
*The Mesa Community College
Program to Assess Student Learning*

Annual Report AY 2015-2016

Prepared by:
Office of Institutional Effectiveness

November 2016



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



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I. Introduction and Background

History and Overview of Assessment

Mesa Community College (MCC) is committed to providing quality education for its students as evidenced in our institutional value, Learning - MCC champions individual student success that reflects the highest academic standards. The college recognizes the need for accurate assessment data to use in evaluating student learning and the effectiveness of the College in meeting its mission. MCC accepts the proposition that the value of assessment is found in the use of the assessment data to improve student learning.

Over the past decade, MCC's student learning outcomes were assessed at a college-wide level through Assessment Week. Faculty donated a class session to proctor an exam that gauged student performance on one of ten learning outcomes. The assessment results were divided into pre- and post-groups based on the number of credit hours that students completed at the time the test was taken. Using this methodology, MCC has consistently shown that students who complete a few semesters at MCC perform better on the learning outcomes than students who had completed less than one semester. In 2007, the Council for Higher Education Accreditation (CHEA) recognized MCC for the innovation of the Assessment Week program.

Areas in need of improvement were identified through the Assessment Week program. Internal grant funds were made available to support initiatives to improve teaching and learning in targeted areas. The grant initiatives supported innovative approaches and sparked important conversations. In the Fall of 2012, the conversation of the difficulty of documenting sustainable improvement of student learning and "closing the loop" motivated the revisions to our college Student Learning Outcomes and assessment method.

The Student Outcomes Committee (SOC) is a faculty senate committee. The committee directs activities related to the implementation of MCC's Student Outcomes Assessment program. In the Fall of 2012, SOC created a Student Outcomes Committee Informed Improvement (SOCii) cluster. Informed improvement is an ongoing cycle of researching, planning, taking action, measuring and analyzing the impact, and making changes designed to increase student learning and success. Through the informed improvement project, SOCii used evidence-based decision-making to address the question:

How can the Student Outcomes Committee Informed Improvement Team facilitate the effective integration of general education outcomes assessment throughout all MCC programs and departments? (Fall 2012)

In researching the issue, the team attended several local and national conferences on assessment. Attendance to the conferences raised awareness as to the extent of course level assessment that was taking place across many colleges and institutions. Thus, confirming the need to revise our assessment methodology.

SOC and Faculty Senate approved a revision of the general education outcomes to better focus on student success. MCC's Student Learning Outcomes became MCC's 4Cs: Communication, Civic Engagement, Critical Thinking, and Cultural and Global Engagement, with each outcome having 5 to 6 criteria. MCC's 4Cs uses standardized scoring guidelines assessment instead of standardized assessment test. This allows instructors to apply the assessment results to their course content and pedagogical practice.

The transition from the old model of learning outcome assessment to the MCC's 4Cs assessment model allows all students to be assessed regardless of modality. The college will be able to accurately assess the outcomes and "close the loop" of improved instruction by having access to meaningful course, program, and college level performance data.

Organizational Structure for Assessment

The Student Outcomes Committee is composed of 34 faculty from many disciplines, and confers regularly with the Faculty Senate. The Dean of the Office of Institutional Effectiveness (OIE), as well as analysts from the office, serves as a consultant to the committee to ensure that assessment processes and methodologies reflect good practice, including adherence to guidelines for ethical research.

In the past, SOC has run assessment week with substantial participation from full-time and part-time faculty who developed, administered, and scored the assessment instruments. The current revision of our process to assess student learning has continued to engage faculty through regular meetings of the committee, and through the participation of dozens of other academic and occupational faculty in events like a multi-day curriculum mapping processes designed to help tie course competencies in every discipline to the four Institutional Learning Outcomes.

Follow or copy and paste this link into a web browser to access SOC 2015-2016 meeting minutes.

<https://www.mesacc.edu/about/office-institutional-effectiveness/student-assessment/student-outcome-committee>

SOC Goals and Accomplishments

The MCC Student Outcomes Committee achieved a number of significant accomplishments for the 2013-2014 and 2014-2015 academic years:

Fall 2013-Spring 2014

- “Be a Champion” promotion for increased participation in SOC; the committee doubled in size
- SOC initiated a revision of MCC’s Institutional Student Learning Outcomes (ISLOs)
- Scoring Guidelines were created for each learning outcome
- Faculty Senate approved MCC’s new ISLOs, MCC’s 4Cs in December 2013
- Faculty mapped the ISLOs to curriculum
- SOC Chair and SOC Chair-elect presented at the first AZ Assessment Conference in regards to MCC’s 4Cs

