
*The Mesa Community College
Program to Assess Student Learning*

Annual Report AY2009-2010

October 2010



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October 2010



Mesa Community College is part of the Maricopa County Community College District,
an EEO/AA Institution



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AY2009-2010 Committee Membership

Faculty Senate Student Outcomes Committee

Derek Borman, Chair
Peter Brown
Tim Florschuetz
Dave Harris
Sam Martinez
Betty Parisek
Ly Tran-Nguyen

Ex-officio members:
Matt Ashcraft (ORP)
Jim Mabry (VPAA)

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I. Introduction and Background

History and Overview of Assessment

Over the past fourteen 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) 2009-10 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 2009-10 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.

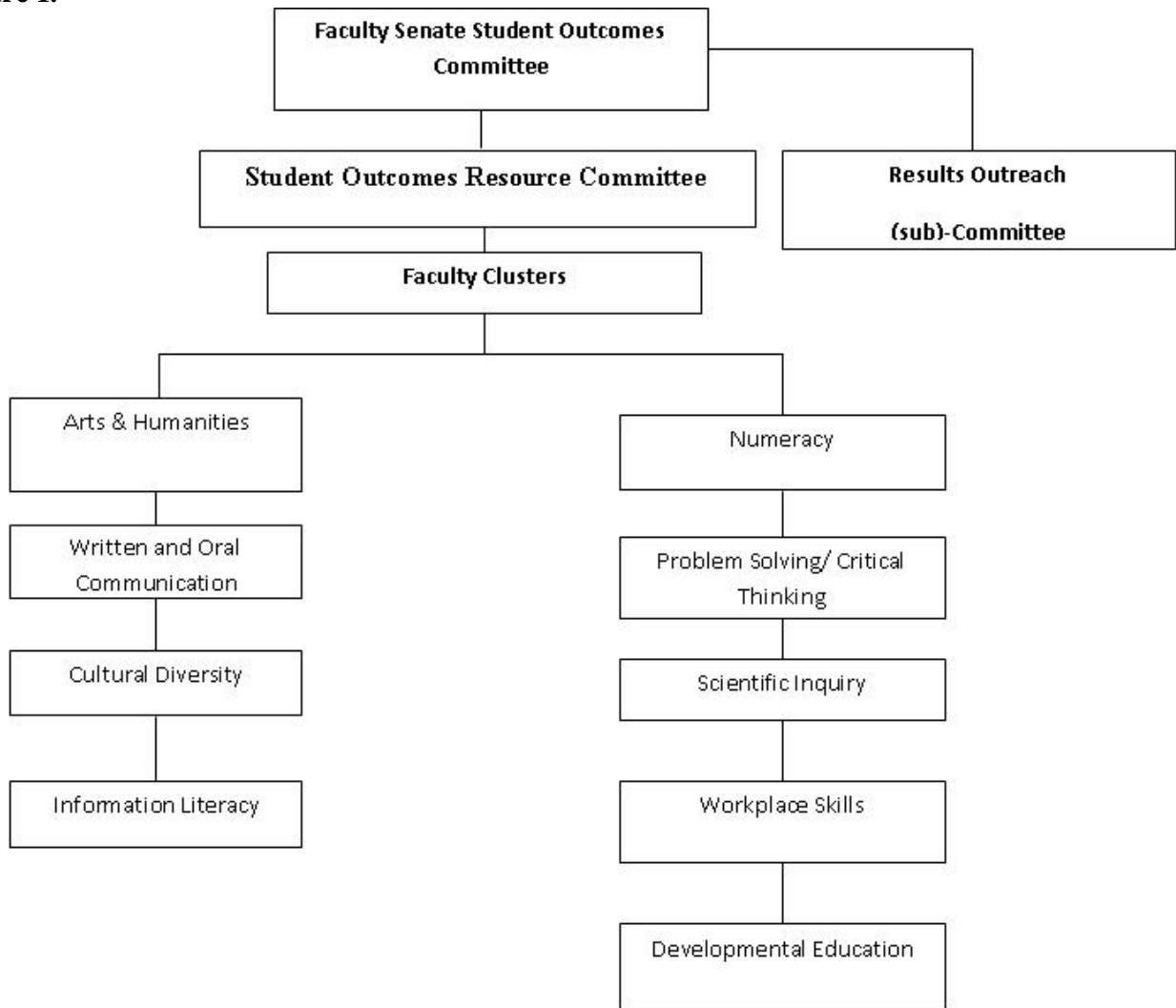
ROC explores avenues for facilitating the use of assessment results by departments and faculty members. The committee promotes the use of outcomes data in relation to faculty development, pedagogy, and academic climate; encourages faculty and departments to come forth with specific outcomes-based initiatives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

Figure 1.



Goals and Accomplishments

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

- In conjunction with ORP, coordination & campus-wide administration of the *Workplace Skills* student outcomes test. This administration was focused solely on students in occupational programs at MCC.
- Assisted with the development and piloting of a new outcomes assessment – *Global Awareness*. Item analysis of results indicated that forced-choice items were highly reliable. Qualitative responses have not been evaluated, as a scoring rubric has not yet been developed by the Global Awareness Cluster.
- Coordination & second online piloting of *Information Literacy* student outcomes test. The Information Literacy test was adapted to a format compatible with administration via www.hostedtest.com. Cost, usability, and deliverability issues are being assessed to determine the long-term potential of using hostedtest.com for online, outcomes assessment. Two instructors of online classes invited their students to participate and complete the assessment. Response rate was very low—about 1.5%. The committee’s feeling is that the biggest barrier to online outcomes assessment is response rate.

