
*The Mesa Community College
Program to Assess Student Learning*

Annual Report AY2008-2009

November 2009



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November 2009



Mesa Community College is part of the Maricopa County Community College District,
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I. Introduction and Background

History and Overview of Assessment

Over the past thirteen 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 results 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) 2008-09 are described in this report. A complete series of annual assessment reports has been written, beginning in 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 receive reassign 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 2008-09 are shown in Appendix A.)

The Student Outcomes Resource Committee includes the faculty chair and chair-elect of the SOC 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 typically are 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.

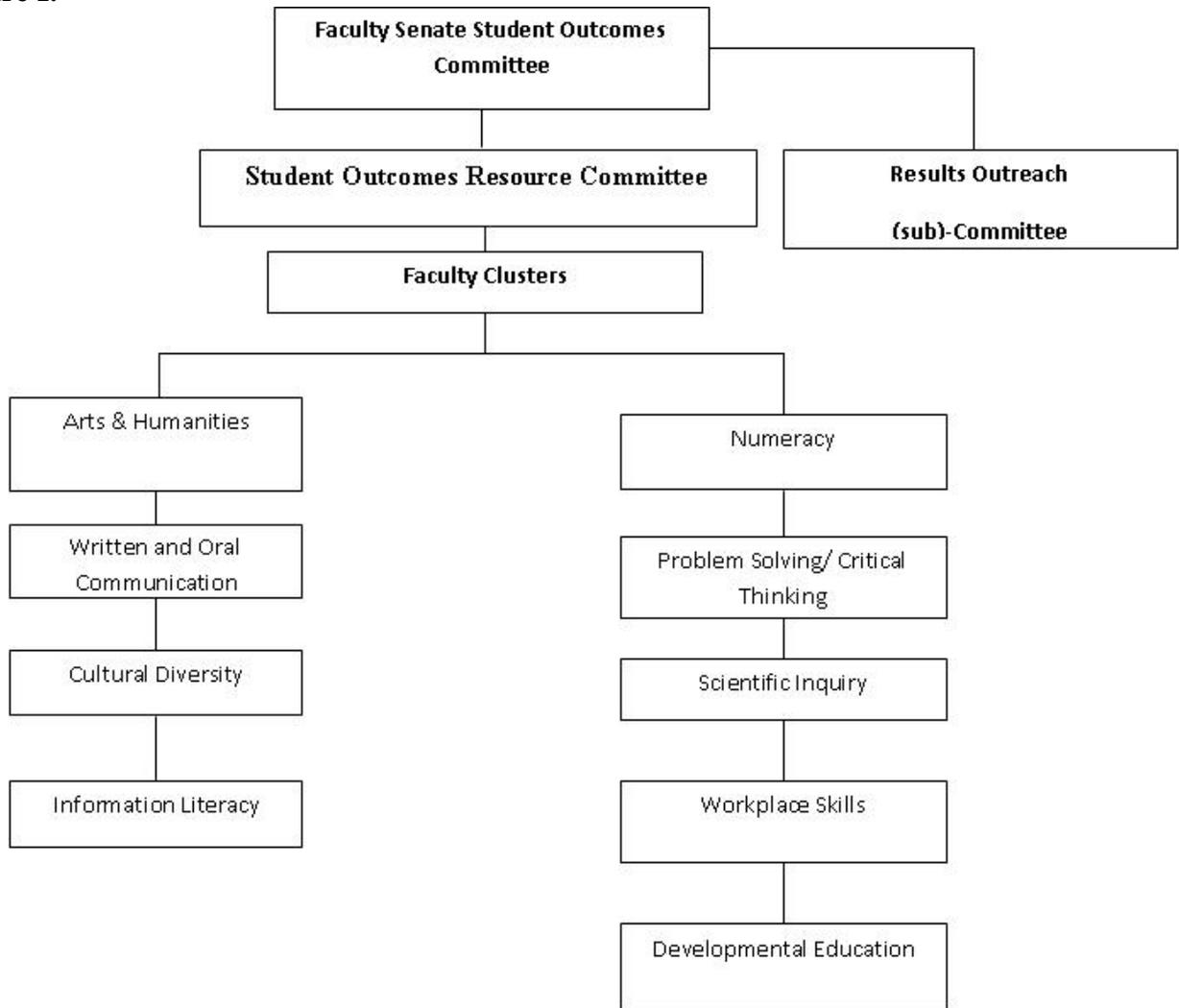
ROC explores avenues for facilitating the use of assessment results by departments and faculty members. The committee promotes the use of outcomes data in relation to faculty development, pedagogy, and academic climate; encourages faculty and departments to come forth with specific outcomes-based initiatives 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 the research department. All academic departments have been represented in developing the assessment program. The 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, the college student paper and on the assessment web page. An informational assessment brochure was distributed to students, faculty and staff. During Assessment Week posters, banners, and flyers were disseminated to promote awareness of assessment activities among students, faculty, and staff.

Figure 1.



Goals and Accomplishments

Each year, the SOC members develop goals for that year. The goals for AY2008-09 and related accomplishments are discussed in this section.

Goal 1. Use assessment results to improve student learning and measurement tools.

- Create an assessment review cycle to periodically examine assessments for functionality and relevance.
- Further promoted the efforts of ROC. This committee allocates grant funds for faculty projects aimed at connecting assessment results with teaching and learning practices. These efforts included attending many department faculty meetings, as well as a ROC call for proposals poster and brochure campaign at both campuses. This year's outreach efforts resulted in the submission of three proposals, all of which received at least partial funding:
 - A proposal to create a faculty workshop series to provide methods on how to engage students' critical thinking skills with information literacy education.
 - A proposal to integrate the use of PDA devices in nursing education courses.
 - A proposal to help fund book purchases for the faculty, staff and student book club to help expand multiple outcomes-related skills among participants.

Goal 2. Assess student learning in the areas of problem solving/critical thinking and global awareness (pilot).

- Approximately 74 faculty volunteered 109 classroom sections and over 1,000 students participated in the assessment of outcomes in problem solving/critical thinking and global awareness (pilot).