Fall 2014-Spring 2015

- College-wide marketing campaign to promote MCC’s 4Cs
 - Faculty academic summit which focused on how each ‘C’ can be assessed through course assignments and activities
 - Adjunct faculty convocation presentation and activity to introduce adjunct faculty to MCC’s 4Cs
 - Faculty workshops at Southern and Dobson and Red Mountain campuses addressing each outcome and its criteria
 - Promotional material such as pens and postcards were given out to faculty and staff at MCC
 - MCC’s 4Cs banners were posted around Southern and Dobson and Red Mountain campuses
- 12 hour reassign position for an Assessment Coordinator was approved by faculty senate and administration; position became effective January 2015
- 7 Assessment Coaches selected to promote and educate on the MCC’s 4Cs were established
- MCC’s 4Cs pilot started in Spring 2015
- “Lunch and Learn” event to walk faculty through the process of preparing their Canvas course for MCC’s 4Cs assessment pilot
- Assessment Coordinator and Assessment Coaches educated MCC’s 4Cs assessment pilot volunteers on the new assessment process and assisted faculty in preparing their courses for the pilot
- Pilot ended the 15th of May 2015 – faculty provided feedback

Fall 2015

- Fall 2015 faculty summit on assessment
- Workshops and trainings conducted to educate and assist all faculty with MCC's 4Cs
- MCC's 4Cs assessment pilot results provided as well as feedback from online faculty survey
- Training on MCC's 4Cs and new assessment method included in New Faculty Orientation

SOC Goals

SOC will continue to build a culture of assessment around MCC's 4Cs across curriculum and in co-curricular programs and activities. Some of the SOC goals are as follows:

- SOC will work to increase faculty participation in integration of MCC's 4Cs into curriculum
 - Use the initial course mapping activity, determine a baseline level of integration of MCC's 4Cs into all courses offered at MCC and increase each year until all courses have integrated the outcomes
- SOC will work to increase faculty participation in assessing MCC's 4Cs at the course level
 - Determine faculty participation rate in MCC's 4Cs Assessment Pilot conducted in Spring 2015 and double the participation rate each year for the following four years
- SOC will begin working with department chairs and managers to ensure that MCC's 4Cs is a documented department initiative in every department plan
- SOC will begin work to identify all co-curricular programs and activities and assist with the integration and assessment of MCC's 4Cs; having all co-curricular programs and activities integrated and assessing by 2018

II. MCC's 4Cs Development Process

The process began by following the informed improvement strategy. Each of the original student learning outcomes and descriptors were reviewed and evaluated. Common descriptors were eliminated while at the same time linking the new outcomes to the college's Vision, Mission and Value (VMV) statements. The linkage to the MCC's VMV insured fluid integration of institutional student learning outcomes into the college plan. MCC's 4Cs were born: Communication (CO), Critical Thinking (CT), Civic Engagement (CE), and Cultural and Global Engagement (CG).

Groups were formed for each outcome; faculty from both Southern and Dobson and Red Mountain campuses were invited, and participated, in the development of the outcomes clear definitions, the criteria to assess it and scoring guidelines. Scoring guidelines were patterned after the Association of American Colleges and Universities (AACU) and Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics. On December 5, 2013 the MCC's 4Cs were born after unanimous approval from Faculty Senate. SOCii process chart shown below:

