



**Mesa Community College  
Program to Assess Student  
Learning**

**Results for Academic Year  
2005-2006**

# Assessment Methodology

- Comparison of student groups:
  -  Beginning Students (Pre): 0-9 general education hours
  -  Completing Students (Post): 30+ general education hours

*“Students who have completed at least 30 hours of general education courses will perform significantly better than students who have completed fewer than 9 hours of general education courses.”*

Samples are representative and balanced.

# Assessment Findings and Trends

Assessment results show clear evidence of student learning.

Assessment	Spring 2004	Spring 2005	Spring 2006
<i>Arts &amp; Humanities</i>	–		–
<i>Cultural Diversity</i>	–		–
<i>Oral Communication</i>	–		–
<i>Written Communication</i>	–		–
<i>Numeracy</i>		–	
<i>Scientific Inquiry</i>		–	
<i>Problem Solving/ Critical Thinking</i>		–	
<i>Information Literacy</i>		–	
<i>Workplace Skills</i>			

Significant Differences	
Not Administered	–

# Assessment Results Patterns

- Students have had relatively higher scores in these areas:
  - using numeric models,
  - evaluating information for currency, relevancy and reliability,
  - evaluating the strength of an argument and deciding if conclusions are warranted,
  - communicating one on one,
  - making and supporting personal observations

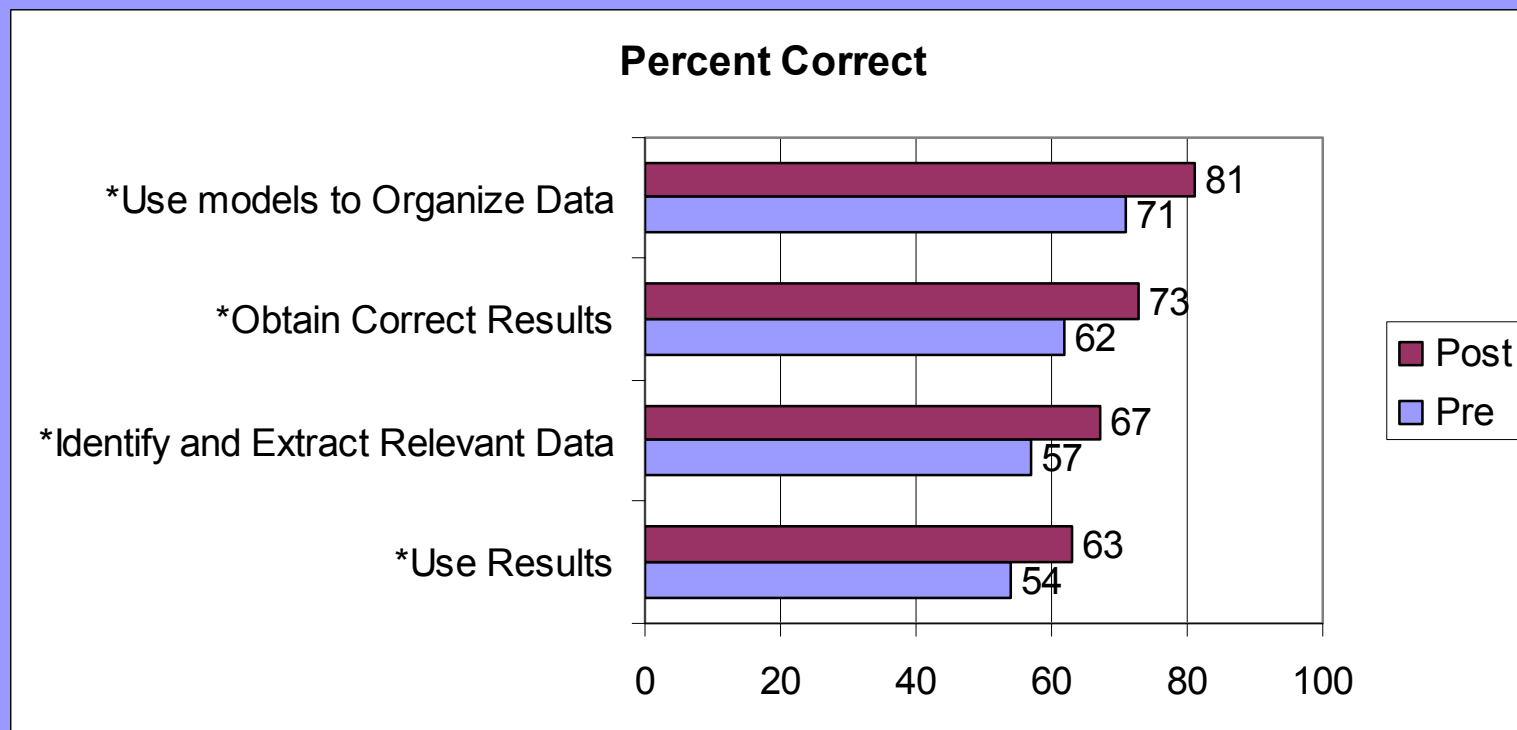
# Assessment Results Patterns

- Scores have been lowest for these areas:
  - using, applying or evaluating information,
  - working in a team and interacting in a group,
  - recognizing the opposing person's position and seeing beyond the personal perspective
  - recognizing underlying assumptions and evaluating inferences
  - organizing, prioritizing and planning work

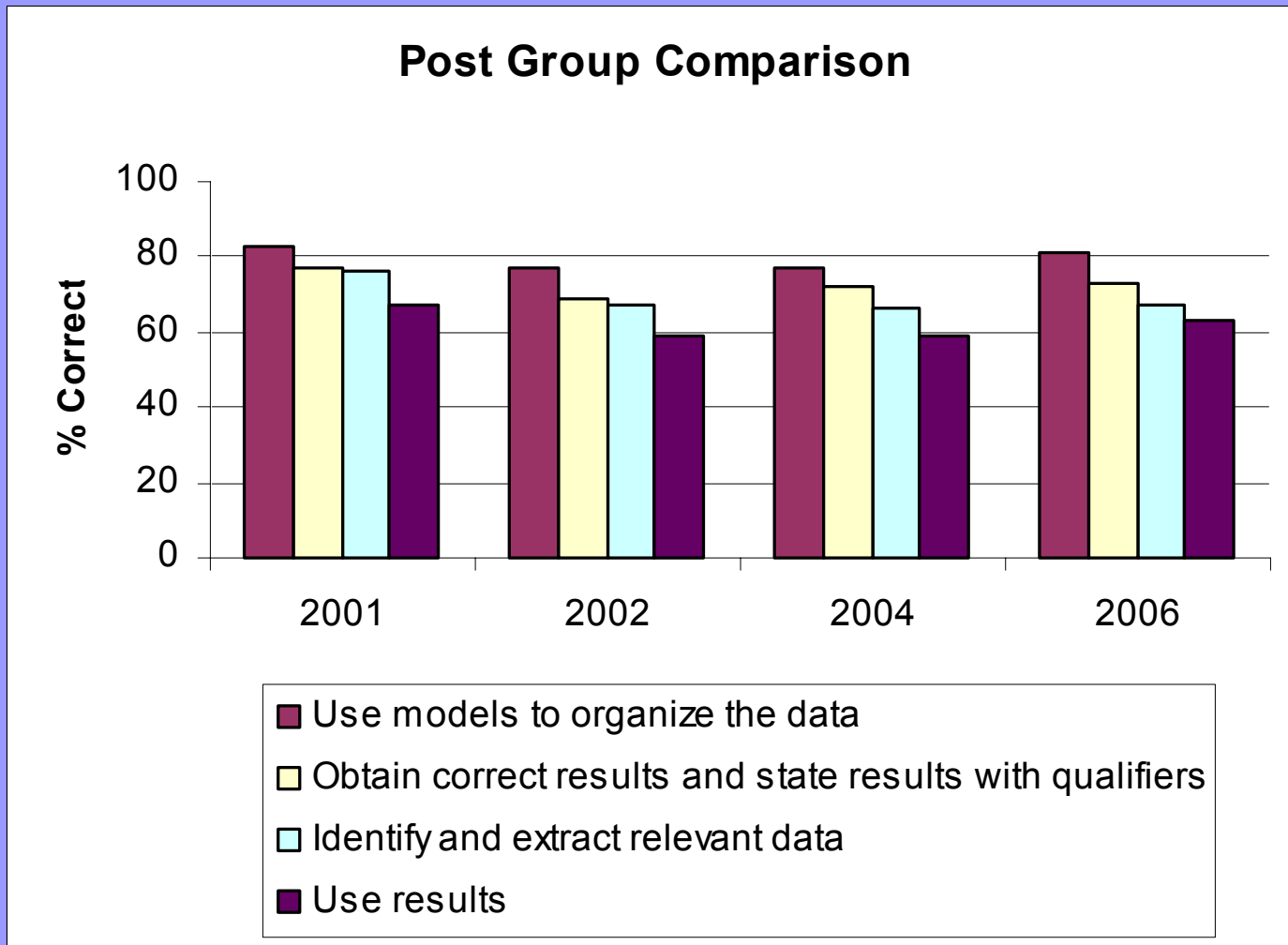
# Assessment Results

- Other findings:
  - Students believe that their experience at MCC has broadened their understanding of diverse people and ideas.
  - Completing students believe more strongly that they can improve the world, that voting is critical and that interaction with people from different backgrounds is valuable.