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

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

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

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 2009 and again in spring 2010. A more aggressive ROC marketing campaign, including the distribution of posters around campus and increased communication between the SOC chair and departments, yielded five ROC grant proposals: PDA Faculty Mentoring Project, MCC Book Club, Assessment and Quality Matters - Online Economics Faculty, Courses Realignment with National Early Childhood Education Standards, and Redesign CIS105 to Increase Student Retention and Knowledge of MS Office 2007. Three proposals received partial funding totaling \$10,000; two proposals did not receive funding.

(See Appendix B for ROC forms and documents.)

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

Summary of Findings – Assessment Weeks 2007-2010

Outcome and Year Assessed	Results
Workplace Skills – Assessed 2010	<p>The average score of the completing student group was higher than the entering student group by a statistically significant margin. The post group also scored statistically higher in all but one outcome area (interpersonal communication). Overall, students scores ranked highest in:</p> <ol style="list-style-type: none"> 1. technology literacy 2. ethics 3. personal and professional responsibility <p><i>For the past several years, teamwork and organization scores ranked lowest compared to the other outcome areas.</i></p>
Problem Solving – Assessed 2009	<p>The average score was significantly higher for the completing student group overall and for the “deduction” sub-area of the assessment.</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

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	<ul style="list-style-type: none"> 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 the past 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>
Arts and Humanities – Assessed 2007 (revised instrument)	<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>
Cultural Diversity – Assessed 2007	<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

	<ul style="list-style-type: none"> • 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>
Oral Communication – Assessed 2007	<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>
Written Communication – Assessed 2007	<p>The mean score for the completing student group was significantly higher overall and on each outcome area: content, organization, and mechanics/style.</p> <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>

Overview of Assessment Results

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

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

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 2010, only the Workplace Skills assessment was administered in Career and Technical Education (CTE) courses; no general education assessments were administered due to the focus on Workplace Skills as well as a focus on revising assessment instruments (see SOC goals and accomplishments above).

Twenty-three CTE faculty members at both the Southern and Dobson and Red Mountain campuses volunteered one or more classes in which to administer the Workplace Skills assessment. A total of 30 sections were volunteered, and 21 sections submitted completed assessments. All assessments were administered by faculty in regular class sessions during Assessment Week, February 22 – 27, 2010.

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 2010 are shown in Appendix F.)

Early in the spring 2010 semester, participating faculty members were contacted to confirm participation. Assessment materials for nearly 600 students were distributed to CTE departments, as well as tips for faculty, student information handouts, administration directions, and posters. The student information handout contains an explanation of the assessment program, a summary of results from prior years, and information about the upcoming Assessment Week.

Administration of the assessment occurred during the regular classroom period. Faculty followed a standard protocol for the assessment. Students were informed that the purpose of the assessment is to measure whether education goals are being achieved in order to improve programs and student learning. Students were assured that results are not reported by student or by class but are evaluated across the college. Completed assessments, along with an Assessment Submittal form, were returned to ORP. Faculty were asked to complete the following information on the submittal form: whether they provided an incentive to students, how long it took to administer the assessment, whether they had any problems administering the assessment, and what they would suggest to improve the process. One-third 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 the Workplace Skills assessment, a group of beginning (pre-group) students and a group of completing (post-group) students was selected for analysis and comparison.

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 8.0 credit hours compared to 49.2 credits for post-group students. Equal numbers of pre and post students were selected for comparison using a stratified random sample based upon ethnicity.

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

Table 1

Mesa Community College Student Outcomes Assessment Spring 2010 Comparison of Beginning and Completing Students* By Ethnicity, Gender and Earned Hours			
	Pre-group	Post-group	Total College (Fall 09 45 th day)
Number of Students	112	112	25,960
Ethnicity	%	%	%
White	64	64	59
Hispanic	19	19	17
Black, non-Hispanic	4	4	6
Am. Indian/AK Native	5	5	3
Asian/Pacific Islander	4	4	5
Other	3	3	2
Not Specified	2	2	8
Gender			
Female	45	50	51
Male	55	48	47
Unknown	1	2	2
Cumulative earned hours as of spring 2010			
Average	8.0	49.2	N/A

*In past reports, this table only reflected the demographics of general education assessment participants; however, Workplace Skills was the only assessment administered in 2010.

IV. Results and Observations

Workplace Skills Assessment Results

Outcomes

The workplace skills outcomes are:

- *Ethics*: The ability to commit to standards of personal and professional integrity, honesty and fairness.
- *Interpersonal Communication Skills*: The ability to utilize oral, written and listening skills to effectively interact with others.
- *Critical Thinking*: The ability to analyze and evaluate information and utilize a variety of resources in making decisions or solving problems.
- *Organization*: The ability to prioritize, meet deadlines and complete assignments in a timely manner; adapt to a constantly changing workload and environment; and identify realistic goals and inventions for short and long term planning.
- *Team Work*: The ability to collaborate with others toward the accomplishment of common goals.
- *Technology Literacy*: The ability to use and understand technologies' value and purpose in the workplace.
- *Personal and Professional Responsibilities*: The ability to assess the range of one's abilities, accept responsibility for setting realistic goals, and implementing a plan for personal and professional well-being.

Data Collection and Measurement

The workplace skills assessment was developed by a committee of Career and Technical faculty representing a variety of programs. The instrument was adapted from SCANS/TEJAS, a workplace skills item bank developed through a grant from the Texas Higher Education Coordinating Board. The assessment was administered in Career and Technical classes representing a cross-section of eight disciplines. The 61-item measure takes approximately 50 minutes to administer.