Figure 1

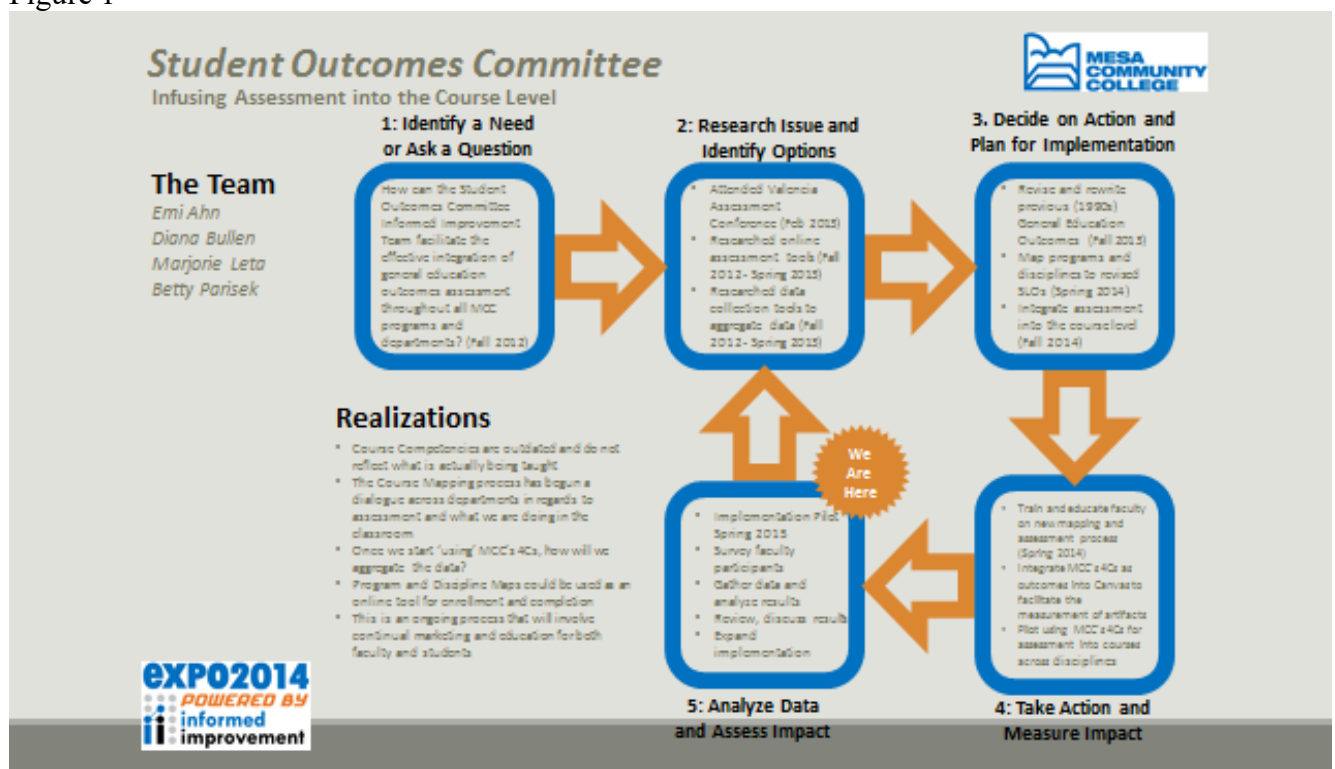


Figure 2

Mesa Community College: Institutional Student Learning Outcomes “MCC’s 4Cs”	
<p><i>The following Institutional Student Learning Outcomes are consistent with the Vision, Mission, and Values of both the Maricopa Community Colleges District and Mesa Community College, and reflect our commitment to Individual and Community, Innovation, Integrity, Learning, and Service Excellence.</i></p>	
<p>COMMUNICATION (CO) Institutional Learning Outcome: Purposeful development, expression, or reception of a message through oral, written, or non-verbal means.</p> <p>1. PURPOSE: Establish a clear central focus for a message, which demonstrates an understanding of context, audience and task. 2. CONTENT: Develop appropriate, relevant content logically sequencing ideas and information. 3. LANGUAGE: Apply language of a discipline in an appropriate and accurate manner to demonstrate comprehension. 4. EXECUTION: Convey a message effectively. 5. RECEPTION: Utilize appropriate oral, written, or non-verbal means to receive or interpret a message effectively.</p>	<p>CIVIC ENGAGEMENT (CE) Institutional learning Outcome: Encompasses actions to promote the quality of life in a community, through both political and non-political processes.</p> <p>1. INCLUSIVENESS – Demonstrate an ability to engage respectfully with others in a diverse society. 2. APPLICATION OF KNOWLEDGE – Apply the knowledge from one’s own study and experiences to active and ethical participation in civic life. 3. DEMONSTRATION OF CIVIC IDENTITY AND COMMITMENT – Provide evidence of experience in and reflection on civic engagement activities. 4. CIVIC COMMUNICATION – Communicate and listen to others in order to establish personal and professional relationships to further civic action. 5. ENGAGEMENT IN CIVIC ACTION AND REFLECTION –Demonstrate the ability to deliberate and collaborate on issues and problems to achieve a civic aim.</p>
<p>CRITICAL THINKING (CT) Institutional Learning Outcome: The mental process of effectively identifying, determining, gathering, evaluating, and utilizing resources to innovate and/or to accomplish a specific task.</p> <p>1. IDENTIFY ISSUE: Identify and interpret a problem or issue. 2. DETERMINE NEEDS: Determine the resources needed. 3. GATHER RESOURCES: Gather resources effectively and efficiently. 4. EVALUATE RESOURCES: Evaluate resources critically. 5. UTILIZE RESOURCES: Utilize resources effectively and creatively to innovate and/or to accomplish a specific task. 6. ASSESS RESULTS: Assess and evaluate results.</p>	<p>CULTURAL AND GLOBAL ENGAGEMENT (CG) Institutional learning Outcome: Encompasses the awareness of cultural systems, events, and creations and an ability to apply this cultural and global awareness to human interaction and expression.</p> <p>1. CULTURAL KNOWLEDGE: Identify cultural systems, events, or creations. 2. GLOBAL INFLUENCES: Identify the global forces that shape culture and subculture. 3. CULTURAL AND GLOBAL SELF AWARENESS: Analyze and explain the impact of culture and experience on one’s worldview and behavior, including stereotypes, assumptions, biases, and prejudices. 4. CULTURAL AND GLOBAL AWARENESS: Analyze and explain the impact of historical events, perspectives, or cultures on world societies, human interaction and expression, and the natural environment. 5. INCLUSIVENESS: Demonstrate a willingness and ability to engage with other cultures and global societies. 6. CULTURAL EXPRESSION: Generate ideas, creations, or models that express the human condition and our relationship with the world around us.</p>