# Numeracy Assessment 2006

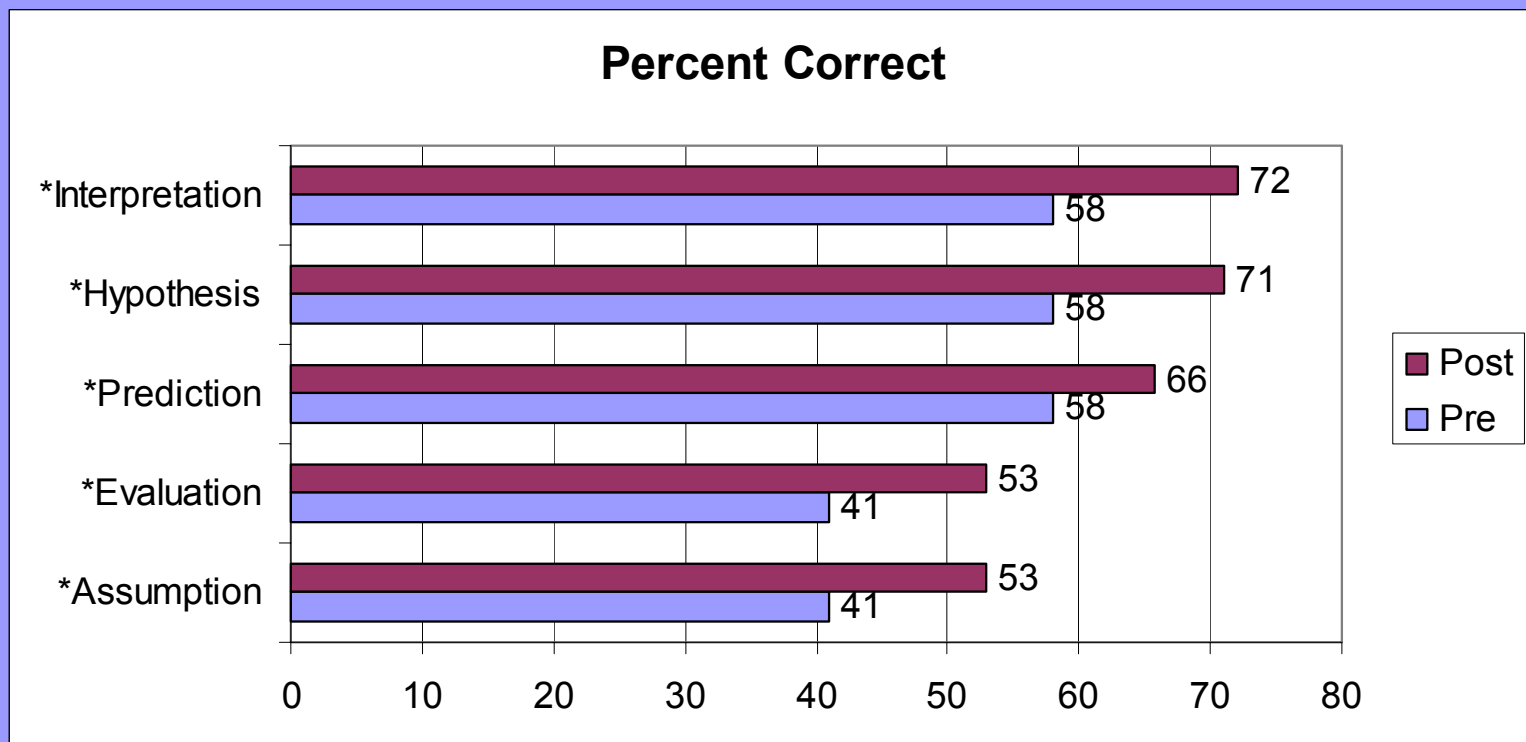


# Numeracy Trends

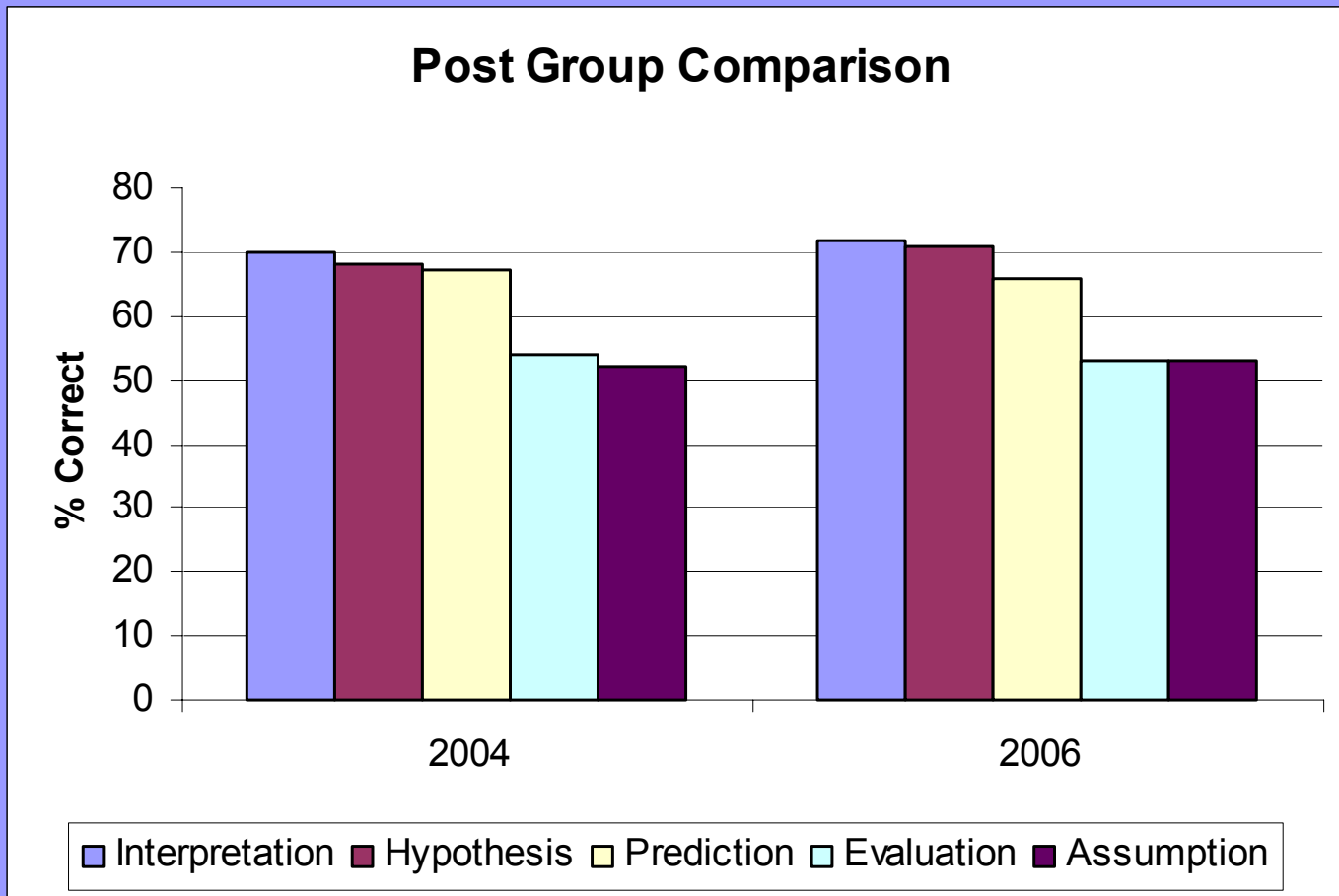




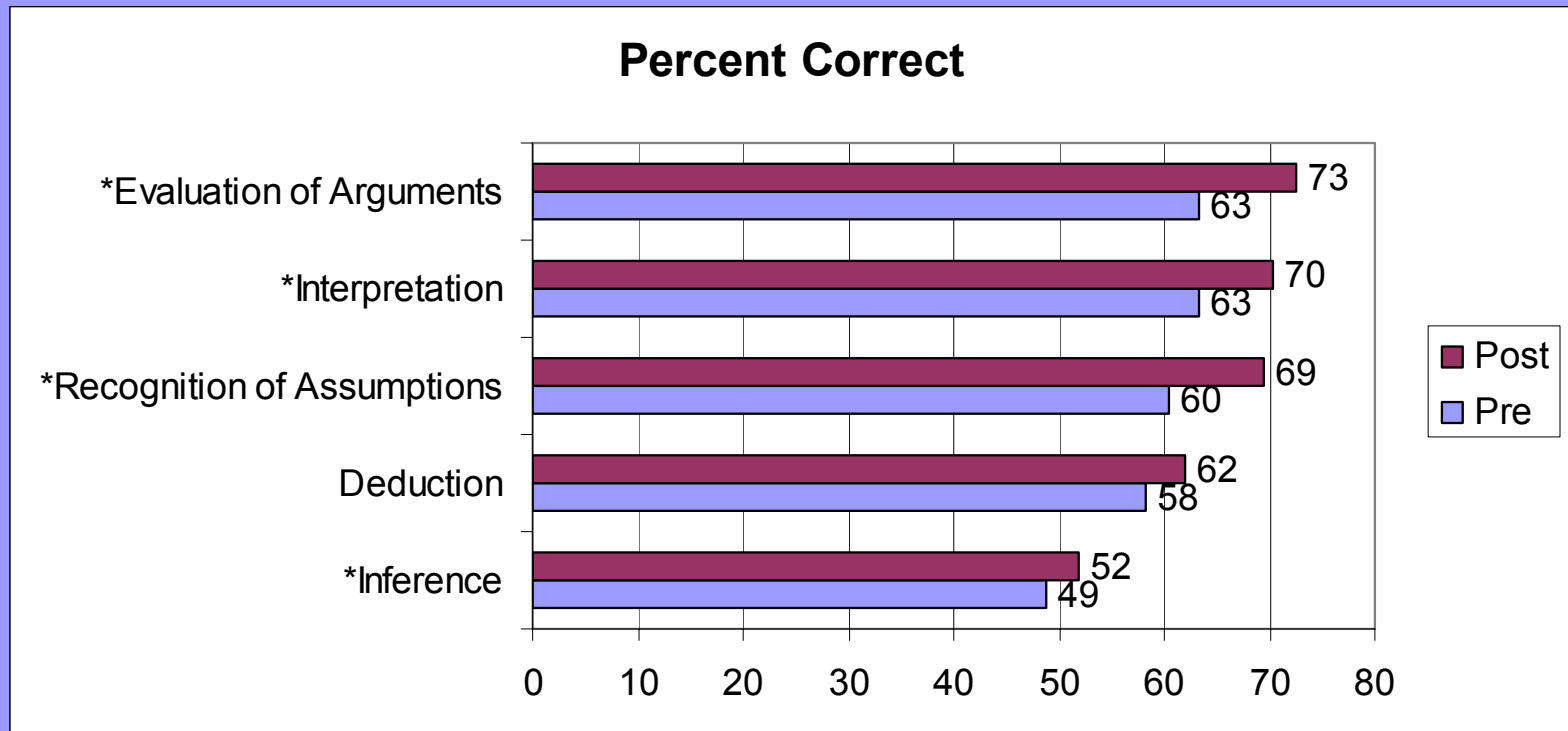
# Scientific Inquiry Assessment 2006



# Scientific Inquiry Trends

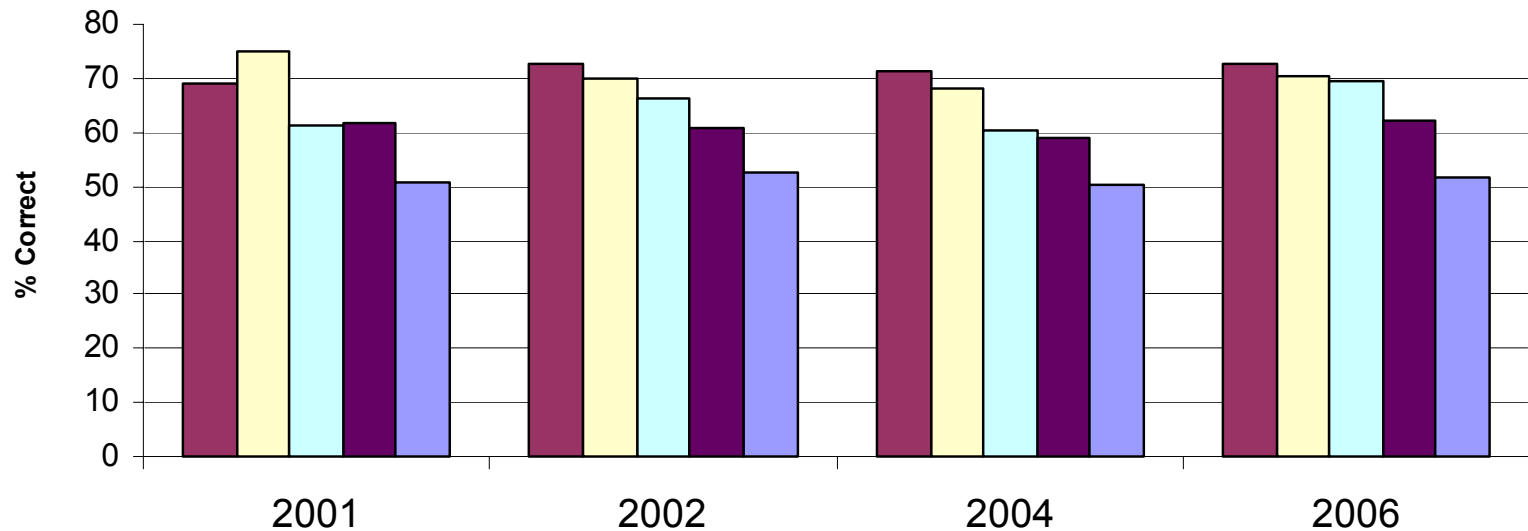


# Problem Solving/Critical Thinking 2006



# Problem Solving/Critical Thinking Trends

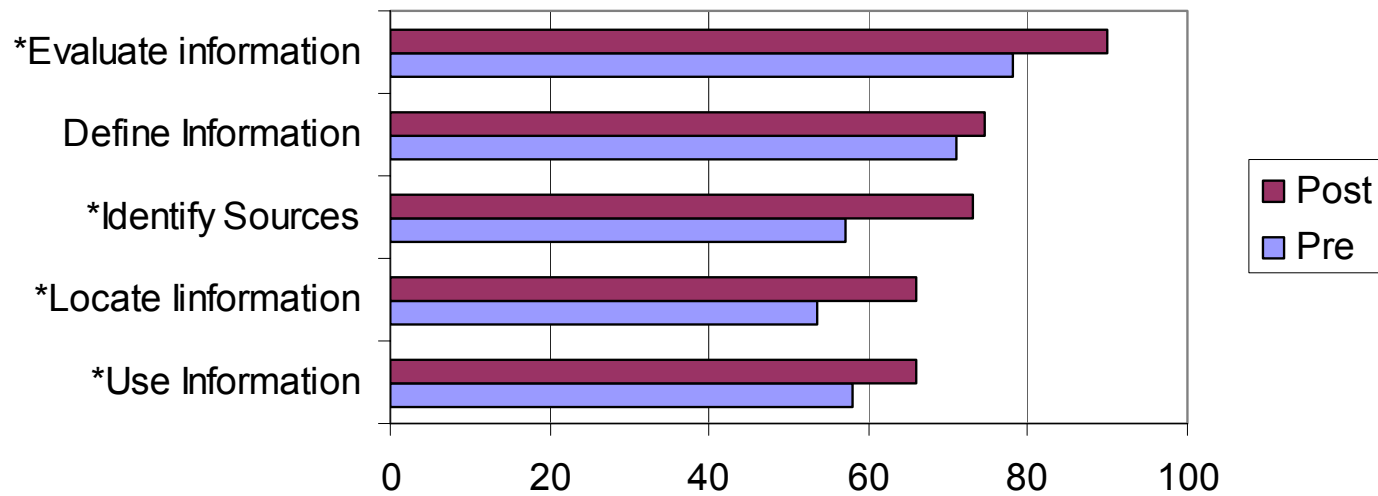
## Post Group Comparison



- Evaluation of Arguments: Is an argument strong or weak?
- Interpretation: Is a conclusion warranted based on evidence?
- Recognition of assumptions: What are unstated assumptions?
- Deduction: Do conclusions necessarily follow?
- Inference: Is the inference true based on facts given?