Assessment Results

Table 2

Mesa Community College Student Outcomes Assessment Workplace Skills Assessment - Percent Correct by Outcome								
Year	2005		2006		2007	2008	2010	
Cohort	Pre N=153	Post N=213	Pre N=90	Post N=76	Total N=91	Total N=159	Pre N=112	Post N=112
Overall Score	68.5%	74.5%*	66.8%	75.9%*	70.4%	73.5%	70.6%	75.7%*
Ethics	71.8%	77.9%*	69.5%	78.7%*	72.5%	80.1%	73.1%	78.0%*
Interpersonal Communication	71.4%	77.0%*	70.1%	77.8%*	73.1%	75.4%	72.1%	77.1%
Organization	57.7%	61.1%	53.0%	62.6%*	57.9%	58.4%	56.3%	60.8%*
Team Work	69.5%	71.4%	66.8%	73.4%*	70.6%	70.1%	68.9%	73.5%*
Technology Literacy	69.8%	79.4%*	69.6%	81.6%*	73.2%	76.4%	76.1%	81.8%*
Personal and Professional Responsibility	69.8%	77.1%*	69.8%	77.6%*	72.8%	77.2%	73.6%	79.2%*

Note: Workplace Skills was not administered in 2009.

Note2: No pre/post analysis was conducted in 2007 or 2008 due to small sample sizes.

*Indicates statistically significant difference between pre and post cohort scores.

Table 3

Ranking* of Workplace Skills Outcomes by Mean Score				
	2006	2007	2008	2010
<i>Technology Literacy</i>	1	1	3	1
<i>Ethics</i>	4	4	1	2
<i>Personal and Professional Responsibility</i>	2	3	2	3
<i>Interpersonal Communication</i>	3	2	4	4
<i>Team Work</i>	5	5	5	5
<i>Organization</i>	6	6	6	6

*Ranking is from highest mean score (1) to lowest mean score (6).

Data Trends

The completing student group has scored higher than the entering student group by a statistically significant margin in all years in which this comparison was possible (2005, 2006, and 2010). The Organization and Team Work outcomes have consistently remained as the lowest-scoring. Ethics has moved from the fourth-ranked outcome in 2006 and 2007 to the one of the top two outcomes in 2008 and 2010. Technology Literacy has generally been the highest scoring outcome, with the exception of 2008.

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 1,558 students were verified as graduates of the 2,256 students responding to the survey in AY 2009-10. Unverified graduates may be due to students entering incorrect identification numbers in the survey, or students failing to complete requirements needed to graduate. Over three-quarters of students, 79%, 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 2005-2006	AY 2006-2007	AY 2007-2008	AY 2008-2009	AY 2009-2010
Mean score (scale 1-4)	3.5	3.5	3.6	3.6	3.6
Very well prepared	59%	59%	65%	61%	61%
Somewhat prepared	38%	37%	32%	37%	36%
Somewhat unprepared	3%	3%	2%	1%	2%
Very unprepared	1%	1%	1%	<1%	<1%

The responses of a subset of students whose educational goals are in a Career and Technical field are presented in Table 5. Students were asked, “How well prepared do you feel for entering the workplace?” The number of these students indicating they are very well prepared to enter the workforce has increased by 10% from AY2005-06 to AY2009-10.

Table 5

Mesa Community College Graduate Exit Survey Results “How well prepared do you feel for entering the workplace?”					
	AY 2005-2006	AY 2006-2007	AY 2007-2008	AY 2008-2009	AY 2009-2010
Mean Score (scale 1-4)	3.6	3.6	3.6	3.7	3.7
Very well prepared	60%	62%	69%	71%	70%
Somewhat prepared	37%	34%	26%	29%	28%
Somewhat unprepared	2%	3%	3%	0%	1%
Very unprepared	1%	1%	1%	0%	<1%

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

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%
2009-10	In Progress – Graduates have until Dec. 31, 2010 to take the national board exams.						

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 Workplace Skills. Training formats include fast tracks, traditional semesters, distance learning, and internet deliveries. Network Academy students earn industry certification after completion of the program; however, there is not a formal mechanism for reporting certifications back to the program.

Nursing

Nursing students who complete a four semester curriculum and receive the Associate of Applied Science degree are eligible to take an exam to become licensed through the National Council of State Boards of Nursing Examination for Nursing (NCLEX RN) licensure exam; pass rates are detailed in Table 10 below.

Table 10

Mesa Community College Nursing Program NCLEX RN Examination			
	Total # Graduates	# Graduates Completing NCLEX RN	NCLEX RN Pass Rate
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%
Spring 2010 S&D site	98	98	100%
Spring 2010 Boswell site	46	45	100%

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

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 2007 and fall 2008.

Table 12

Mesa Community College New Full Time Student Persistence			
	Enrolled Fall 2008	Remained Spring 2009	Remaining Fall 2009
Full time total new students	1,775 (100%)	1,595 (90%)	1,212 (70%)
Full time transfer students	882 (100%)	800 (91%)	602 (69%)
Full time career students	638 (100%)	573 (91%)	439 (70%)

Table 13

Mesa Community College New Full Time Student Persistence			
	Enrolled Fall 2007	Remained Spring 2008	Remaining Fall 2008
Full time total new students	1,776 (100%)	1,539 (87%)	1,087 (63%)
Full time transfer students	1,183 (100%)	1,051 (89%)	73 (66%)
Full time career students	327 (100%)	270 (84%)	180 (59%)

Transfer

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

Table 14

Mesa Community College Undergraduate Enrollment of Students with MCC Transfer Credits at Arizona Universities							
	2003	2004	2005	2006	2007	2008	2009
Arizona State University	8,379	8,767	8,716	8,601	8,195	8,576	8,972
Northern Arizona State University	773	772	789	854	943	967	1,083
University of Arizona	656	638	552	552	549	624	668
Total	9,808	10,177	10,057	10,007	9,687	10,167	10,723

Source: Assist Data Warehouse

Table 15

Mesa Community College Students with MCC Transfer Credits Receiving Undergraduate Degrees at Arizona Universities						
	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Arizona State University	2,538	2,891	2,819	2,824	2,629	2,839
Northern Arizona State University	232	262	264	255	283	310
University of Arizona	123	163	104	130	149	196
Total	2,859	2,893	3,316	3,187	3,061	3,345

Source: Assist Data Warehouse

Developmental Education Course Completion and Subsequent Success

The overall course completion for developmental reading, English and math students is detailed in the table that follows.