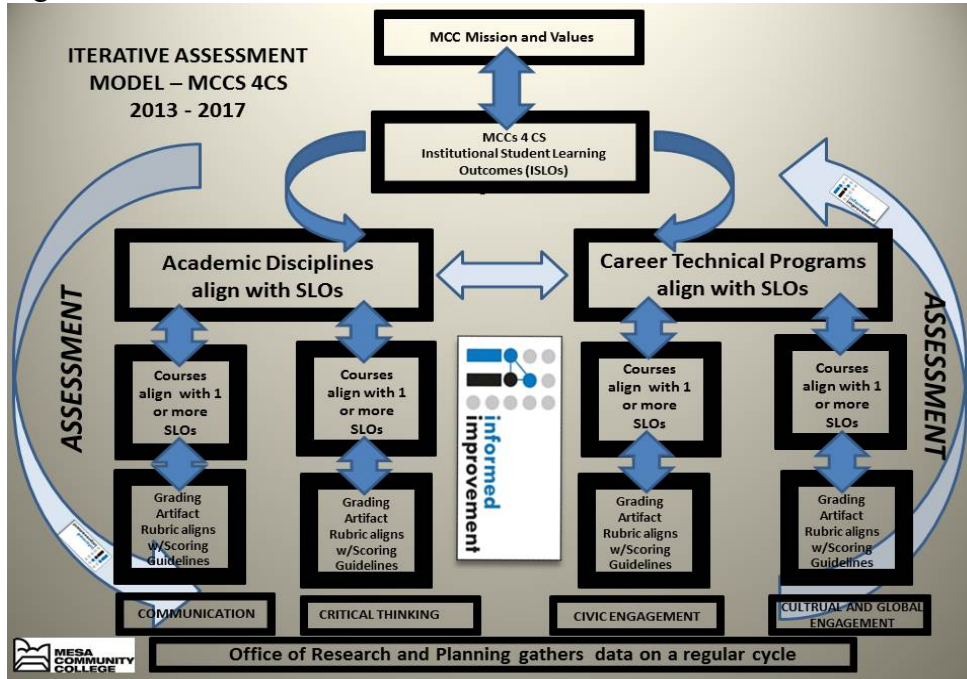
5 December

2013

Institutional Student Learning Outcomes Mapping Activity

SOC led the Academic Summit during the Spring 2014 semester. The summit engaged faculty from across both campuses and all disciplines and programs. Workshops were carried out for 2 days during accountability week and 100 faculty participated. All academic areas and all CTE departments with the exception of one were represented. The workshops allowed faculty to review their courses, and map their programs to the new Institutional Student Learning Outcomes (iSLOs).

Figure 3



III. Methodology

During the semesters of Fall 2015 and Spring 2016 (Fall 2015-Spring 2016), SOC invited all residential, one year only, one semester only, and adjunct faculty to participate in MCC's 4Cs assessment. To assist with promoting participation in assessment activities, lead faculty through the assessment process, and provide guidance in the creation of a signature assignment aligning to the scoring guidelines, SOC sought out and chose Assessment Coaches.

Faculty participants identified a 'C' that best aligned with their course. The faculty chose an assignment within their course that aligned with all criteria of the chosen outcome. Faculty attached the 'C' scoring guidelines to the course assignment in Canvas. Using Canvas students assessed in a 'C' were given a rate of achievement levels 1 through 4, with level 4 being the highest level of achievement. The data collected in Canvas for each semester was exported, combined into one dataset, aggregated and analyzed using Excel, MCCC Institutional Research Information System (IRIS), and SPSS.