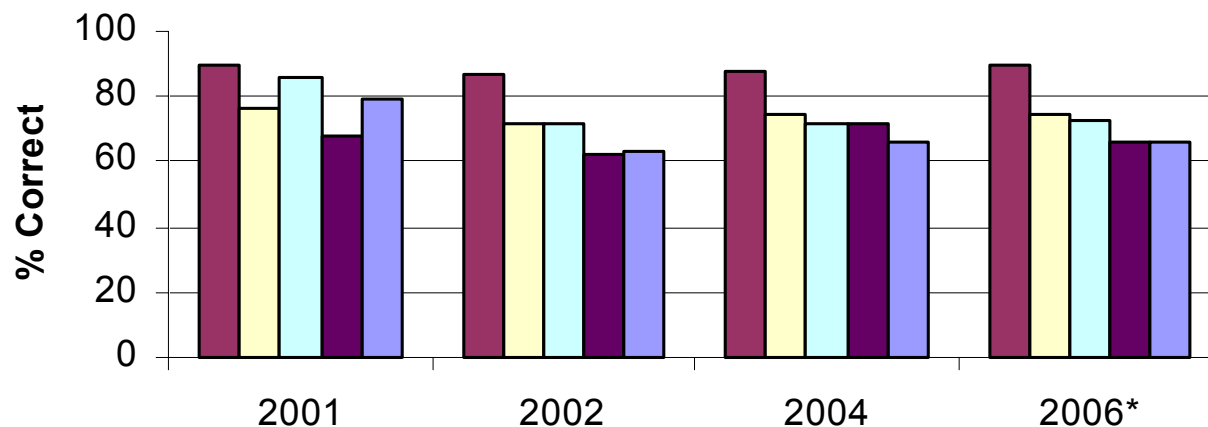
# Information Literacy Assessment 2006

## Share Correct



# Information Literacy Trends

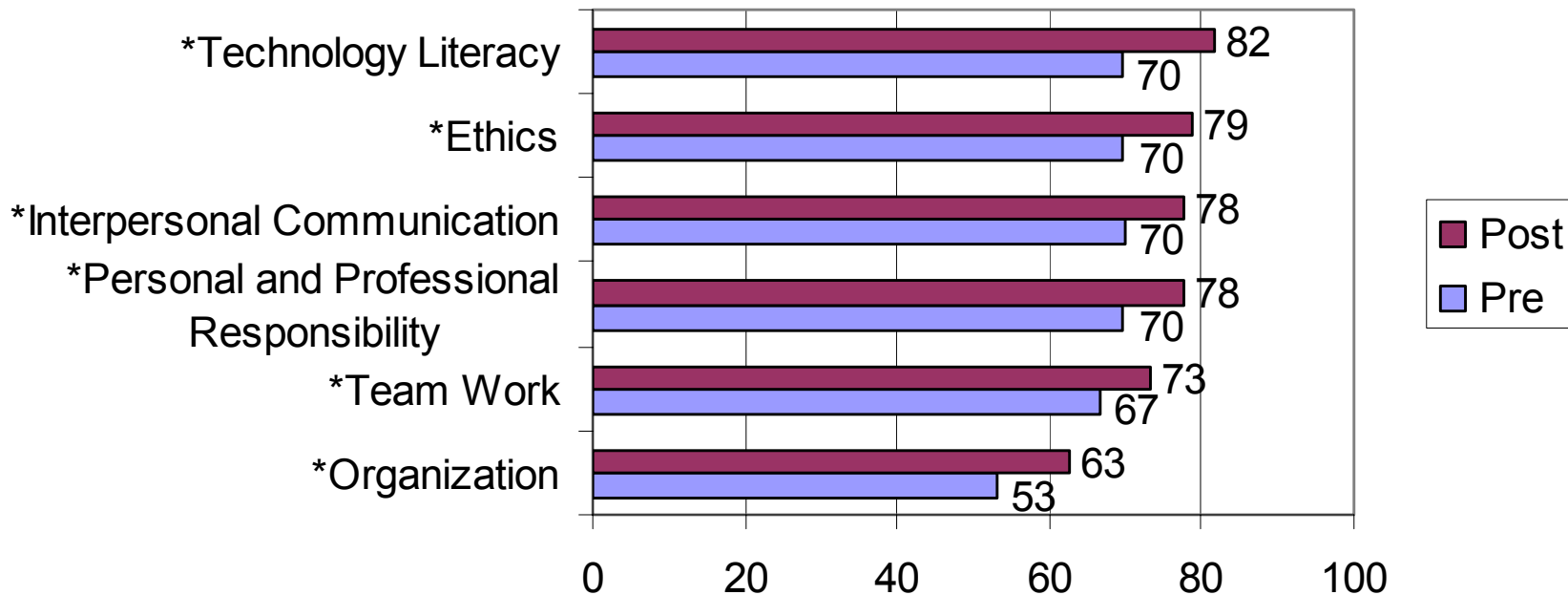
## Post Group Comparison



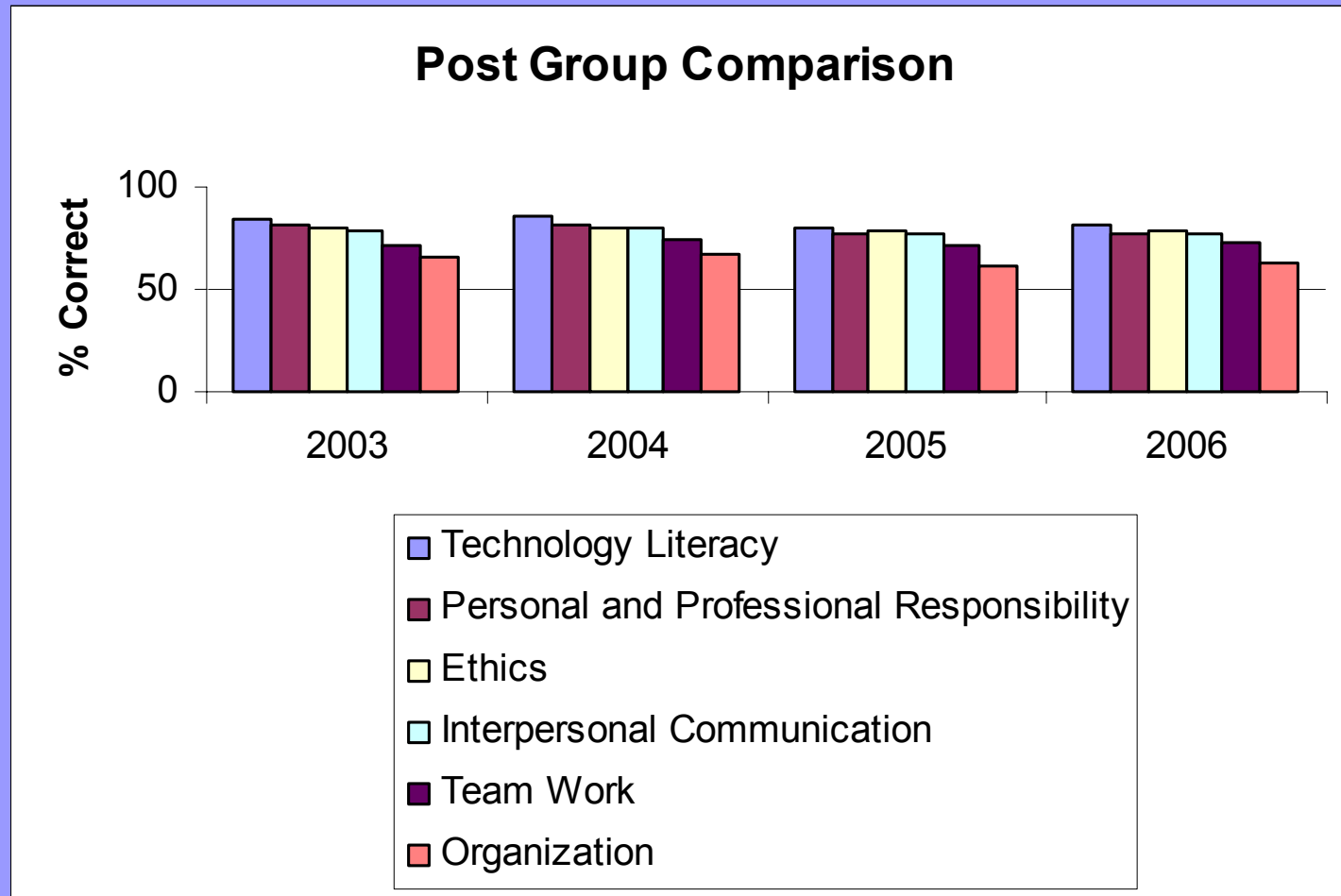
- Evaluate information for currency, relevancy, reliability
- Identify and use appropriate print/electronic sources
- Define information needed to answer question
- Use information effectively
- Locate appropriate information

# Workplace Skills Assessment Results

## Share Correct



# Workplace Skills Trends





# Student Views about Assessment

A short survey of participating students provided input about Assessment from the student perspective:

- 1,000 students completed the optional survey at the end of their assessment.
- 90% of students *could explain why* they were participating in the assessment process.
- The majority said that *classroom experience at the college had helped prepare them for the assessment*. Experience in a directly related course, or through the library were mentioned most often.

# Student Views - Use of Assessment Data

- *“The college should use the assessment results to help improve its instruction of students through classes, support services, and making students aware of the resources available to them.”*
- *“I think that the results should be used for the implementation of new and more effective methods of learning.”*
- *“To improve, no matter how good the statistics turn out to be, education should always seek for improvement.”*
- *“To figure out what things may need to be stressed more in classes to promote better learning for all.”*
- *“They should use the results to adjust course standards and do so in a way that would further extend and challenge students’ learning.”*
- *“Hopefully, they will look at the weak areas in this assessment as places to invest in.”*

# Questions

# **Mesa Community College**

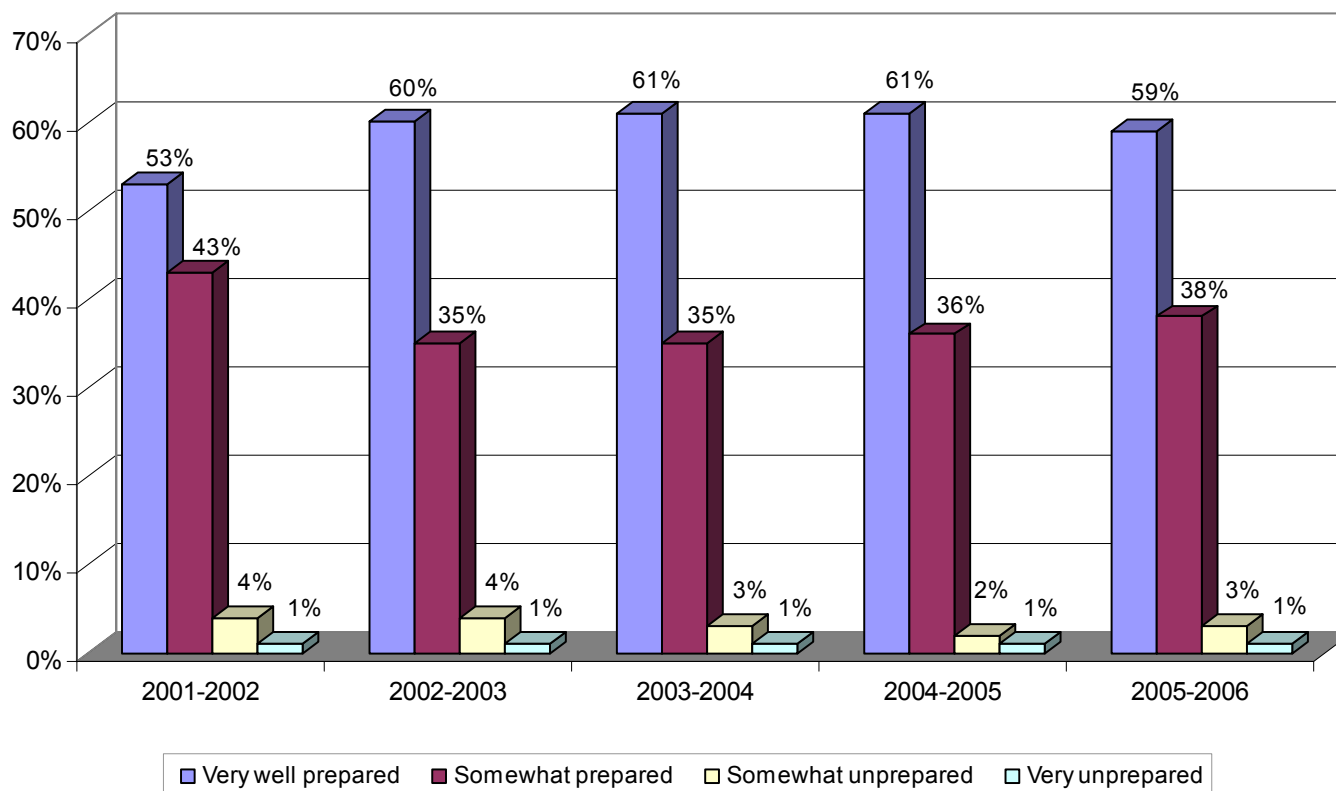
## **- Indicators of Student Success**

# **Selected Indicators of Student Success**

- Student opinion of MCC preparation
- Student Persistence
- Subsequent success at Arizona Universities