Goal 3. Coordinate with the college-wide initiative to examine global awareness/global learning as a general education outcome.

- Administered a pilot assessment of the global awareness instrument development by the faculty cluster.

Goal 4. Increase communication to students concerning results.

- As in the past, a website, flyers and posters all were used to communicate assessment results to students.

Goal 5. Increase awareness and communication to faculty about assessment and SOC/ROC events.

- A SOC newsletter was written and disseminated through email to all faculty.
- SOC Chair and Dean of Research and Planning met with faculty at department and chair meetings to discuss SOC and assessment.
- A presentation was made to new faculty as a part of the New Faculty Experience.

Goal 6. Explore and define a methodology for including students who are only enrolled in distance courses into the assessment process.

- SOC discussed the need to expand student assessments to include online administration and administered a pilot assessment to two online sections using Hosted Test online test administration software. Unfortunately, this pilot yielded few student responses.

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.

Following the procedure established over the last few academic years, SOC solicited ROC proposals in fall 2008 and again in spring 2009. A more aggressive ROC marketing campaign, including the distribution of posters around campus and increased communication between the SOC chair and departments, yielded three ROC grant proposals. All three proposals received at least partial funding.

(See Appendix B for forms used to submit proposals along with the proposals submitted for 2008-09.)

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 13th-annual Assessment Week in spring 2009, SOC decided to re-administer the Problem Solving assessment since no significant difference between the beginning and completing groups was observed during Assessment Week 2008. In addition, a pilot administration of a faculty-created Global Awareness assessment was conducted, and a pilot online assessment was attempted using Hosted Test online administration software. In all, over 1,000 general education students took an assessment.

A summary of results from spring 2007 and 2008 assessments follows results from the most recent year.

Summary of Findings – Assessment Weeks 2008, 2009

Outcome and Year Assessed	Results
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.</p> <p><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.
Information Literacy – Assessed 2008	<p>The percent correct was significantly higher for completing students overall and for two of five learning outcomes:</p> <ul style="list-style-type: none"> • identify appropriate print and electronic sources • locate relevant information to match needs <p><i>Students were most successful in evaluating information for currency, relevancy and reliability, followed by identifying appropriate sources, and defining information needed to solve a problem. Scores for locating information and use of information have been relatively lower in all administrations of the assessment.</i></p>

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<p>Numeracy – Assessed 2008</p>	<p>The percent correct was significantly higher for the completing students overall and four learning outcomes:</p> <ul style="list-style-type: none"> • use models to organize the data • obtain correct results and state results with qualifiers • identify and extract relevant data • use information effectively <p><i>Patterns of performance have remained consistent over several years.</i></p>
<p>Problem Solving / Critical Thinking – Assessed 2008</p>	<p>The average score was not significantly higher for the completing student group overall or for any of sub-sets of the assessment.</p> <p><i>In the past, scores have been highest for the Evaluation of Arguments and Interpretation sections and lowest for Inference section.</i></p>
<p>Scientific Inquiry – Assessed 2008</p>	<p>Completing students performed significantly better than beginning students overall and on two of the five outcome areas:</p> <ul style="list-style-type: none"> • interpretation • evaluation <p><i>Students have been most successful in deciding if conclusions are warranted (Interpretation) and in making a conclusion based upon information presented (Evaluation).</i></p>
<p>Workplace Skills – Assessed 2008</p>	<p>Students scores ranked highest in:</p> <ul style="list-style-type: none"> • ethics • personal and professional responsibility • technology literacy • interpersonal communication <p><i>For the past several years teamwork and organization scores ranked lowest compared to the other outcome areas</i></p>

Summary of Results from Student Outcomes Assessment Spring 2007 and 2008

Outcome and Year Assessed	Results
Information Literacy – Assessed 2008	<p>The percent correct was significantly higher for completing students overall and for two of five learning outcomes:</p> <ul style="list-style-type: none"> • identify appropriate print and electronic sources • locate relevant information to match needs <p><i>Students were most successful in evaluating information for currency, relevancy and reliability, followed by identifying appropriate sources, and defining information needed to solve a problem. Scores for locating information and use of information have been relatively lower in all administrations of the assessment.</i></p>
Numeracy – Assessed 2008	<p>The percent correct was significantly higher for the completing students overall and four learning outcomes:</p> <ul style="list-style-type: none"> • use models to organize the data • obtain correct results and state results with qualifiers • identify and extract relevant data • use information effectively <p><i>Patterns of performance have remained consistent over several years.</i></p>
Problem Solving/Critical Thinking – Assessed 2008	<p>The average score was not significantly higher for the completing student group overall or for any of sub-sets of the assessment.</p> <p><i>In the past, scores have been highest for the Evaluation of Arguments and Interpretation sections and lowest for Inference section.</i></p>
Scientific Inquiry – Assessed 2008	<p>Completing students performed significantly better than beginning students overall and on two of the five outcome areas:</p> <ul style="list-style-type: none"> • interpretation • evaluation <p><i>Students have been most successful in deciding if conclusions are warranted (Interpretation) and in making a conclusion based upon information presented (Evaluation).</i></p>
Workplace Skills – Assessed 2008	<p>Students scores ranked highest in:</p> <ul style="list-style-type: none"> • ethics • personal and professional responsibility • technology literacy • interpersonal communication <p><i>For the past several years teamwork and organization scores ranked lowest compared to the other outcome areas</i></p>