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 2004	52%	15%	67%	33%
Fall 2005	48%	16%	64%	36%
Fall 2006	51%	14%	65%	35%
Fall 2007	53%	14%	67%	33%
Fall 2008	57%	13%	70%	30%
Fall 2009	59%	14%	73%	27%

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 2003 followed through Fall 2004	73%	4%	7%	16%
Fall 2004 followed through Fall 2005	73%	4%	9%	15%
Fall 2005 followed through Fall 2006	70%	6%	8%	16%
Fall 2006 followed through Fall 2007	72%	5%	9%	15%
Fall 2007 followed through Fall 2008	70%	5%	10%	15%
Fall 2008 followed through Fall 2009	72%	6%	7%	15%

Appendix A

Student Outcomes Committee Meeting Minutes AY 2009-2010

SOC Meeting Minutes
September 17th, 2009 – 3:00-4:30 p.m., Kiva Room

In Attendance: Derek Borman (Chair), Dave Harris, Peter Brown, Sam Martinez, Jim Mabry (VPAA), Christina Santacruz Del Rosario (ORP), Dennis Mitchell (ORP)

Summary of 2008-2009: Derek provided the committee with a summary of last year's assessment activities and SOC discussions. During Assessment Week 2009, the Problem Solving assessment, the Global Awareness pilot assessment and an online pilot assessment were administered. The Office of Research and Planning (ORP) is currently looking to hire someone to conduct an analysis on the results of the Global Awareness pilot. The online pilot using Hosted Test was unsuccessful, with only a few students from the two pilot sections completing the assessment. Derek and Sam both commented on the need to get assessments into syllabi early, especially with online courses. Dave said they should start recruiting early with the department chairs and said it seemed like recruiting occurred later last year than in previous years. Derek and Jim agreed to have Derek talk at the DCA meeting, and Derek said that he and Matt Ashcraft (Dean of Research and Planning) would continue SOC outreach at department meetings.

CTL Sponsored Assessment Week: Derek informed the committee that the CTL will host an assessment-related week of events October 19-23. Shelley Rodrigo is organizing the week for the CTL, and SOC will facilitate two discussions and host one Cuppa event. Derek suggested topics for the two discussions: 1) getting faculty to address outcomes in their classrooms and 2) encouraging department level assessment. Derek asked for feedback on session titles and the committee decided to solicit input from other members absent from this meeting.

Assessment Week 2009-2020: The committee discussed the topic of "closing the loop" to have assessment results used to improve teaching and learning efforts. Sam asked if the current outcomes even apply and brought up the idea of portfolio evaluation used at some other colleges. There was brief talk about creating a faculty survey that would both raise awareness about SOC and also solicit feedback on current and/or new outcomes. Derek said he had hoped to create an ad hoc committee to work on this, but tabled the topic due to low meeting attendance.

The committee moved onto a discussion of the Workplace Skills assessment and recent low participation. Derek mentioned that Jon D'Ambrosio used to be a SOC member and helped recruit faculty teaching occupational classes. Dave made the comment that workplace skills isn't necessarily confined to occupational students, and that all students generally need workplace skills.

Derek introduced the idea of conducting student focus groups in the spring to get student feedback on the assessment program.

New Directions: The committee briefly discussed the following items, but held further discussion for future meetings:

- Creating an ad hoc committee to review the Information Literacy assessment
- Creating a special SOC newsletter to highlight best practices by example
- Looking into creating a Technology Literacy assessment
- Changing the Assessment Week Results Report to be more usable and reader friendly

SOC Meeting Minutes
October 8, 2009 – 3:00-4:30 p.m., CTL Conference Room

In Attendance: Derek Borman (Chair), Dave Harris, Sam Martinez, Betty Parisek, Tim Florschuetz, Matt Ashcraft (ORP), Christina Santacruz Del Rosario (ORP), Dennis Mitchell (ORP).

CTL Sponsored Assessment Week: Derek presented the final discussion themes/titles that SOC will host during the CTL sponsored assessment week Oct. 19-23. Derek asked for volunteers to attend the discussions listed below. He warned that attendance for these CTL hosted discussion is historically low. Tim and Dave said they would try to attend the Wednesday discussion. Tim, Sam and Betty said they would try to make the Cuppa event on Friday.

- o Tuesday, Oct. 20th, 1p.m. - Without Looking, Can You Name Every One of MCC's Student Outcomes?
- o Wednesday, Oct. 21st, 1p.m. - Department Level Self-Study: Vision, Empowerment, Collaboration and Perspective
- o Friday, Oct. 23rd, 9a.m. - Cuppa

2010 Bellwether Award Nomination: Matt informed the committee that ORP had received an email indicating that the student outcomes program had been nominated for the 2010 Bellwether Award from the Community College Futures Assembly. The flyer was passed around, and the nomination was discussed. It was determined that because the assessment program did not match the criteria for the award, the nominations were most likely sent out blindly. The committee decided not to apply for the award at this time.

Assessment Week 2009-2010: Derek once again discussed wanting to conduct a faculty survey to determine the efficacy of current student outcomes. The survey would both solicit feedback on outcomes and remind faculty of the student assessment program.

Matt updated the committee that ORP is in the process of hiring someone to conduct an item analysis of the Global Awareness pilot results, and that ORP is waiting on the global cluster to provide an answer key for the assessment.

Derek suggested that SOC focus on increasing recruitment for the Workplace skills assessment, and said that Jon D'Ambrosio is planning to attend future meetings to help with this goal.

Matt briefly discussed that the Noel Levitz student satisfaction survey would be administered during the Assessment Week 2010, but it would be made clear that it was not a SOC activity. Faculty volunteering sections for SOC would be given priority if also randomly selected for the Noel Levitz.

