In conjunction with ORP, coordination & campus-wide administration of the *Workplace Skills* student outcomes test. This administration was focused solely on students in occupational programs at MCC.
- Assisted with the development and piloting of a new outcomes assessment – *Global Awareness*. Item analysis of results indicated that forced-choice items were highly reliable. Qualitative responses have not been evaluated, as a scoring rubric has not yet been developed by the Global Awareness Cluster.
- Coordination & second online piloting of *Information Literacy* student outcomes test. The Information Literacy test was adapted to a format compatible with administration via

www.hostedtest.com. Cost, usability, and deliverability issues are being assessed to determine the long-term potential of using hostedtest.com for online, outcomes assessment. Two instructors of online classes invited their students to participate and complete the assessment. Response rate was very low—about 1.5%. The committee’s feeling is that the biggest barrier to online outcomes assessment is response rate.

- Began initial review of *Information Literacy* instrument. This activity is ongoing.
- Review of various technology literacy instruments.
- Met with numerous departments on campus to increase SOC awareness.
- Successfully promoted ROC grants and received proposals to fund faculty assessment projects with \$10k. This effort involved branding the ROC grant, creating new advertisement, visiting departments and consulting with faculty in the development of their ROC grant proposals.
- Further articulation of new cycle of SOC activities which will allow for more focus on alternate assessment activities and “closing the loop.”
- Executed multiple outreach efforts to departments and administrators.
- Worked with Institutional Advancement to develop a new template for providing a dynamic, executive summary of the annual student outcomes assessment activities.
- Developed and executed student focus-groups wherein participants discussed the relevance of current outcomes to their lives. Video captured for committee review.

SOC is looking forward to an energetic and innovative AY2010-11. In addition to continuing its previous activities/initiatives, SOC plans on:

- Distributing an executive summary showcasing findings and the application of such.
- Continuing discussions related to the place of “technology literacy” in outcomes assessment.
- Evaluating and revising the *Information Literacy* instrument.
- Evaluating and revising the *Workplace Skills* instrument.
- Analyzing findings from student focus-groups.
- Continuing with outreach efforts to departments and administration.
- Beginning discussions about the next accreditation process.

Faculty Senate Student Outcomes Committee

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Ex-officio members:
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