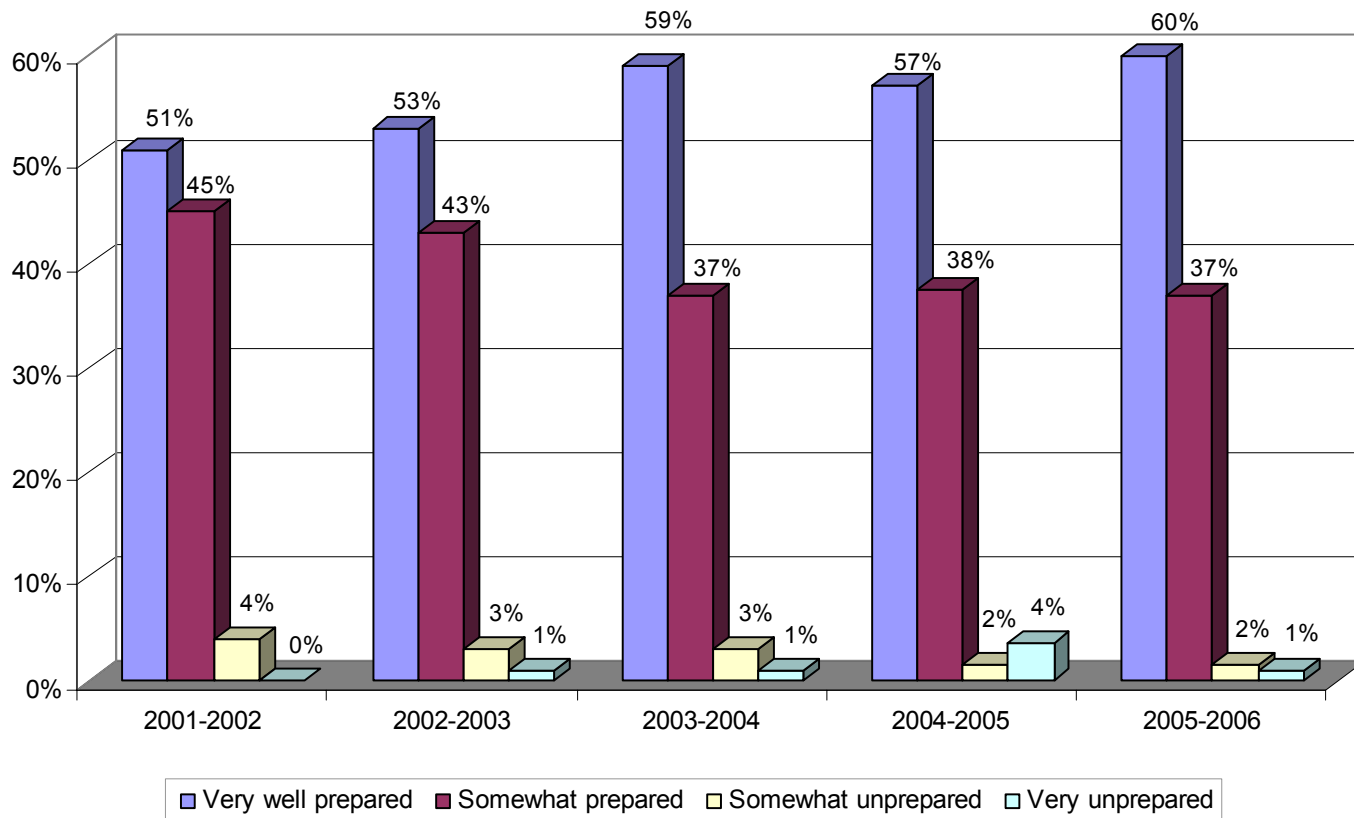
# Preparation for Transfer

## Graduating Student Perceptions: Preparation for Transfer



# Preparation for the Workplace

## Graduating Student Perceptions: Preparation for the Workplace



# Persistence

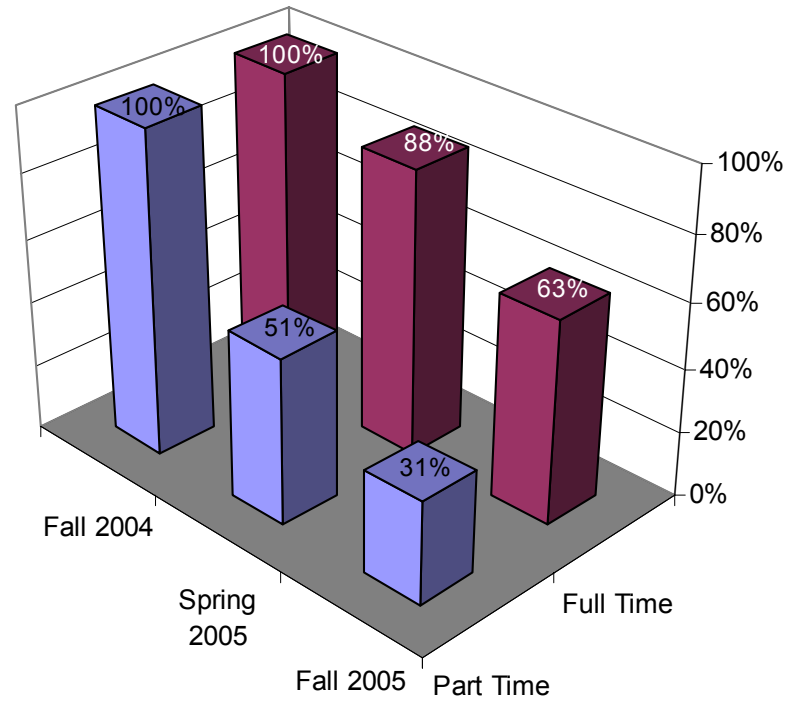
Full-time students have much higher persistence rates than part-time students.

	Enrolled Fall 2004		Remaining Spring 2005		Remaining Fall 2005	
	#	%	#	%	#	%
<b>Part Time</b>	4,740	100%	2,438	51%	1,489	31%
<b>Full Time</b>	1,788	100%	1,568	88%	1,126	63%



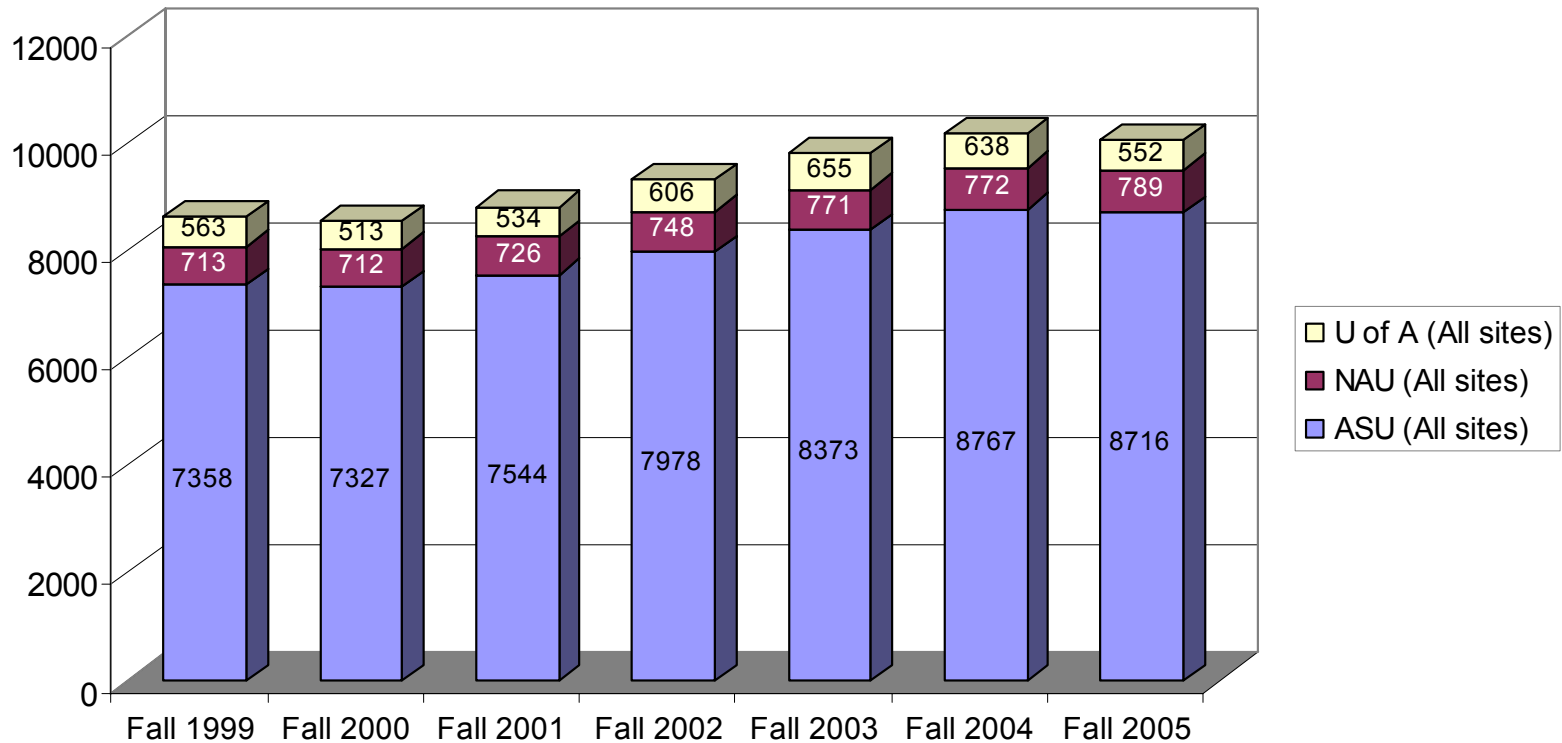
# Persistence

**Intent to Transfer or Improve Career**  
Percent of cohort who re-enrolled



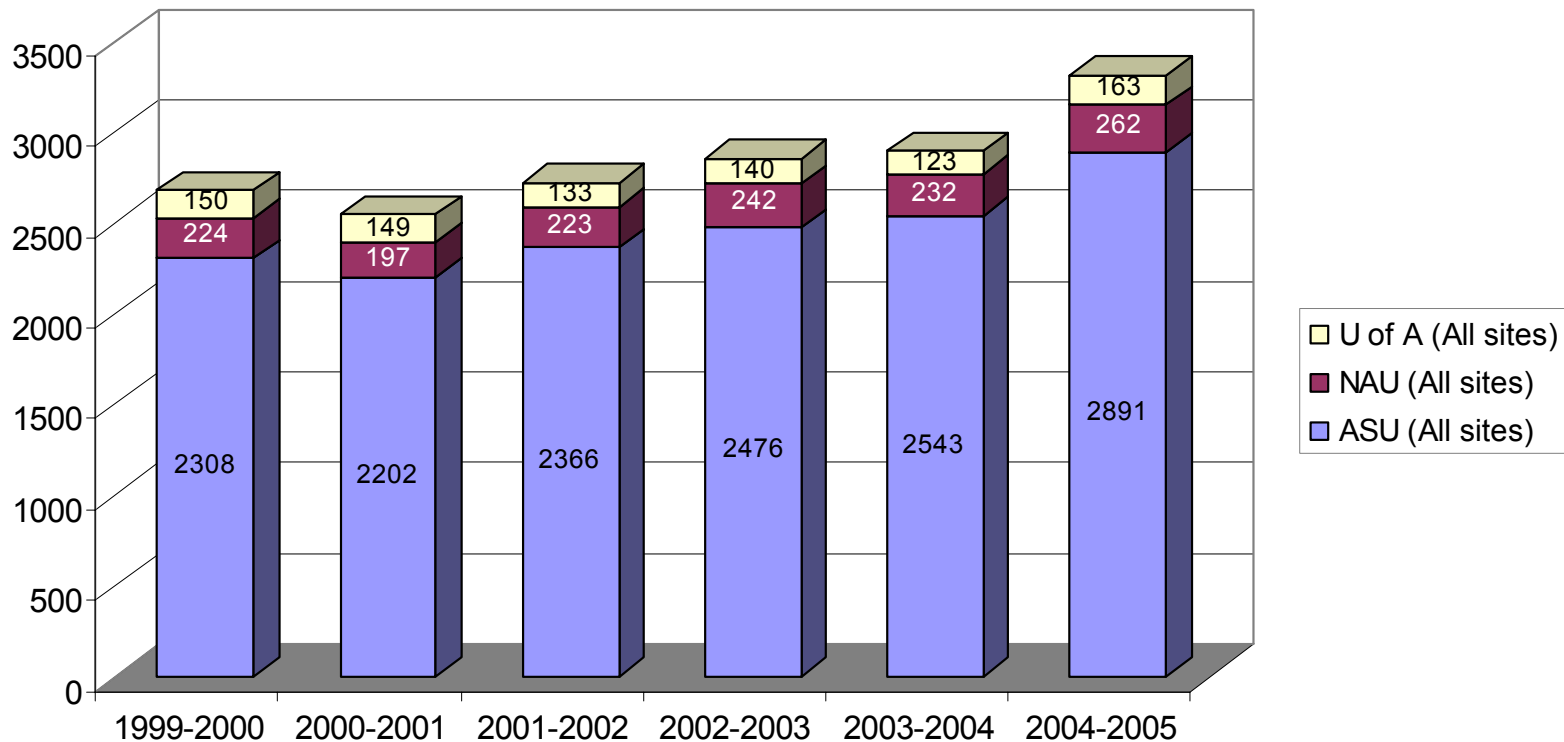
# University Transfer

**Undergraduate Enrollment of Students with MCC  
Transfer Credits at Arizona Universities**



# Success After Transfer

Students with MCC Transfer Credits Receiving Undergraduate Degrees at Arizona Universities