<p>Arts and Humanities – Assessed 2007 (revised instrument)</p>	<p>Significant differences were observed between completing and beginning student scores in the following learning outcome areas:</p> <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 <p><i>Overall, students demonstrated a basic understanding in all areas but generally their responses reflected a personal perspective rather than a broader view.</i></p>
<p>Cultural Diversity – Assessed 2007</p>	<p>Students in the completing group:</p> <ul style="list-style-type: none"> • Had significantly higher scores on knowledge • Showed a willingness to be engaged in social action • Recognized the value of diversity • Supported requiring students to complete a diversity course in order to graduate • Agreed more strongly that contact with individuals of different backgrounds is valuable and are willing to get to know individuals from diverse backgrounds. <p><i>Students indicated that they have positive interactions with people different from themselves at MCC and said that their experience at MCC has expanded their knowledge and awareness of diverse people and cultures.</i></p>
<p>Oral Communication – Assessed 2007</p>	<p>Significant differences between beginning students and completing students were shown in the total percentage correct for the assessment overall and for each of the learning outcome areas:</p> <ul style="list-style-type: none"> • knowledge about effective interpersonal interchanges • small group interaction • conducting oral presentations <p><i>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></p>
<p>Written Communication – Assessed 2007</p>	<p>The mean score for the completing student group was significantly higher overall and on each outcome area:</p> <ul style="list-style-type: none"> • content • organization • mechanics/style <p><i>Students showed relative strength in stating their own position, sentence structure and addressing the prompt and need most improvement in tone and recognizing the opposing position.</i></p>

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

During spring 2009, assessments were administered to general education students in problem solving and global awareness (pilot).

Seventy-four faculty members representing nearly all disciplines at both Southern and Dobson and Red Mountain campuses and other locations, volunteered one or more classes in which to administer an assessment. A total of 109 sections participated. All assessments were administered by faculty in regular class sessions during Assessment Week, February 22 – 28 2009.

Faculty volunteers were recruited by members of the Student Outcomes Committee 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 2009 are shown in Appendix F.)

General education assessments were assigned to sections across various departments and disciplines. In order to ensure that the general education program, and not a particular department, was being assessed,

measures that relate to particular disciplines were not administered in those disciplines (e.g., the writing assessment was not administered in English classes). Workplace skills assessments were administered only in Career and Technical program sections.

Early in the spring 2009 semester, participating faculty members were contacted to confirm participation. Assessment materials for over 1,000 students were distributed to 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 assessments occurred during the regular classroom period. Faculty followed a standard protocol for each 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. Forty-three percent 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 a general education assessment, a group of beginning (pre-group) students and a group of completing (post-group) students was selected for the analysis for each assessment measure. The performance of these two cohorts was then compared.

Typically, 3-4 general education assessments are administered each year. Due to a recent SOC emphasis on evaluating the current assessment program at MCC, only the Problem Solving assessment was given as a normal general education assessment in 2009. Because the Global Awareness assessment was a pilot assessment, it will not be included in the general education participant group described below. On average, the pre-group participants had completed 9.3 credit hours compared to 41.5 credits for post-group students. Equal numbers of pre and post students were selected for comparison using a stratified random sample based upon ethnicity.

For each assessment, pre and post student cohorts were defined using data provided by the students and data from the college student information system. Students were asked a series of 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). Students were classified as general education students if they indicated that they attend MCC in order to complete a general education program that fulfills lower-division requirements, obtain a degree or earn core transfer credits for another school. Cumulative earned hours from any Maricopa Community College were extracted from the Data Warehouse and used to determine eligibility for the pre or post cohort. However, self-reported credit hours were used if they exceeded hours from the college system, thus accounting for courses completed outside the Maricopa system. In addition to meeting the general education intent requirements, students in the post-group had to have completed courses in each of the Arizona General Education Curriculum (AGEC) core curricular areas.

Table 1

Mesa Community College Student Outcomes Assessment Spring 2009 Comparison of Beginning and Completing Students* By Ethnicity, Gender and Earned Hours			
	Pre-group	Post-group	Total College (Fall 08 45 th day)
Number of Students	68	68	23,825
Ethnicity	%	%	%
White	54	54	63
Hispanic	13	13	16
Black, non-Hispanic	7	7	5
Am. Indian/AK Native	2	2	3
Asian/Pacific Islander	4	4	5
Other	2	2	3
Not Specified	18	18	8
Gender			
Female	38	47	53
Male	47	38	45
Unknown	15	15	2
Cumulative term earned hours as of spring 2009			
Average	9.3	41.5	-

*Problem Solving was the only non-pilot general education assessment administered in 2009.

IV. Results and Observations

Problem Solving/Critical Thinking Assessment Results

Outcomes

Problem Solving/Critical Thinking outcomes have been defined as the ability to identify a problem or argument, isolate facts related to the problem, differentiate facts from opinions or emotional responses, ascertain the author's conclusion, generate multiple solutions to the problem, predict consequences and use evidence of sound reasoning to justify a position.

Data Collection and Measurement

The Watson-Glaser Critical Thinking Appraisal, a standardized assessment tool, was administered in 75 minute sections. The 80 item multiple-choice assessment was chosen by faculty because it closely aligns with the outcomes.

This instrument measures critical thinking in the following five areas:

- *Inference*: Discriminating among degrees of truth or falsity of inferences drawn from given data.
- *Recognition of Assumptions*: Recognizing unstated assumptions or presuppositions in given statements or assertions.
- *Deduction*: Determining whether certain conclusions necessarily follow from information in given statements or premises.
- *Interpretation*: Weighing evidence and deciding if generalizations or conclusions based on the given data are warranted.
- *Evaluation of Arguments*: Distinguishing between arguments that are strong and relevant and those that are weak or irrelevant to a particular question at issue.

Assessment Results

The performance of 68 beginning general education students (pre-group) is compared to 68 completing general education students (post-group).

The average score was significantly higher for the completing student group overall and for the “deduction” sub-area of the assessment. Table 2 presents the mean scores and the percent correct by skill area.

Table 2

Mesa Community College Student Outcomes Assessment 2009 Watson-Glaser Critical Thinking Appraisal Problem Solving – Percent Correct by Skill Area and Student Group				
	Pre-group N=68		Post-group N=68	
	Score	Percent Correct	Score	Percent Correct
Overall	45.6	57.0%	49.3	61.6%
Evaluation of Arguments	10.4	64.7%	10.7	67.0%
Interpretation	10.3	64.3%	10.9	67.9%
Recognition of Assumptions	9.5	59.6%	10.1	63.1%
Deduction	8.6	53.5%	9.9	61.6%
Inference	6.9	42.9%	7.7	48.2%

Data Trends

This is the sixth year of classroom administration of the *Watson-Glaser Critical Thinking Appraisal*. A comparison of the percent correct by outcome for the post-group between the 2004, 2006, 2008 and 2009 is presented in Table 3. Patterns are consistent across years. Average student scores are consistently highest for the Interpretation and Evaluation of Arguments sections and lowest for Inference.