Derek reported that he gave a 40-50 minute presentation to the New Faculty Experience group, and had good discussions about SOC and student outcomes.

Dennis gave brief updates as to the status of ROC Projects. Nursing has finalized their modules for their PDA infusion program and are in the development stage. The critical thinking workshop project is moving ahead and on track to host workshops this fall. Books were ordered for the book club.

New Directions: Tim agreed to be a part of the ad hoc group tasked with reviewing the Information Literacy assessment. He requested that SOC find at least one member who created the original instrument to be on the review committee so they have perspective on why certain questions exist in the instrument. Tim also asked to have a library faculty on the committee, and Derek said that he has already talked with Lorna Peralta about getting one.

Derek asked committee members to submit a small blurb about how they use assessment results/student outcomes in their classrooms. He plans to create a “best-practices” themed SOC newsletter using these descriptions.

Derek informed the committee that he will attend the DCA meeting to briefly asked department chairs to put student outcomes on their department meeting agendas for discussions.

Dave led the committee in a demonstration and discussion of a potential online tool for a Technology Literacy assessment. He obtained permission from the publisher to use the SAM program for assessment purposes. The program tests students on their allied knowledge of software. For example, a student would see a Windows desktop screen and be asked to create a new folder. The committee discussed whether this tool was more of a technology literacy assessment or a computer/software literacy assessment. Tim said that this software assessment could be a part of an entire technology literacy assessment instrument. Matt recommended that a faculty cluster be created to determine operational definitions for technology literacy and then develop an instrument. SOC could then recommend the outcome to the faculty senate.

Future Meeting Dates:

CTL Conference Room, 3:00 – 4:30 p.m.

Nov. 12; Dec. 10; Jan. 14; Feb. 11; March 11; April 8

**SOC Meeting Minutes
November 12, 2009 – 3:00-4:30 p.m., CTL Conference Room**

In Attendance: Derek Borman (Chair), Dave Harris, Sam Martinez, Betty Parisek, Tim Florschuetz, Ly Tran-Nguyen, Dennis Mitchell (ORP).

CTL Sponsored Assessment Week: Derek reported that the CTL sponsored assessment week was unsuccessful and had little turnout.

Assessment Week 2010: Derek passed around a poster he created for Assessment Week 2010, and the committee voted to use this poster for assessment week visibility around campus. The committee officially set the dates for Assessment Week 2010: February 22-27, 2010. Derek reported that there would not be another administration of the Global Awareness assessment this year because analysis of last year’s pilot results is still underway. This year, SOC will focus on the Workplace Skills assessment. The Noel-Levitz Student Satisfaction Inventory will also be administered to randomly selected classes during this week.

SOC Student Focus Group: Derek led the committee in a discussion of having student focus groups during assessment week to try to get student opinions on outcomes assessment. The committee discussed many general issues surrounding the focus groups: having ORP help with soliciting student participants (ending students with over 30 hours), video recording the sessions or individual student responses, and picking three outcomes to discuss during each focus group (arts and humanities, problem solving, and numeracy were suggested).

Faculty Survey: This item was tabled for future discussion.

Information Literacy Review: Tim said that old cluster members gave the OK to retool the assessment.

Future Meeting Dates:

CTL Conference Room, 3:00 – 4:30 p.m.

Dec. 10; Jan. 28; Feb. 11; March 11; April 8

SOC Meeting Minutes
December 10, 2009 – 3:00-4:30 p.m., CTL Conference Room

In Attendance: Derek Borman (Chair), Dave Harris, Sam Martinez, Tim Florschuetz, Ly Tran-Nguyen, Peter Brown, Jon D’Ambrosio, Matt Ashcraft (ORP), Dennis Mitchell (ORP).

Chair Elect: Derek Borman told the committee that nominations for chair elect were needed and he will send an email requesting self-nominations.

ROC Grant Poster: Derek passed his ROC grant poster out to the committee, which approved of its use. Derek and Matt will visit new departments in the spring to promote ROC grants.

Assessment Week 2010: Derek informed the committee that recruitment for the Workplace Skills assessment has been lacking for the last few years and asked Jon D’Ambrosio to help SOC recruit this year. Jon agreed to help recruit and will ask for volunteers during his next CTE meeting. Derek said he would talk to Deb Bitter and Linda Collins for volunteers from the Nursing and Business programs.

Jon asked if SOC could help create an instrument for the occupational programs to use to meet certain Carl Perkins funding requirements regarding occupational certification. Matt said that this sounded more like program level review and may not fall under the college-wide purview of SOC. Derek added that while the purview of SOC doesn’t reach to program review, the committee can work to find a way to integrate the occupational assessments into assessment week activities. Tim suggested Jon involve his Dean and the VPAA in further development of these instruments.

Derek briefly updated the committee with potential questions for student focus groups to be held during assessment week. SOC will need to submit information to the IRB in mid to late January prior to asking students to participate in the focus groups.

Faculty Survey: The committee briefly discussed creating a faculty survey to be distributed at faculty meetings. It was agreed that the survey should be short: about five questions and no longer than 5-7 minutes. Possible questions will ask faculty what outcomes they feel are relevant.

Future Meeting Dates:

CTL Conference Room, 3:00 – 4:30 p.m.
Jan. 28; Feb. 11; March 11; April 8

SOC Meeting Minutes
January 28, 2010 – 3:00-4:30 p.m., CTL Conference Room

In Attendance: Derek Borman (Chair), Sam Martinez, Tim Florschuetz, Ly Tran-Nguyen, Peter Brown, Jon D’Ambrosio, Matt Ashcraft (ORP), Dennis Mitchell (ORP).

Assessment Week 2010: Derek updated the committee on recruiting for the Workplace Skills assessment: no response from the Nursing department, but large groups from business and transportation and industrial programs. Dennis will look at enrollments for current volunteer sections to see if more recruiting will be needed.