# Subsequent Success of a Cohort of MCC University Transfer Students

- New freshman/new transfer students from MCC transferred 42 hours on average.
- The first year cumulative university GPA increases with the number of hours transferred.

MCC Transfer Hours*	New Freshman or New Transfer Students	First Year Cumulative University GPA
12-23	399	2.89
24-31	208	2.85
32-47	429	3.03
48-63	514	3.12
64+	227	3.19

\* Students with less than 12 transfer credit hours were not included.

# Subsequent Success of a Cohort of MCC University Transfer Students

- Average number of university credit hours taken was 22.
- Average GPA was 3.00.
- Students who received an MCC degree, certificate, and/or AGEC before attending the university took an average of 29 credit hours and earned a GPA of 3.20.

	Total	Cumulative First Year University GPA	Average First Year University Credit Hours
Received Award/Cert/AGEC	456	3.20	29
No Award/Unknown	1,321	2.93	19
Total Unduplicated Students	1,777	3.00	22

# Subsequent Success of a Cohort of MCC University Transfer Students

- 88% of the new freshman/new transfer students from MCC continued their studies at the university in the subsequent school year (i.e. persisted).

	Total MCC Transferred 2003-04	Persisted* 2004-05	Percent Persisted
Received Award/Cert/AGEC	456	411	90%
No Award/Unknown	1,321	1,147	87%
<b>Total Unduplicated Students</b>	<b>1,777</b>	<b>1,558</b>	<b>88%</b>

\* Students who persisted successfully completed university courses in the subsequent academic year (2004-05).

# **Mesa Community College**

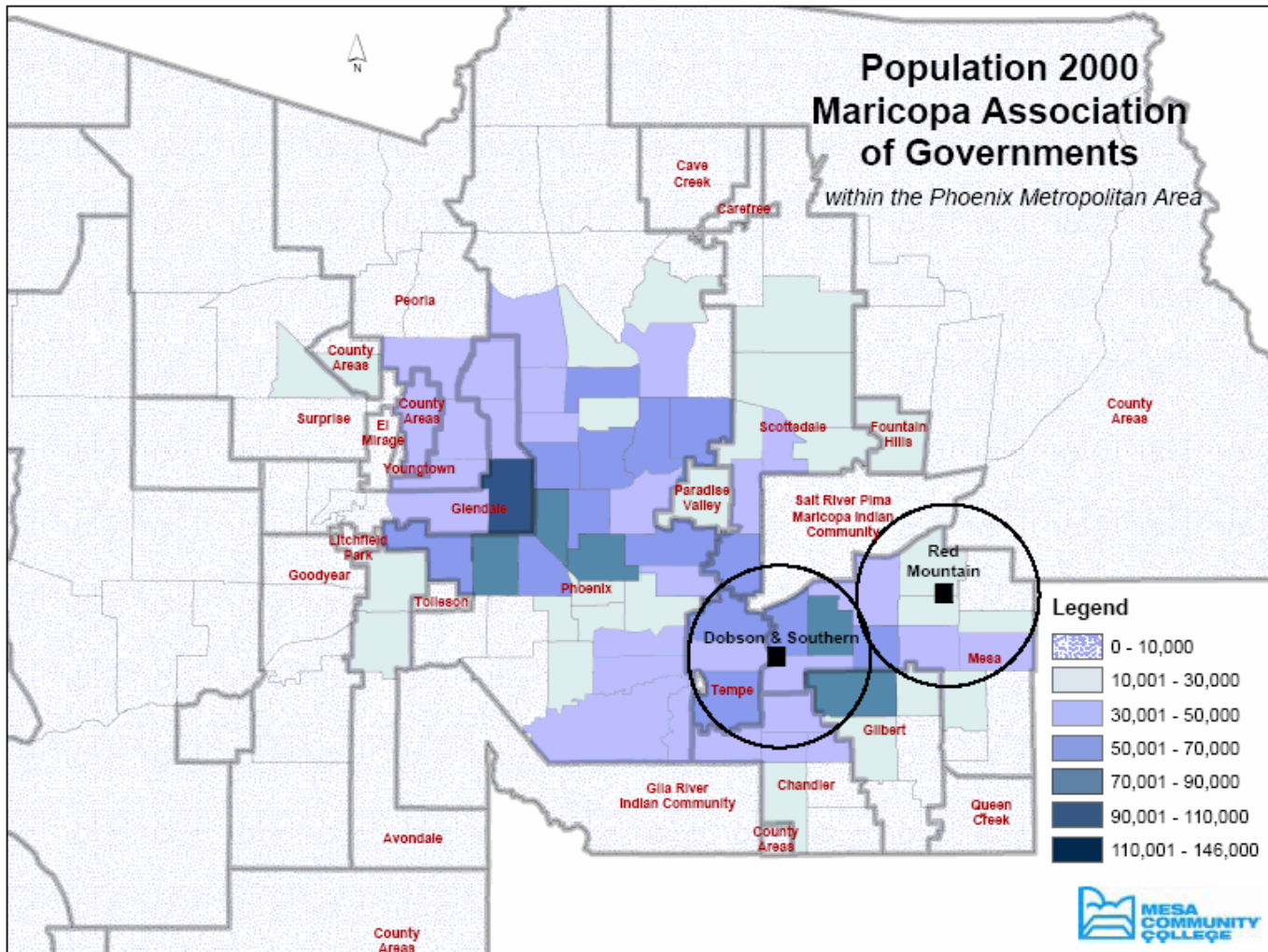
## **- Student and Population Trends**

# Population Growth Projections

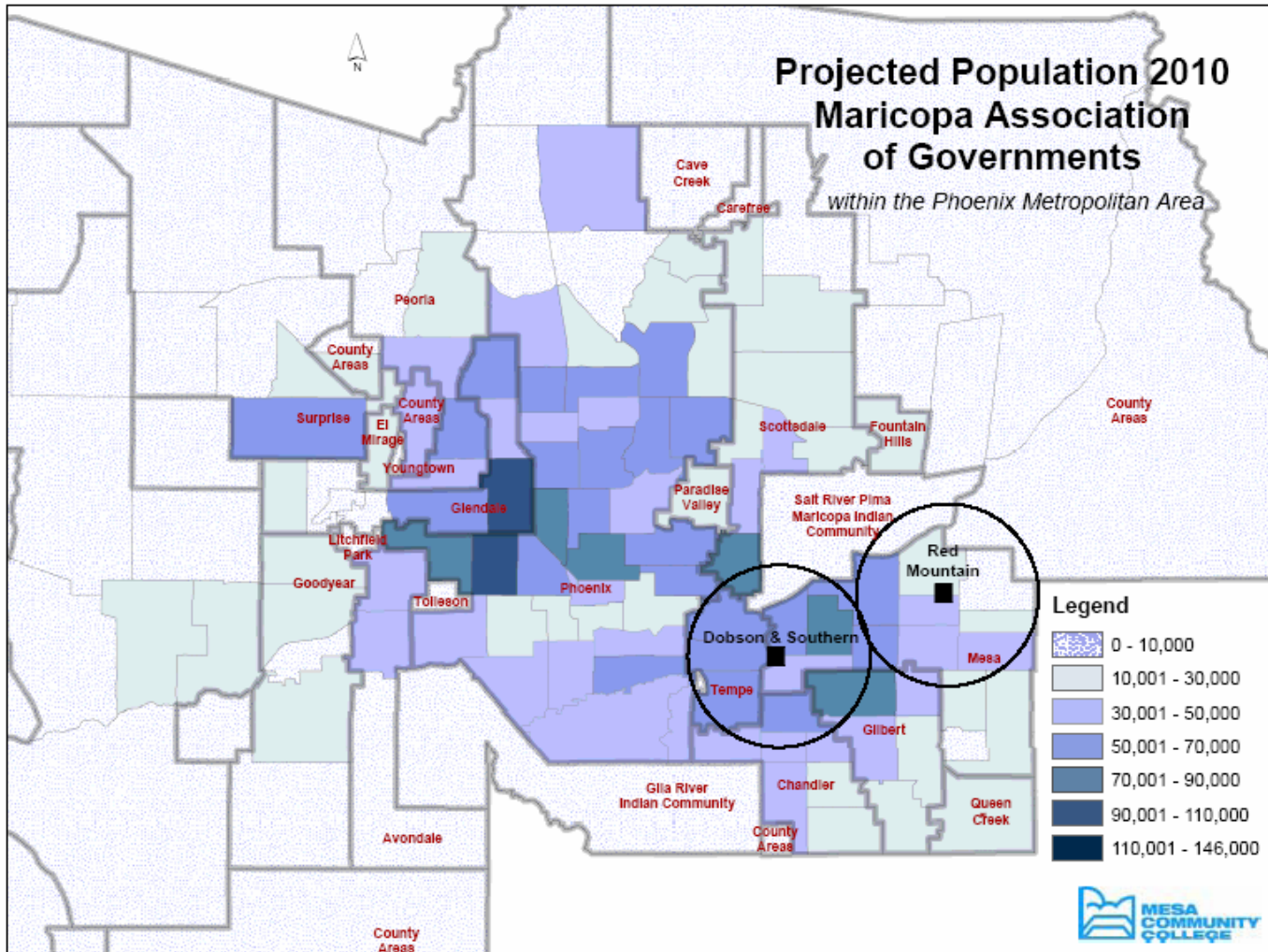
- Continued population growth is projected for Arizona and for Maricopa County.
- Projected rate of growth for the East Valley slower than Maricopa County overall.