Table 3

Mesa Community College Student Outcomes Assessment Watson-Glaser Critical Thinking Appraisal Problem Solving/Critical Thinking: Percent Correct for Post-groups				
	Spring 2004 Post-group N=88	Spring 2006 Post-group N=83	Spring 2008 Post-group N=73	Spring 2009 Post-group N=68
	Percent Correct	Percent Correct	Percent Correct	Percent Correct
Overall	61.6%	65.2%	61.2%	61.6%
Evaluation of Arguments	68.2%	72.6%	70.1%	67.0%
Interpretation	71.1%	70.3%	65.7%	67.9%
Recognition of Assumptions	60.2%	69.4%	61.8%	63.1%
Deduction	58.9%	62.0%	59.6%	61.6%
Inference	50.5%	51.8%	48.7%	48.2%

Global Awareness Assessment Results (Pilot)

The pilot goal was to assess the reliability and validity of the instrument. Essay response answers are still under evaluation by the global awareness faculty cluster. An item analysis of the global awareness instrument yielded the following highlights:

- The Global Awareness pilot instrument is statistically reliable.
 - 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 students more likely answered a question correctly based on content-area knowledge than by chance. The remaining items fell into the “fair” discrimination classification, and no items were rated “poor.” A discrimination rating of fair would indicate some uncertainty as to whether the item tested students’ knowledge of the subject-area material; a rating of poor would indicate a high likelihood that a student could answer an item correctly without specific content-area knowledge.

- Overall, the item analysis indicates a need to change only a small number of items in order to increase instrument reliability and validity.

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. A total of 1,441 students were verified as graduates of the 2,232 students responding to the survey in AY 2008-09. The majority of students, 78%, indicated that they intended to transfer to another school; 15% of students planned to use their degrees for career related reasons and 2% of students plan to use their degree for personal reasons.

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 2004-2005	AY 2005-2006	AY 2006-2007	AY 2007-2008	AY 2008-2009
Mean score (scale 1-4)	3.6	3.5	3.5	3.6	3.6
Very well prepared	61%	59%	59%	65%	61%
Somewhat prepared	36%	38%	37%	32%	37%
Somewhat unprepared	2%	3%	3%	2%	1%
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?” Overall more than half of the students feel they are very well prepared.

Table 5

Mesa Community College Graduate Exit Survey Results “How well prepared do you feel for entering the workplace?”					
	AY 2004-2005	AY 2005-2006	AY 2006-2007	AY 2007-2008	AY 2008-2009
Mean Score (scale 1-4)	3.5	3.6	3.6	3.6	3.7
Very well prepared	57%	60%	62%	69%	71%
Somewhat prepared	38%	37%	34%	26%	29%
Somewhat unprepared	2%	2%	3%	3%	0%
Very unprepared	4%	1%	1%	1%	0%

Licensure and Certification

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

Fire Science

The MCC Fire Science program offers certification in several areas as detailed in Tables 6-7. 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 6

Mesa Community College Fire Science Licensure Examinations			
	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%

Table 7

Fire Science Licensing Agencies	
License/Certification	Agency
TRT Class	City of Phoenix Certificate
	State Fire Marshal
Haz-Mat Tech Class	City of Phoenix/IFSAC combined
	State Fire Marshal
	IAFS - Department of Energy
	IAFS - Department of Justice
Candidate Physical Agility Test (CPAT)	International Association of Firefighters
	International Fire Chiefs Association
Hazardous Materials/First Responder (FSC 105)	State Fire Marshal
Fire Operations (FSC 102)	State Fire Marshal
Wildland Firefighter (FSC 110)	Arizona State Land Department

Mortuary Science

The students in the Mortuary Science program must take the National Board Examination (NBE) to graduate. Most all 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 8 reflects NBE passage rates before the exam was broken down into components. Table 9 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 8

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 9

Mesa Community College Mortuary Science National Board Examinations							
	Graduates	Funeral Service Arts			Funeral Service Science		
	#	#	Pass	%	#	Pass	%
2007-08	22	23	18	78%	25	19	76%
2008-09	13	16	12	75%	14	9	64%

Business and Industry Institute

Mesa Community College's Business & Industry Institute offers several credit and non-credit information technology programs. Non credit training is offered through contracts and partnerships with leading technology companies. Degree programs and Certificates of Completion are offered under the Network Academy. The Network Academy offers certification pathways in Network Administration, Network Security, Programming, Database Technologies, Fiber Optics, Information Assurance, Home Technology Integrator and Work Place 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 10 below.

Table 10

Mesa Community College Nursing Program NCLEX RN Examination			
	Total # Graduates	# Graduates Completing NCLEX RN	NCLEX RN Pass Rate
Spring 2001	41	41	76%
Fall 2001	45	43	88%
Spring 2002	50	48	94%
Fall 2002	59	57	98%
Spring 2003	68	68	100%
Fall 2003	75	75	92%
Spring 2004	70	70	96%
Fall 2004	100	99	96%
Spring 2005	75	74	92%
Fall 2005	71	69	94%
Spring 2006	58	58	95%
Fall 2006	38	36	89%
Spring 2007	75	75	92%
Fall 2007	50	47	98%
Spring 2008	106	106	97%
Fall 2008	105	105	96%
Spring 2009	93	93	97%
Fall 2009	50	50	98%

Course Completion

Data about course completion is provided for fall semesters in Table 11. The percentages of successful/unsuccessful students completing a course and those withdrawing from a course have remained relatively stable.

Table 11

Mesa Community College Course Completion Fall 1998 – 2007				
	Successful (A, B, C, P)	Unsuccessful (D, F, Z)	Completer Sub-total	Withdrew (W, Y)
Fall 99	68%	8%	76%	24%
Fall 00	69%	8%	77%	23%
Fall 01	69%	8%	77%	23%
Fall 02	71%	8%	79%	21%
Fall 03	71%	8%	79%	21%
Fall 04	71%	8%	78%	22%
Fall 05	69%	8%	77%	23%
Fall 06	68%	8%	76%	24%
Fall 07	68%	8%	77%	23%
Fall 08	70%	9%	78%	22%

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 2006 and fall 2007.