Derek asked the committee for volunteers to moderate the student focus groups scheduled during Assessment Week. Tim, Peter, and Sam said they would help at the 2/24 focus group. Derek and Ly said they could moderate the 2/23 focus group. Derek also asked for volunteers to recruit students for

the focus groups. Tim said that he could place a sign-up sheet at the writing center, while Peter worried that students would sign up but not show up. The committee decided to try to recruit students at the writing center.

Faculty Survey: Derek distributed a draft of the faculty survey, and the committee discussed changes to the wording and format of the questions. Derek will make changes and work with ORP to distribute the survey.

SOC Chair-Elect: Derek reminded the committee that there is still no SOC Chair-Elect.

Future Meeting Dates:

CTL Conference Room, 3:00 – 4:30 p.m.

March 11; April 9

SOC Meeting Minutes March 11, 2010 – 3:00-4:30 p.m., CTL Conference Room

In Attendance: Derek Borman (Chair), Sam Martinez, Tim Florschuetz, Ly Tran-Nguyen, Peter Brown, Jim Mabry (VPAA), Matt Ashcraft (ORP), Dennis Mitchell (ORP).

Report from meeting with VPAA: Matt discussed Derek's and his recent meeting with Vice President of Academic Affairs Jim Mabry. Matt commented that the meeting went well and VPAA Mabry showed visual and verbal support of the importance of SOC. Derek added that VPAA Mabry understands the committee needs new members and was open to the idea of SOC recommending a yearly learning focus for faculty (VPAA Mabry suggested writing and communication). Derek commented that the committee should consider an outcome that would be difficult for faculty to brush off as something they already incorporate in their classrooms. VPAA Mabry will be at next meeting and this topic will be on the agenda.

Recruiting New Members: Derek said they also expressed concerns about a lack of personnel staffing the committee and encouraged members to come up with faculty who might be able to join SOC: faculty who would contribute something and enjoy it. In order to take a more deliberate recruiting step, Derek will draft a personal invitation for faculty to join the committee to be signed by himself, John Griffith and VPAA Mabry.

Tim mentioned that "FACT" faculty may be interested and that it's important for SOC to have more representation from each department. He noted that SOC is the only current committee that deals with teaching and learning. Peter commented that faculty are focused on assessment within their discipline and tend to not to see themselves as a college in the sense of conferring degrees. He asked how SOC can tie assessment into other committees or programs in order to create interest. Matt said that other than demonstrating evidence of student learning at a very high level, assessment is a statement about students' general education experience at MCC. Ly commented that SOC is critical to accreditation. Derek added that interest in SOC is lost when accreditation isn't a pressing issue of the moment and that SOC probably won't be able to convince anyone in near future that stakes need to be raised for testing. At the next DCA meeting, Derek will challenge each chair to identify one person in their dept and recommend to that person they participate in SOC.

SOC Chair 2010-2011: Derek told the committee that it is still in need of a chair for the next academic year and asked for opinions about a new SOC member chair the committee. The committee seemed hesitant of the idea and Ly suggested sending out emails to former SOC members to search for a new chair.

ROC Grants: Derek told the committee that they should have 2-3 ROC grant proposals to review at the next meeting. ORP will email copies of ROC grants to members for review prior to the April meeting.

Korean Council for University Education- Derek and Matt recently met with members of the Korean Council for University Education about student outcomes assessment at MCC. The delegation is interested in assessment at all levels of the university system and became interested in MCC's program after seeing the college's CHEA award. Derek said that he thought the delegation learned a lot from the talk and that their biggest question was what purpose the assessment program served. The delegation also asked if SOC would be willing to share an assessment instrument. The committee felt that current instruments should not be distributed to external parties, but that old versions of the Arts and Humanities assessment along with links to the Watson and Glaser Problem Solving assessment could be given to the delegation.

Assessment Week 2009-2010: Dennis provided an update on Workplace Skills collection and processing: 22 of 30 sections had been returned with a high completion rate. Overall, faculty comments about the assessment were positive, and the new barcode procedure was successful.

Faculty Surveys: Derek informed the committee that faculty surveys were distributed but some wording and layout issues may hinder getting the ranking-type data SOC was hoping to receive for two of the survey questions.

Student Focus Groups: The student focus groups scheduled for Assessment Week were cancelled due to low student participation. Derek suggested the committee aim to reschedule focus groups for the week of April 5th and try to recruit directly out of their classes. Tim voiced concern over having students from his class potentially in the focus group he would moderate; Derek agreed and said that he, Matt, and Dennis can run the focus groups if that becomes an issue.

New Assessment Summary Report: Matt told the committee that Institutional Advancement is working on designing a new executive summary report for assessment results.

Information Literacy Revision: Tim updated the committee on the progress of revising the Information Literacy assessment: everyone sees a need to create a new instrument but he's had no luck in recruiting a cluster. He noted an agreement that information literacy is a separate outcome from technology literacy. Derek said that the instrument can't be offered again until it is revised, and that the Workplace Skills assessment is also in need of revision. He asked the committee if rules for creating a cluster existed, and Ly said that no rules had ever been made.

Future Meeting Dates: Peter suggested that SOC move forward with a May meeting to have a brainstorming session with people like Naomi and Shereen to see how SOC can tie in with other committees on campus and get more involvement. The committee tentatively agreed to meet on May 6.

April 9 - CTL Conference Room, 3:00 – 4:30 p.m.

May 6 - TBD, 3:00 – 4:30 p.m.

SOC Meeting Minutes
April 8, 2010 – 3:00-4:30 p.m., CTL Conference Room

In Attendance: Derek Borman (Chair), Peter Brown, Tim Florschuetz, John Griffith, Sam Martinez, Betty Parisek, Ly Tran-Nguyen, Jim Mabry (VPAA), Matt Ashcraft (ORP), Dennis Mitchell (ORP).