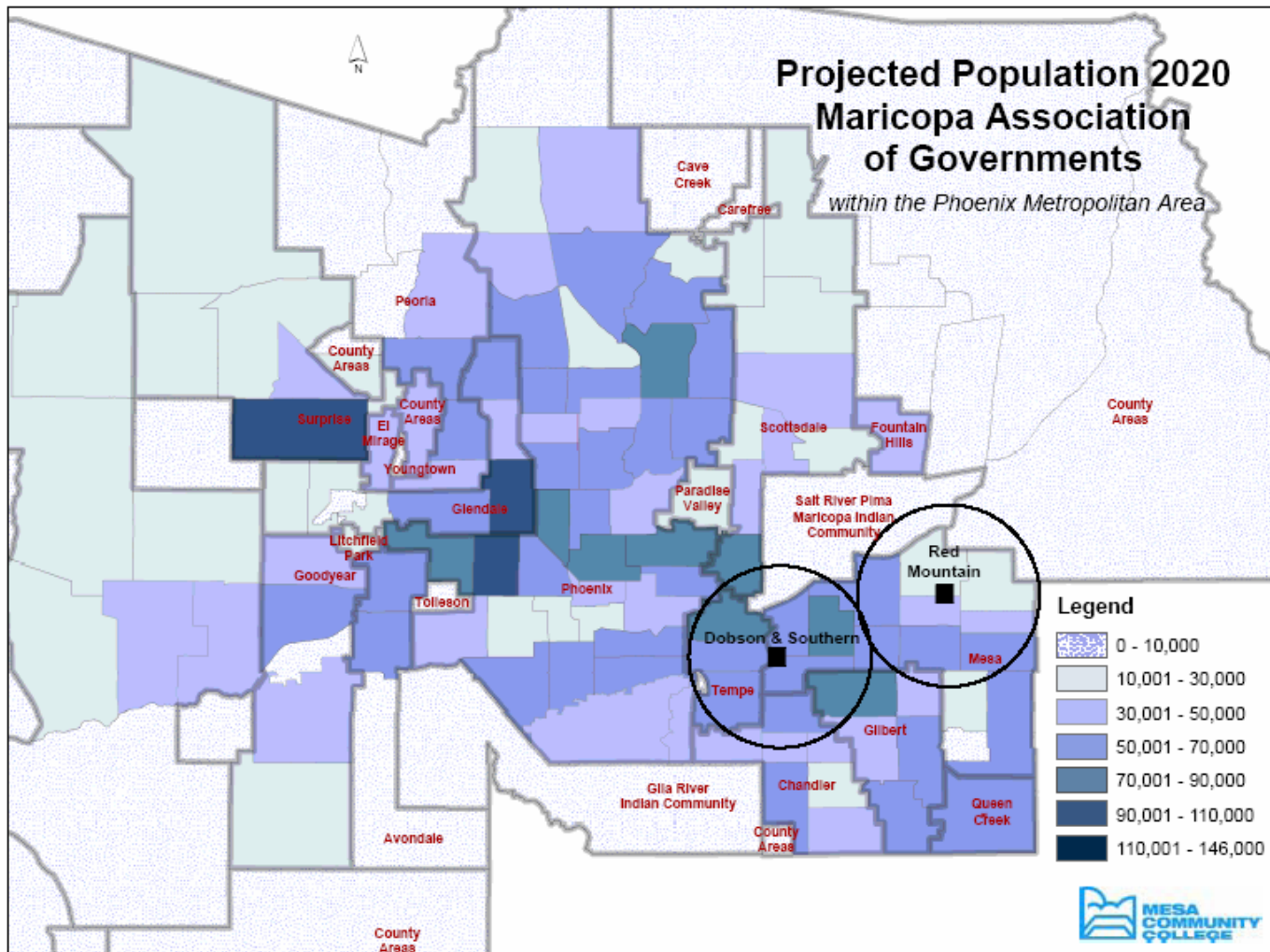
# MAG Projections



# MAG Projections

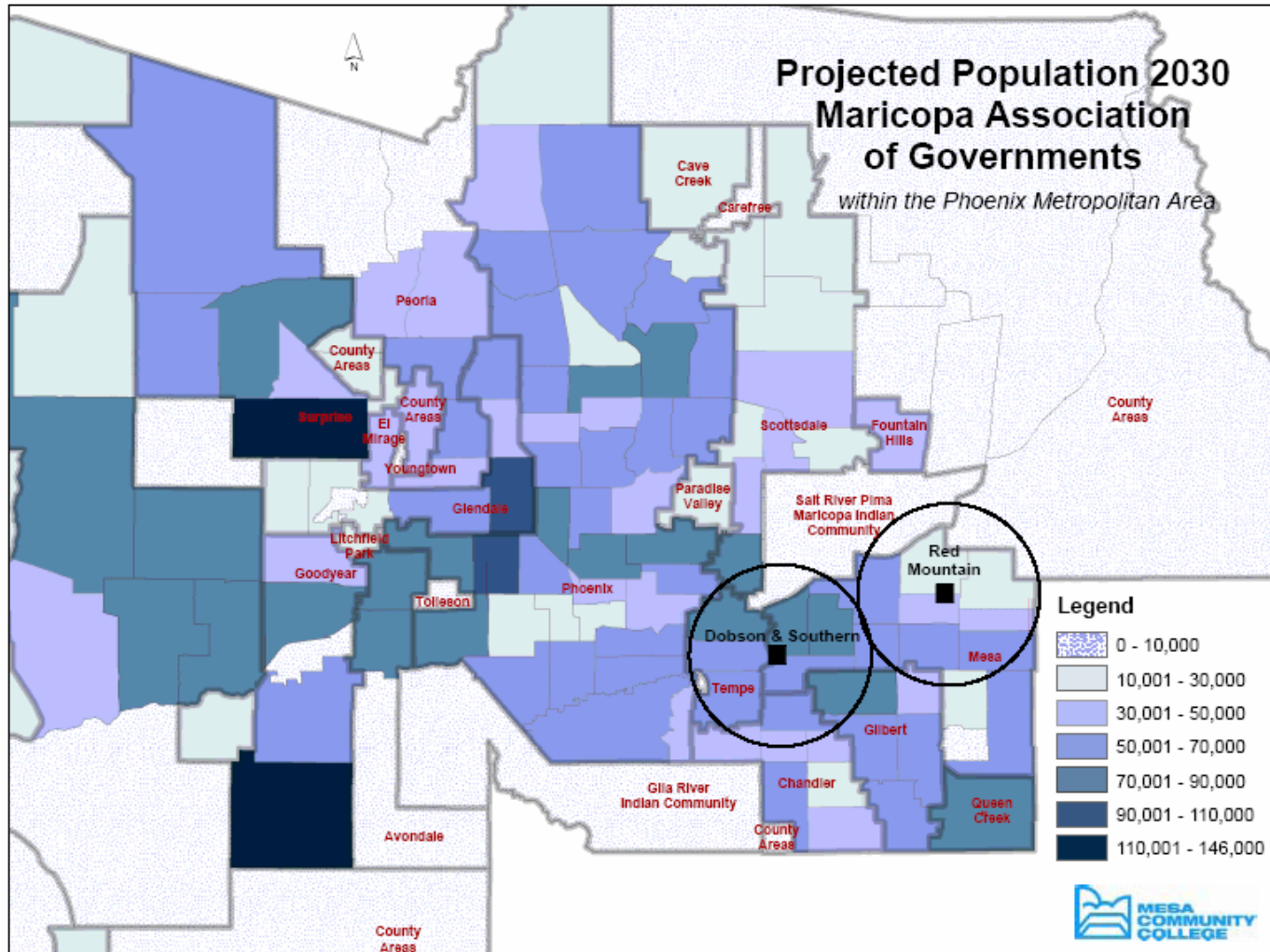


# MAG Projections





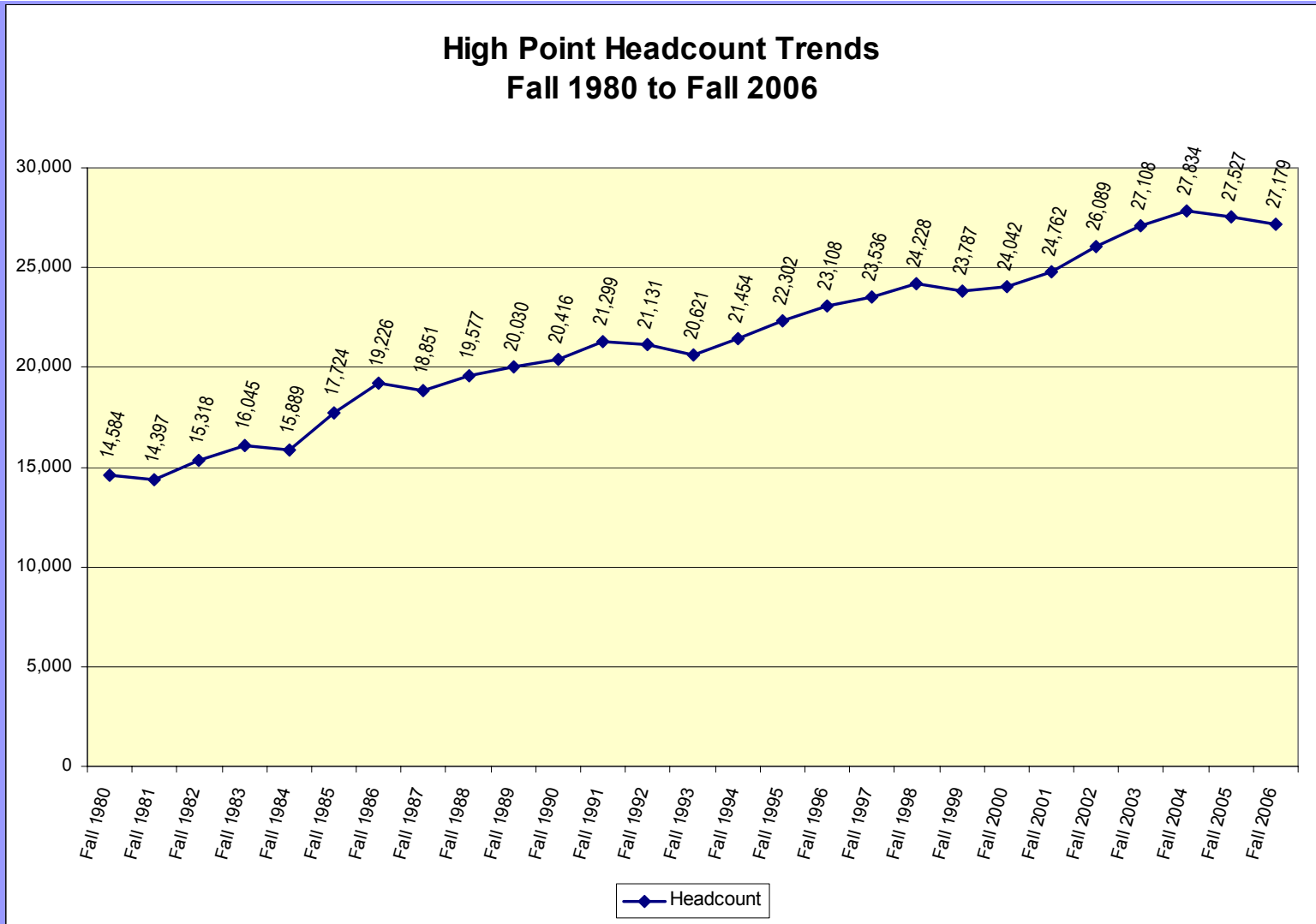
# MAG Projections



# MCC Headcount/FTSE Trends

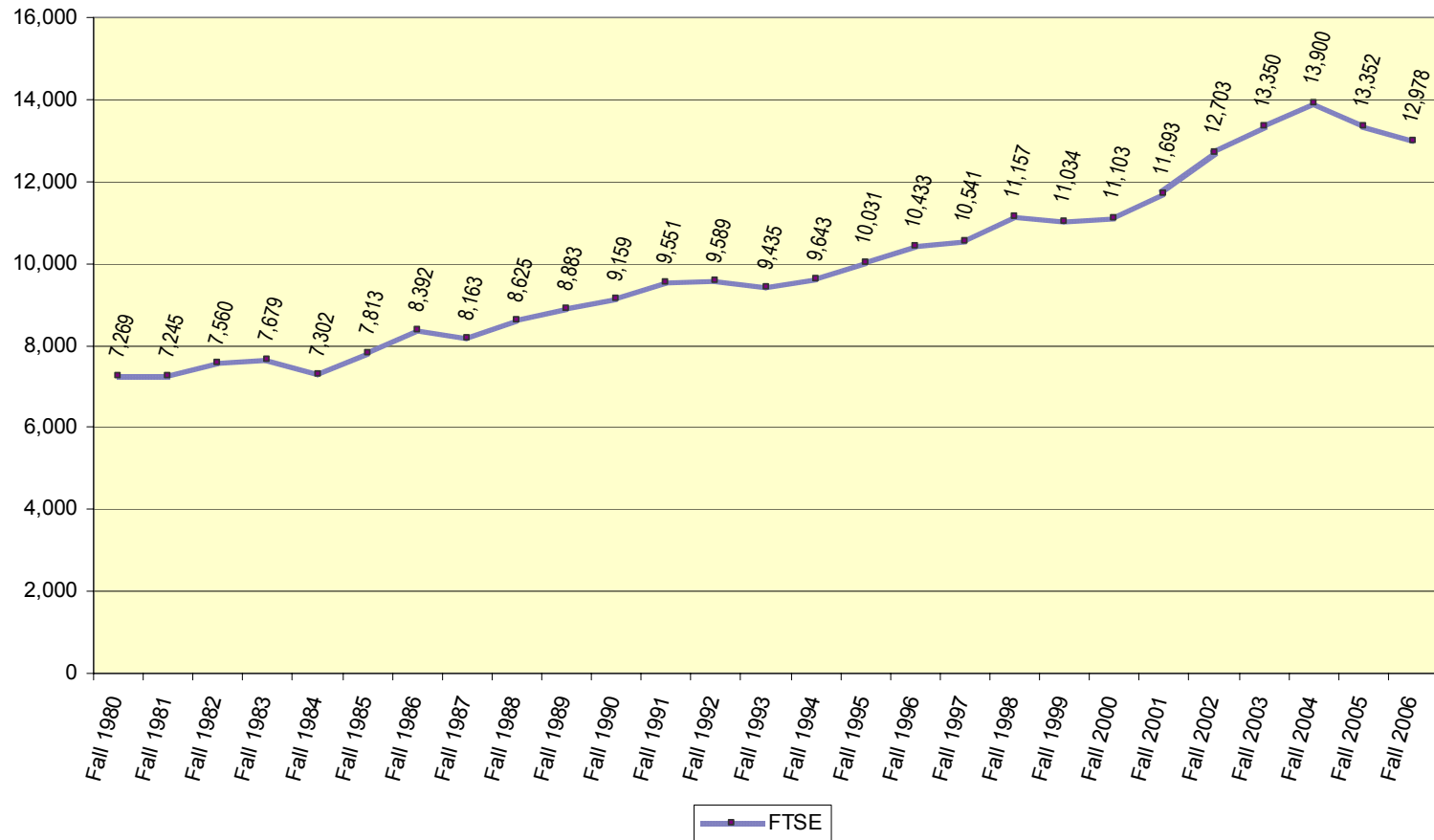
- MCC headcount and FTSE have declined for the past two consecutive years.
- Long-term perspective: since 1980, five cycles of headcount and FTSE decline amid steady overall growth.

# High Point Headcount Trends



# FTSE Trends

Full Time Student Equivalent (FTSE) Trends  
45th-Day Fall 1980 to Fall 2006



# MCC Student Trends

- The composition of the student population is changing.
- Younger students, transfer students and Hispanic students are increasing.
- There are decreases in older students and students attending for career-related reasons or personal interest.
  - The strong local economy may influence this trend and is predicted to continue into the future.