Table 12

Mesa Community College New Full Time Student Persistence			
	Enrolled Fall 2007	Remained Spring 2008	Remaining Fall 2008
Full time total new students	1,764 (100%)	1,538 (88%)	1,096 (64%)
Full time transfer students	1,443 (100%)	1,262 (88%)	901 (64%)
Full time career students	209 (100%)	172 (84%)	129 (65%)

Table 13

Mesa Community College New Full Time Student Persistence			
	Enrolled Fall 2006	Remained Spring 2007	Remaining Fall 2007
Full time total new students	1,510 (100%)	1,321 (88%)	953 (65%)
Full time transfer students	1,183 (100%)	1,051 (89%)	773 (66%)
Full time career students	327 (100%)	270 (84%)	180 (59%)

Transfer

The number of students subsequently enrolled in an Arizona State Universities and received undergraduate degrees is described in the following tables.

Table 14

Mesa Community College Undergraduate Enrollment of Students with MCC Transfer Credits at Arizona Universities							
	2002	2003	2004	2005	2006	2007	2008
Arizona State University	7,996	8,379	8,767	8,716	8,601	8,195	8,576
Northern Arizona State University	755	773	772	789	854	943	967
University of Arizona	607	656	638	552	552	549	624
Total	9,358	9,808	10,177	10,057	10,007	9,687	10,167

Source: Assist Data Warehouse

Table 15

Mesa Community College Students with MCC Transfer Credits Receiving Undergraduate Degrees at Arizona Universities						
	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Arizona State University	2,477	2,538	2,891	2,819	2,824	2,629
Northern Arizona State University	242	232	262	264	255	283
University of Arizona	140	123	163	104	130	149
Total	2,730	2,859	2,893	3,316	3,187	3,061

* Assist Database October 2008

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.

Table 16

Mesa Community College Developmental Education Course Completion				
	Successful (A, B, C, P)	Unsuccessful (D, F, Z)	Completer Sub-total	Withdrew (W,Y)
Fall 2003	56%	14%	70%	30%
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%

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 17.

Table 17

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 2002 followed through Fall 2003	74%	3%	8%	15%
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%

Appendix A

Student Outcomes Committee Meeting Minutes for AY 2008-2009

Minutes from the Faculty Senate Student Outcomes Committee (SOC)

SOC Meeting Minutes
Sept. 11, 2008, CTL Conference Room, 3:00-4:30 pm

In Attendance

Derek Borman, Chair; Mark Gooding, Craig Jacobsen, Ly Tran-Nguyen, Tim Florschuetz, Peter Brown, Sam Martinez, Christina Del Rosario (ORP), Dennis Mitchell (ORP).

Assessment Week 2008 Report Update

Christina is finishing up work on the 2008 Assessment Week Report. She is still running data for two of the assessments, and she will email the committee when she is done.

Personnel Changes

Derek noted potential changes that might impact SOC and student assessment with the start of a new Vice President of Academic Affairs (Jim Mabry) and a new Dean of Research and Planning Analysis (Matt Ashcraft). He said that since the Office of Research and Planning (ORP) will be reporting to the President, ORP may not have as many resources to allocate to SOC. He asked the committee to be thinking about the best places to cut if the need arises.

“Closing the Loop”

Derek suggested starting the discussion about ROC earlier in the year. Closing the loop involves ROC and grants, and there were no ROC grants last semester. Derek asked if more advertising was needed for the ROC grants.

Mark said that SOC needed to get a commitment from the Vice President in terms of financing and suggested that the ROC grants dovetail with FPLC.

Derek will meet with Jonelle Moore about FPLC. Derek, Matt and possibly more SOC members will meet with VP Mabry to discuss ROC grants and SOC.

Tim suggested briefing the new administration on the history of SOC and student assessment at MCC. He talked about linking assessment to some of the current problems the college is facing such as retention. He suggested looking at assessment results again to somehow collapse assessments (like writing and communication), and he said he wonders if we have something more here than we think as far as using data for student initiatives. He said there are serious changes and discussions that need to take place such as maybe using results to put together learning communities and hybrid classes.

Mark suggested this is another topic to discuss with the VP.

Tim said that committee meetings are crossing over with the climate shift the college is having now.

Craig asked where it is that SOC is looking to close the loop. SOC has been looking at having outcomes affect classroom-level issues, so maybe the committee should rethink about where in the whole process we need to close the loop.

Derek asked if faculty feel that outcomes are unimportant or just politically expedient; are faculty thinking about the outcomes even if they can't articulate it. If there really is this change in climate, then this might be the time for this discussion.

Mark said that it'd be nice to know how the new VP views this. He said that ROC hasn't been really successful and maybe that's not the way data fits in.

Craig said that if all we need to do is compare pre to post students then the current system is fine.

Derek said that if faculty are not interested in accreditation outcomes then maybe more faculty driven measures need to be developed in order to find data that interests more people.

Tim said that everyone is so worried about retention and marketing that students don't really know about the assessments.

Peter said that four-year schools have a certain curriculum so when someone comes out of a particular school they have values from that school. He said assessments are our way to say even though we are a two-year college, we have a sense of curriculum and we share a goal of outcomes. We can measure these things but we haven't closed the loop.

Ly said that when our students do transfer, data shows they are successful.

Mark said that there is national data showing that the more hours a student has at a community college, the better their GPA at university.

Craig asked who benefits from knowing this stuff if changes he (and faculty) makes at the classroom level are based at how students are doing in a particular class section and not assessment results.

Derek asked if SOC needed to start funneling assessment data to IA.

Mark said that this was resisted in past because of the fear that leaking the data could be misused by the press and public.

Derek said that if the data is contextualized then there shouldn't be any problems. He suggested that little SOC meet to determine what data should be handed to IA. Then SOC can approve what data and context to send to IA.

