

Mesa Community College
Student Outcomes Assessment AY2011-2012

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 16th-annual Assessment Week in spring 2012, SOC focused assessment efforts on four outcome areas that had not been administered 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. <i>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.</i>
Written Communication – Assessed 2012	The average score was not significantly higher for the completing student group overall or for any of subsets of the assessment. <i>Student showed relative strength in stating their own position and addressing the prompt, and needed most improvement in tone and recognizing the opposing position.</i>
Numeracy – Assessed 2012	The percent correct was significantly higher for the completing students overall and for four learning outcomes: <ul style="list-style-type: none"> • identify and extract relevant data • use models to organize the data • obtain correct results and state results with qualifiers • use information effectively <i>Patterns of performance have remained consistent over several years.</i>
Scientific Inquiry – 2012	Completing students performed significantly better than beginning students overall and on two of the five outcome areas: <ul style="list-style-type: none"> • prediction • evaluation <i>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).</i>
Arts and Humanities – Assessed 2011	Significant differences were observed between completing and beginning student scores in all the following learning outcome areas: <ul style="list-style-type: none"> • 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	<p>Students in the completing group:</p> <ul style="list-style-type: none"> • 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	<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>

Overview of MCC Student Outcomes Assessment Results

Outcome	2006	2007	2008	2009	2010	2011	2012
Arts & Humanities							
Cultural Diversity							
Oral Communication							
Written Communication							
Numeracy							
Scientific Inquiry							
Problem Solving/Critical Thinking							
Information Literacy							
Workplace Skills							
Global Awareness							

	Significant Results		Not Assessed
	No Significant Results		Pilot Year or In Development
	Sample Size too Small for Pre/Post Group Analysis		Assessment Instrument Under Review/Revision

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.

Faculty Senate Student Outcomes Committee – AY2011-2012

Emi Ahn
Matt Ashcraft, Ex-officio (ORP)
Derek Borman
Diana N Bullen
Tim Florschuetz (Chair-Elect)
Dave Harris
Marjorie Leta

James Mabry, Ex-officio (VPAA)
Juan Marquez
Dennis Mitchell, Ex-officio (ORP)
Jacqui Ormiston
Betty Parisek (Chair)
Carolyn St. Peter
Ly Tran-Nguyen