## MCC Students by Age Group and Regional Growth Projections by Age Group

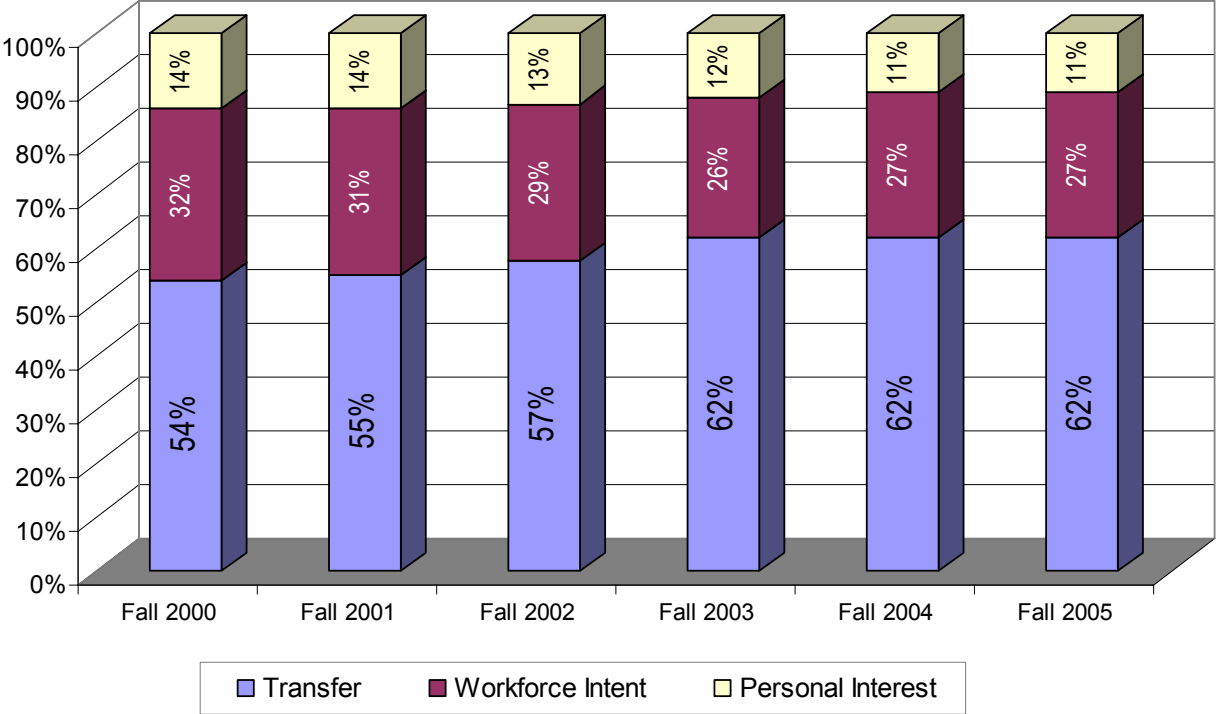
AGE GROUP	AGE DISTRIBUTION MCC STUDENTS AY2005-2006	5-YEAR GROWTH PROJECTIONS FOR REGION** 2006-2011
School Age	3%	+ 13%
College Age	58%	+ 9%
Mid-Career	30%	+ 7%
Boomers	7%	+ 17%
Seniors	1%	+ 18%

\* Source: Claritas Inc. 2006, Marketing Research Site Report

\*\* Region represents the geographic areas where most MCC students live.

# Student Intent

**Percent Student Intent  
(excludes Unknown)**



# Hispanic Projections

- The share of Hispanic students attending MCC rose from 12% to 17% in the last ten years.
- The Hispanic population in the MCC service areas is projected to grow at three times the rate of the overall population.
- Hispanic population in MCC service areas:
  - 19% in 2000
  - 24% in 2006
  - 28% by 2011 (projected)

Sources: Claritas Inc. 2006, Marketing Research Site Report, and 2000 U.S. Census

**What does all of this mean  
for the future of the assessment  
program?**