Craig said that SOC is not able to close loop because there is no consistency and too many holes, so there really is no loop—no curriculum standardization.

Tim noted the huge time required to make district-wide curriculum changes. If SOC wants to use the data for curriculum changes, then we are looking at competencies. If that's the case, then it's time to put the thing to a complete overhaul.

Craig discussed the possibility of having ROC concentrate on a certain area instead of generally all outcomes; every year we have one theme we are worried about. He said that SOC may be in the turning point of a new administration, but the committee is up in the air with unknown levels of commitment.

Assessments

Derek asked the committee to give more info on revamping the assessments.

Tim suggested collapsing some of the outcomes such as the new global cluster with diversity.

Mark said that the cluster spent a lot of time writing different outcomes differentiating global from diversity.

Craig said that the global cluster shouldn't put the work on that at the top of their priority list until the committee knows more from the new VP and where things are going.

Mark said that from the accreditation standpoint of assessment, MCC's assessment sails with flying colors.

Craig said that if SOC stretches out to giving 1/3 of the assessments each year over a three-year cycle, it would give more time to evaluate the assessments.

Derek asked if SOC can cut an assessment by spring, if needed.

Tim discussed the arts and humanities group.

Derek said going every three years is plenty and would satisfy the political needs of assessment.

Craig discussed the gaps between the way prompts were worded and the way they were scored; they unintentionally signaled for one type of answer but were then graded for a different response.

Mark said that the committee agreed last year that it should review measures periodically.

Derek asked if SOC needed to create a process from the senate—a protocol to periodically review assessments.

Craig said that the people who review it should be people who give it in their class, take it and score it.

Ly asked if SOC needs to have a formal proposal to get systematic review.

Tim said that SOC only needs the senate involved in adding and deleting, not reviewing assessments.

ROC Posters

Derek suggested focusing on problem solving for ROC.

Tim said that problem solving is open to all disciplines.

Derek passed out and discussed new ROC posters he created. He suggested a two phase promotion: the first poster would ask faculty to think about problem solving, and the second poster would announce that ROC is accepting applications.

The committee discussed the design of the posters and agreed that as long as the new VP supports funding ROC, the posters should be printed and used to advertise the ROC grants.

Future Meeting Dates

10/9; 11/13; 1/8; 2/12; 3/12; 4/9

CTL Conference Room, 3:00-4:30 p.m.

SOC Meeting Minutes

Oct. 16, 2008, CTL Conference Room, 3:00-4:30 pm

Attending: Derek Borman, Dave Harris, Craig Jacobsen

Intro- Matt Ashcraft, Dean of Research & Planning

Summary of Assessment 2008 Results- handed out updated summary with all analysis completed. Full report is on Matt's desk for final review and should be ready by next meeting.

Closing the Loop- Derek and Matt have begun scheduling meetings w/ departments and planned for FPLC meeting to gather ideas for making results more salient and to promote use through ROC grants. We should also meet with New Faculty Experience. Should consider discussing how the results can be addressed in Dept. Plans.

Talking points for advocating for ROC in dept meetings:

- Do faculty know what our students score well on and what they don't score well on?
- If you do know, what are you doing in your assignments and learning activities to help address the areas where students aren't scoring as well.
- How can we help turn the data into something utilitarian?
- Use a specific concept from Problem Solving assessment instrument to start conversation.

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

- Develop an interdisciplinary group to look at Problem Solving.
- Offer resources for developing method for research/roc grants.

Rethink schedule of assessment- discussed the need to actually have a rationale for determining which outcomes to assess each year. Consider shifting schedule to fall. Use this spring as a “light” assessment semester to shift the schedule to fall. Need to get a firm commitment from Global Cluster for first draft and final draft in order to commit to pilot.

ROC- covered in closing the loop above.

Technology Literacy- there was a question as to how Tech Lit is covered in workplace skills. Derek asked if there was a large enough of an interested group to form a Tech Lit cluster to develop college wide outcomes and then an instrument. Discussion about how important it is that we get our hands on an instrument that other academic institutions might be using.

Process for reviewing/changing instruments- handout. Reviewed and discussed Proposed Process for Reviewing Instruments for MCC’s College-Wide Student Assessment Instrument. Craig suggested an automatic review cycle rather than just wait for a Residential Faculty member to develop a rationale for the need and make a motion in SOC. An annual review to coincide with the implementation cycle was suggested. The suggestion was also made to include feedback from faculty that administer and that score it (for those scored by people) in the review process. Articulate the notion that the committee is open to feedback on the actual instrument as well as the process on the feedback survey.

AW 2009 poster- Dave Harris to follow up with having a Photoshop class develop the poster through a contest.

Future Meeting Dates

11/13; 1/8; 2/12; 3/12; 4/9

CTL Conference Room, 3:00-4:30 p.m.

SOC Meeting Minutes

Nov. 13, 2008, CTL Conference Room, 3:00-4:30 pm

Online Assessment - The committee discussed different online survey software options. Matt discussed “Hosted Survey” as a dynamic software platform that may be an option. The committee discussed if there was an online version of the current problem solving assessment, and decided to get more information about this. Mark asked if they should form a subcommittee to address getting assessments online.

Tim asked if online students are also taking physical classes.

Matt said it was more of a methods question of what we are trying to measure.

Derek said that no immediate decision was needed and that he’d talk to Shelley again. He asked the committee how strongly they want to get a new test online in the spring.

The committee discussed having one or two instructors use an existing instrument to pilot another online assessment.

SOC Goals - Derek went over the proposed SOC goals and they were approved.

Assessment Week Dates - Assessment Week dates of February 22-28, 2009 were proposed and approved.

Assessment Cycle – The committee discussed rethinking the schedule of assessments and what to assess for 2009. It was suggested to assess problem solving again due to no pre-post difference in 2008.

Tim asked if it would be a problem if students took problem solving last year and got it again. Matt said it wouldn't be a problem, and that he can run an analysis to make sure of no significant overlap.

Matt said that from an accreditation standpoint, you can take a year off of administering assessments to evaluate them.