ROC grant reports: 2009 ROC grant recipients were invited to present a summary of their project to SOC. Nora Reyes presented information from the MCC book club. Mary Al-Saleh and Kathy Pollard presented a summary of their project “PDA’s in Nursing Education Courses.”

SOC learning focus: Derek led the committee in a discussion to identify a specific outcome for the VPAA and SOC to push as a campus-wide outcome for the next year; the goal is to encourage faculty to pay special attention to the outcome in their curriculum. Matt said that the outcome would be the “learning focus” that SOC recommends and the VPAA champions with faculty.

Derek mentioned that he kicked around the idea of critical thinking/problem solving but thought that faculty would too easily brush it off as something they already incorporate in their classroom. He suggested that the committee pick an area to create an intentional mismatch that would be more difficult for faculty to brush off and require more work for them to bring into their classrooms.

Matt said that he is drawn to this idea because department chairs have indicated that they’d rather focus more attention on teaching and learning rather than some of the other tasks they are assigned. Peter suggested devoting the May meeting to determine the learning focus. Jim suggested that the focus has to be something clear, concrete and actionable within a broad variety of disciplines.

Strengthening SOC: Matt suggested VPAA Mabry and the SOC Chair target faculty to recruit from their departments for SOC members. Derek said that in the last DCA meeting, he explained SOC’s situation and potential disruptions caused by lack of participation. John suggested sending out an email to explain the importance of SOC when committee lists come out. Tim mentioned that it would be ideal to have representation from every discipline.

Executive summary design options: Derek passed around potential design options from IA for a new assessment executive summary brochure. No action was taken.

Student focus groups: Derek told the committee that the student focus groups went well. Overall, students were “into it” and talkative.

SOC Chair 2010-2011: Derek reminded the committee that there is still no SOC Chair in place for next academic year.

Future Meetings: May 6th, 3:00-4:30 p.m., room TDB.

SOC Meeting Minutes
May 6, 2010 – 3:00-4:30 p.m., AS196

In Attendance: Derek Borman (Chair), Peter Brown, Diane Bullen, Tim Florschuetz, Dave Harris, Sam Martinez, Betty Parisek, Ly Tran-Nguyen, Matt Ashcraft (ORP), Dennis Mitchell (ORP).

SOC membership: Tim asked the committee if the administration can send "threatening" emails for issues like requiring faculty to attend gradation, why couldn't they do the same for attending a certain committee. Peter commented that it seems like the same 20 people serve on all the committees; Matt replied that committee participation could be a systemic issue and not a SOC issue. Derek said that the message from the administration doesn't need to be a threat so much as encouragement. He hopes that the new committee sign-up sheets will reflect his recruiting efforts at DCA meetings.

Sam asked when the next NCA visit would be and commented that accreditation initiated SOC. He said the next NCA visit may be a tool to use to market SOC. Tim said that of all the standing committees at MCC, SOC is one of the only ones to focus on teaching and learning, so it should have representative from every dept.

Matt added that as a committee, SOC can make a recommendation to the Faculty Senate, and the senate can recommend to the administration that a joint notice should be sent to faculty so it doesn't come solely from the administration. Ly commented that it was important to include teaching and learning aspect of SOC in the recommendation and letter to faculty. Derek said he will draft a letter tomorrow to the faculty senate and VPAA Mabry and will email the draft to the committee. The committee brainstormed important points for Derek to include in the letter to the administration and faculty senate.

SOC learning focus: The committee discussed developing a learning focus for next academic year. The administration would champion this focus and really encourage faculty to find ways to integrate the focus into their curricula for the year. The arts and humanities outcome was discussed as the primary option for the first learning focus. Matt commented that the committee would need to develop ways to maintain the learning focus throughout the year; touch points that don't necessarily need to be a string of large events. Peter brought up the idea of having cross-disciplinary collaboration, such as having art faculty educate science faculty about how science and art can fit together. Betty provided an example of how the nursing program ties in arts and humanities by having students create mandalas.

Future meetings: Sept. 9, Oct. 14, Nov. 4, Dec. 9: CTL Conference Room, 3:00-4:30 p.m.

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 2010 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 26, 2010

Recipients will be notified by April 23, 2010

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.

Results Outreach Committee ROC Final Report

ROC Project Title

Assessment and Quality Matters - Online Economics Faculty

Name(s) and Department

Bill Demory, Debbie Henney, Greg Pratt – Social Sciences

Work Phone Number(s)

Abstract

Describe in a concise summary the purpose of your ROC project including how this project was linked to the college-wide assessment outcomes result(s), the type of instructional /scholarly endeavor(s) engaged in, and the collaborative nature of the project (120 word limit).

This project begins a process to evaluate the efficacy of Quality Matters for online instruction by incorporating two Quality Matters Certified courses – ECN 211 Principles of Macroeconomics and ECN 212 Principles of Microeconomics into one half of online economics courses for the purposes of comparison to existing curriculum and delivery. This project linked directly to the culture of quantitative measurement that is at the heart of assessing the college level outcomes developed by SOC. While all of these outcomes are not taught or assessed in the economics curriculum, those that are were at the heart of the Quality Matters application in this project. The project collaborators worked with the CTL, MCCD –MCLI, the Quality Matters Review teams and each other to an instructional plan, an assessment instrument of content, skills, and academic maturity, a planned pilot to use that instrument to compare the QM online classes with non QM classes, revised online instructional design and presented the results to Economics and Social Science faculty and the MCC Online Economics Faculty.

The resulting assessment instrument, process) and final report can be used by Social Sciences, MCC Online and other areas of the campus to assess the use of QM based course instructional design and revision.