Derek gave handout of his presentation to district about the DSSSC report. The handout shows assessment cycles of other colleges. The committee discussed adding assessment revision into MCC's assessment cycle, especially given the trouble with ROC grants.

Dave asked if assessment week should be in fall or spring semesters. Derek and Matt both replied spring, because of a busy fall schedule for ORP.

Tim suggested that the first time the cycle is modified focus should be on one area, in this case problem solving.

Matt said that he wanted to make sure the focus is on how to do assessment better and not just relieving pressure on ORP.

Tim said that the focus is always assessing again for next spring and doesn't provide time to focus on closing the loop. Externally we are great, he said, but internally what are we doing with results for students.

The committee decided to assess problem solving, the global awareness pilot and an online pilot using hosted survey for Assessment Week 2009.

The committee also decided that discussion of what to assess each year, the process for changing and updating assessments, and other small changes can be handled within SOC with a vote by the committee.

ROC - Derek passed out the ROC poster and brochure.

Assessment Week Poster - Derek passed out several potential Assessment Week posters created by business photoshop students. The committee voted and selected the poster for 2009.

Chair Elect - Derek discussed the need for a new chair elect and asked for any self nominations.

Picture - A picture was taken of the committee and the meeting was adjourned.

Future Meeting Dates

1/8; 2/12; 3/12; 4/9

CTL Conference Room, 3:00-4:30 p.m.

SOC Meeting Minutes Jan. 15, 2009, Pima Room, 3:00-4:30 pm

Assessment Week 2008-2009 – Discussed gaps in section recruitment. Committee decided to make additional push for volunteers and also email faculty who volunteered last year but have not volunteered for 2009.

Discussed that the only assessments for 2009 will be Problem Solving, Global Awareness pilot and Information Literacy online pilot.

Derek discussed the online pilot moving forward with Hosted Test and that he's had positive customer service experiences with the company. He asked for everyone in SOC to take the online pilot and that the committee needed a couple of volunteer sections. Craig and Sam each volunteered a section for the online pilot. Derek mentioned that he was uncertain where the district was in picking online, test-administration software to use, and the committee decided to discuss this issue further at a later date.

ROC Poster – Derek reminded the committee to put up the ROC call for proposal reminder posters in their departments. He said they are expecting a proposal from Nursing.

Process for reviewing/changing instruments – The committee briefly discussed this issue. Craig said that he would like to see more institutionally based data used for strategic planning.

Future Meeting Dates

2/12; 3/12; 4/9

CTL Conference Room, 3:00-4:30 p.m.

SOC Meeting Minutes

Feb. 12, 2009, CTL Conference Room, 3:00-4:30 pm

Assessment Week 2008-2009 –

The committee was informed that reminder notices will be sent to faculty volunteers tomorrow.

Derek reported that SOC could not advertise assessment week on the MCC marquee because all events advertised must be open to the public. Instead, assessment week will be advertised across campus on hanging LCD monitors in hallways and buildings (coordinated thru media center and physical science department).

The committee discussed looking at other online options to administer assessments and reviewed the current set up of the Information Literacy online pilot on the Hosted Test software. Derek reported that invitations to the pilot would be emailed to students and SOC members Sunday, and that the assessment would remain open for one week. The committee reviewed the letter that Craig and Sam would send out to students for the pilot to encourage their participation and explain the process.

ROC –

The committee decided to table discussion on “Reporting Results: Develop a brief stand alone Executive Summary” to the next meeting.

Future Meeting Dates

3/12; 4/9

CTL Conference Room, 3:00-4:30 p.m.

SOC Meeting Minutes

March 12, 2009, CTL Conference Room, 3:00-4:30 pm

Assessment Week 2008-2009 -

The committee reviewed faculty comments from Assessment Week, and discussed several negative comments about the Global Awareness pilot. Tim suggested maybe making the Global Awareness assessment entirely essay based.

Derek reported that zero students took the online pilot assessment, and only two faculty members completed it. Derek went over the process he used to create the assessment using the Hosted Test software. Tim commented that when he took the pilot, the essay question was the first question asked and that might have scared students away. He also suggested the possibility of giving students more than one week to be able to log in and take an online assessment. Derek said he would look into why the essay question came up first, and also asked ORP to see if Hosted Test could provide information on if students logged into the testing site, but did not complete the assessment.

Derek discussed revamping the Assessment Report to be more friendly and accessible, including developing a stand along executive summary document. Currently, the summary is buried in the back of the report.

Graduate Student Research Request –

Derek reminded the committee of a request by a graduate student to conduct interviews about student assessment at MCC, and requested members be available to talk with the student.

Assessment Week 2009-2010 –

The committee discussed possible courses of action for next year's assessment week, including: a year with no assessments to concentrate on ROC and assessment review, having activities with faculty to encourage better use of assessment data, and a survey administered to faculty about what assessments are important in an attempt to find out if sentiments has changed since the inception of the assessment program at MCC.

Future Meeting Dates

4/9

CTL Conference Room, 3:00-4:30 p.m.

SOC Meeting Minutes April 9, 2009, CTL Conference Room, 3:00-4:30 pm

Meeting Attendance –

Committee discussed low attendance and suggested possibly having the VPAA attending meetings again would promote greater participation from committee members.

ROC Grants –

Derek discussed that three ROC grants were received and that a small Ad Hoc committee would be needed to review the proposals. He said he would email the proposals to those members before meeting to review.

Graduate Student Research Request –

Derek gave out dates that the graduate student could meet with committee members. Tim said he would talk with the students, and Derek said he would send out a reminder email to the committee.

Assessment Week 2009-2010 -

The committee discussed the potential of conducting a faculty survey to determine the efficacy of current student outcomes, and whether the survey could be used as promotional to increase faculty awareness of student assessments (discussed possibly administering survey at convocation). The committee also discussed talking to new faculty thru their CTL program about committee assignments (stress that chair gets reassign time, it's a senate committee with impact, students outcomes assessment at MCC is a nationally award winning and faculty driven program).

There was brief discussion about trying to make assessments focus more on students and college readiness; instead of assessment functioning as a "lip-service to accreditation" and not feeding back to students.

Derek told the committee that next year might be an off year with no assessments, or possibly just one administration of a revised Global Awareness pilot.

These topics were tabled:

- Academic Challenge and Student Effort
- Narrowing the gap between instructor expectations and student effort...without lowering the bar
- Best practices by example

Future Meetings -

This was the last SOC meeting for the 2008-2009 year. The next meeting will be September 2009.

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:

Written and Oral Communication
Problem Solving/Critical Thinking
Numeracy
Arts & Humanities
Scientific Inquiry
Information Literacy
Cultural Diversity
Global Awareness

MCC's Workplace Skills are:

Ethics
Interpersonal Skills
Critical thinking
Organization
Teamwork
Technology Literacy
Personal and Professional Responsibility

Results Outreach Committee Call for Proposals

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.

ROC Call for Proposals

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.

Proposals should:

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.

Assessment Background Information

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 2009 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.mc.maricopa.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.

Submit your proposal:

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.mc.maricopa.edu/about/orp/ROC.html>

SUBMISSION DEADLINE IS 3 PM Friday March 23, 2009

Recipients will be notified by April 24, 2009

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 Chair (or complete the online submittal form): Derek Borman in the Psychology Department. For further information contact: Derek Borman, SOC Chair (461-7181, dborman@mail.mc.maricopa.edu).

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 showcase their project on the SOC page of the Office of Research and Planning website either as a scholarly report in pdf format, an html overview, or an interactive web page. The technical help required to accomplish this task will be provided by ROC. Please use good judgment in the scope of your request. Proposals must be less than three pages. Submit a word document through intercampus mail AND as an email attachment to the current SOC Chair: Derek Borman in the Psychology Department: dborman@mail.mc.maricopa.edu.

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 D

Learning Outcomes and Assessment Measures as of AY 2008-2009



**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	<ol style="list-style-type: none"> 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. 	<p>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.</p>
Cultural Diversity	<ol style="list-style-type: none"> 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. 	<p>Adaptation of a student survey developed through University of Michigan <i>Diverse Democracy Project</i>.</p>
Information Literacy	<ol style="list-style-type: none"> 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. 	<p>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.</p>
Numeracy	<ol style="list-style-type: none"> 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. 	<p>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.</p>

Outcome Area	Student Learning Outcome Statements	Description of Assessment Measure
Oral Communication	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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 <i>Watson-Glaser Critical Thinking Appraisal</i> 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	<p>Demonstrate scientific inquiry skills related to:</p> <ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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 E

Sample Assessment Week Materials for AY 2008-2009



Show Me The Learning 2009

Assessment Week
February 22 - 28

During Assessment Week,
we conduct a variety of activities
to assess student learning
and determine the effectiveness
of our college
programs.

Arts & Humanities

Communication

Cultural Diversity

Global Awareness

Information Literacy

Numeracy

Problem Solving

Scientific Inquiry



The Maricopa Community College
District is an EEO/AA Institution



Information for Students
WHAT WE'RE LEARNING ABOUT STUDENT LEARNING

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 not 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 and Arts and Humanities. Students enrolled in Career and Technical programs participate in workplace skills assessment.

Highlights from the 2008 results include the following:

Results Across All Outcome Measures

Appendix E: Sample Assessment Week Materials

- In all but one assessment area, the mean scores of completing students are significantly higher than the scores of beginning students.
- The assessment results indicate that using information effectively, making inferences, recognizing justifiable and necessary assumptions based on information, and using results are relatively more difficult outcome areas.
- Students are relatively more skilled at evaluating information for currency, relevancy and reliability, in weighing evidence, deciding if generalizations or conclusions based upon the data given in tables and graphs are warranted, and in the use of numeric models.

Results Specific to Problem Solving/Critical Thinking Assessment

- Problem Solving scores are not significantly higher for completing students.

Assessment Week 2009: February 22 – February 28

MCC's Thirteenth Annual Assessment Week is scheduled for February 22 – February 28. A sample of classes will again participate in one of the general education or workplace skills assessments. Through the cooperation of the students and faculty members in these classes, the college will be able to continue to refine the assessment program, document student learning, and identify areas for improvement.

The findings are published in an annual report each fall and used by MCC faculty to document student success and to determine how programs can be improved. Summaries of results are posted on the assessment web site. www.mc.maricopa.edu/orp/

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.

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 2009!
February 22-28**

Faculty Volunteers Needed

Our 13th Annual Assessment Week is scheduled for February 22- 28, 2009.

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 2009 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).

Career and Technical Programs

- Classes with a Career and Technical emphasis leading to an AAS degree.

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

Questions? Please contact Derek Borman, chair of the Student Outcomes Committee at dborman@mail.mc.maricopa.edu or by phone at 1-7181. Information about assessment is also available at www.mc.maricopa.edu/orp/assessment or from the Office of Research at 1-7213.

IMPORTANT FACULTY NOTIFICATION!
ASSESSMENT WEEK 2009 CONFIRMATION: February 23 – 28

Appendix E: Sample Assessment Week Materials

Dear [[First]],

Thank you for volunteering to administer a student assessment to one or more of your sections during Assessment Week 2009 (February 23 - 28). Packets of assessment materials and directions for administering the tests will be delivered to the departments of Southern and Dobson Campus faculty and to the Red Mountain campus by this Friday, February 20th.

Please visit <http://www.mc.maricopa.edu/about/orp/assessment/> to view important information about Assessment Week, including our Assessment Week Orientation.

PLEASE REVIEW THE INFORMATION BELOW. If the information is incorrect, or you are unable to administer assessments in these sections, please contact Dennis Mitchell (1-7213, dennis.mitchell@mcmail.maricopa.edu) in the Office of Research and Planning as soon as possible. For general questions regarding the student outcomes assessment, contact Derek Borman, Student Outcomes Committee chair, at 1-7181.

You have been scheduled to give assessment(s) any time during the week of February 23 – 28 in the section(s) below. The approximate time needed for each assessment is also listed.

[[course]], section#[[section]], length: [[length]] minutes

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!*