(documented via wiki - <http://mccsocialsciences.wetpaint.com/page/ROC+-Assessment+and+Quality+Matters+-+Online+Economics+Faculty>)

Outcomes

Describe the intended outcomes of the project and how they were met. (If your project involved sponsoring a speaker, do not provide a detailed background of the presenter, but instead focus on how the presentation addressed the outcomes assessment results.)

Proposed outcomes and results

Students

Benefit will be an analytic evaluation of QM v non QM developed and assessed course delivery.

Results – unfortunately, due to a reduction in support for the proposed project, the project did not complete the evaluation process and format for comparison. Funding expired on June 30, 2010 before any actual data collection and analysis could begin. One of the proposals from this project would be support to actually allow the data analysis envisioned by the project collaborators. The collaborators are in active discussion about submission of a ROC for summer 2011 and expanding the base of instruction to other social or cultural science disciplines.

Benefit to online students - this subset of students suffers lower retention than the college population as a whole. The results of this project will allow for an assessment and comparison to determine alternatives to the current delivery.

Results – unfortunately, due to a reduction in the proposed project, the project did not complete the evaluation process and therefore could not begin an actual analysis. The ROC is well aware that the rapidly growing online student population should be included in the actual SOC. The project collaborators endorse this sentiment and would like to incorporate the data for online SOC results in the evaluation of Quality Matters delivery of economics courses as compared to non Quality Matters economics delivery. As previously indicated the collaborators are in active discussion about submission of a ROC for summer 2011 and would be very interesting in incorporating any SOC data from online students.

College wide outcomes assessment endeavor

Results - The process and the specific outcomes - assessment instrument and wiki (<http://mccsocialsciences.wetpaint.com/page/ROC+-Assessment+and+Quality+Matters+-+Online+Economics+Faculty>) documenting the process are now available to MCC Online, SOC, Social Sciences and the entire college as the basis for a conversation dealing with the existing SOC approach and MCC Online approach to self assessment of readiness, pre and post testing and the relative costs and benefits of Quality Matters certified course design and delivery by instructors who have grounding in Quality Matters as well as professional development necessary to integrate QM based instruction in online delivery.

Educational climate

Benefit - Move the efforts of SOC and ROC toward data/research collection and to decisions that consider research and data from MCC online economics classes to all economics classes to Social Sciences course work.

Results - Given constrained resources and the demands on all members of the college community this continues to be a challenge. Data collection by the MCC Online Economics faculty (the basis for much of the preliminary work of this project) is both time consuming and challenging. That said, the continued support by the MCC Online Economics faculty is reflective of the broader commitment to data based decisions that accelerated over the past 2 years.

Benefit - Provide faculty with the opportunity to learn more about the advantages of QM and the relationship between QM and assessments

Results - We did accomplish this one! The two faculty who completed Quality Matters certification for ECN 211 and 212 have been tireless and generous in sharing their experience.

Benefit - Move from reactive to proactive mode in dealing with challenges facing online instruction and economics instruction.

Impact and applicability

Describe the broad impact and applicability of your ROC project on student learning, programs, and/or departments. Description should address specifically how the ROC project provides a bridge between the assessment data, planning, pedagogy, and learning.

The ROC project directly affected student learning because faculty who participated implemented Quality Matters into their classes for beginning Second Summer Semester 2010. These online QM classes represent 50 per cent of online economics instruction and will provide the foundation for a comparison that is of interest to the college community. In addition, the participating faculty developed and implemented a process for pre and post testing, distance readiness self assessment and course evaluation in these QM online courses and data can now be collected going forward.

Dissemination

This report will appear on the ROC website and will be available to the public.

The entire ROC process, data and analysis can be found at <http://mccsocialsciences.wetpaint.com/page/ROC+-+Assessment+and+Quality+Matters+-+Online+Economics+Faculty>

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 2009-2010



**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 2009-2010

SHOW ME THE LEARNING

2010

ARTS AND HUMANITIES
COMMUNICATION
CULTURAL DIVERSITY
GLOBAL AWARENESS
INFORMATION LITERACY
NUMERACY
PROBLEM SOLVING
SCIENTIFIC INQUIRY

ASSESSMENT WEEK February 22 - 27

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



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, Global Awareness, and Arts and Humanities. Students enrolled in Career and Technical programs participate in workplace skills assessment.

Tips for Faculty Giving Assessments

Mesa Community College – Student Outcomes Assessment Program

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

In the past a number of faculty have had questions about giving assessments. Their concerns typically fell into two categories:

- Should we tell students about the assessment in advance and, if so, what do we tell them?
- Should we offer some kind of incentive for their participation?

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

Preparing the Class:

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

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

Use of Incentives:

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

Here is one scenario that an instructor offered from her experience:

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

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

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 2010!

February 21-27

Faculty Volunteers Needed

Our 14th Annual Assessment Week is scheduled for February 21- 27, 2010.

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 2010 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.

Appendix E: Sample Assessment Week Materials

ASSESSMENT WEEK 2010 CONFIRMATION
Workplace Skills Assessment

Dear «Instructor»,

Thank you for volunteering to administer the Workplace Skills assessment to one or more of your sections during Assessment Week 2010 (February 22-27). Packets of assessment materials will be sent to your departments via campus mail next week. If you do not receive your materials by Friday, February 19, please contact Dennis Mitchell in the Office of Research and Planning at 1-7213 or dsmith@mesacc.edu.

PLEASE REVIEW THE INFORMATION BELOW. If the information is incorrect, or you are unable to administer assessments in these sections, immediately contact Dennis in the research office. For general questions regarding the student outcomes assessment, contact Derek Borman, Student Outcomes Committee chair, at 1-7181 or dborman@mesacc.edu. Please administer the Workplace Skills assessment during the week of February 22-27, and return your completed assessments and other materials to the research office by **Friday, March 5**.

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

Your Assessment Week course(s) and section number(s):

«Course», «Course_ID»

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!*