During the analysis phase, if a student's outcome score was blank, a zero score was given. College level and course level 'C' averages were calculated. The average scores range from zero to four, with four being the highest level of achievement.

Data Collection Procedures

SOC focused assessment efforts on the four outcome areas: Civic Engagement, Communication, Critical Thinking, and Cultural and Global Engagement.

SOC members and Assessment Coaches recruited faculty volunteers. Flyers, informational sessions and trainings, intranet postings, and posters were provided to help recruit volunteers. One hundred and two faculty members volunteered a total of 235 sections at Southern and Dobson, Red Mountain campuses and Online during Fall 2015-Spring 2016. Faculty administered all assessments in regular class sessions during each semester.

Using Canvas, faculty participation was tracked throughout both Fall and Spring semesters by checking if the instructor attached Scoring Guidelines to at least one of their courses. Either the SOC chair or an Assessment Coach notified faculty whom said they would participate, but had not attached Scoring Guidelines by the end of the semester.

Administration of the assessment occurred during the regular classroom period. Faculty utilized an assignment which had already been created or they created a new assignment that best aligned with one of the MCC's 4Cs. Students were informed that the purpose of the assessment was to measure whether education goals are being achieved in order to improve programs and student learning at MCC.

Faculty administered and scored the assessments using Canvas by the end of each semester. At the end of the semesters, OIE exported an Outcomes Report from Canvas into Excel. The reports contained student names, course name, section number, learning outcome, outcome score, and title of assignment. The exported data was used to match each student's assessment with exact demographic and course data using IRIS.

Student Profile of MCC's 4Cs Fall 2015-Spring 2016

Table 1

Student Profile of Fall 2015 and Spring 2016 Assessments and College		
	Fall 2015-Spring 2016 Assessment	Total College (Fall 15 45th day)
Headcount (Unduplicated)	3,061	21,491
Ethnicity		
Am. Indian/Alaska Native	4.3%	4.2%
Asian	8.0%	5.8%
Black/African American	6.9%	6.8%
Hispanic/Latino	23.1%	22.7%
Native Hawaiian/Pacific Islander	0.4%	1%
Other/Not Specified	6.5%	9%
White	50.7%	51.9%
Gender		
Female	57.0%	50.4%
Male	42.0%	48.3%
Undeclared	1%	1.3%
Age Group		
15-19	27.8%	29.0%
20-24	37.5%	33.3%
25-29	15.0%	15.3%
30-39	11.5%	12.2%
40-49	5.1%	5.5%
50-59	2.5%	3.2%
60+	0.6%	1.1%
Undeclared	0%	0.3%
Primary Time of Attendance		
Day	70.1%	56.6%
Evening	8.0%	18.3%
Non-Traditional	20.4%	22.5%
Weekend	1.5%	2.6%
Academic Load		
Full Time	47.9%	31.4%
3/4 Time	22.4%	17.0%
Half-Time	20.0%	22.8%
Less than Half-Time	9.3%	28.8%

IV. Overall Summary of Results

Faculty Participation

In 2013, SOC completed Assessment Week with 81 faculty volunteering 136 sections. The residential faculty participation rate for Assessment Week 2012-2013 was 23.6%.

MCC moved to MCC's 4Cs assessment model in Spring 2015 (See Appendix B for the summary of AY 2014-2015 assessment results). SOC worked to increase awareness and promote the use of MCC's 4Cs to the college community. The table below shows the number of faculty that volunteered in MCC's 4Cs pilot during Spring 2015 and Fall 2015-Spring 2016 participants, as well as, the faculty participation rate.

Table 2

Faculty Participation		
	MCC's 4Cs Spring 2015 Pilot	Fall 2015-Spring 2016
Number of Residential Faculty Participants	33	71
Number of Adjunct Faculty Participants	2	31
Residential Faculty*	341	323
Adjunct Faculty	861	812
4Cs Residential Faculty Participation Rate	<i>9.68%</i>	<i>21.98%</i>
4Cs Adjunct Faculty Participation Rate	<i>0.23%</i>	<i>3.81%</i>

*FY 2015-2016 actively filled faculty positions (Residential and OYO)

Analysis Highlights

- 3,061 students were assessed, completing 3,871 assessments in 88 different courses from 17 departments
- 71 residential and 31 adjunct faculty administered the assessments in 235 different sections
- 748 students were assessed in Civic Engagement with a college-wide learning outcome average score of 2.88
- 1,163 students were assessed in Communication with a college-wide learning outcome average score of 2.99
- 1,364 students were assessed in Critical Thinking with a college-wide learning outcome average score of 3.14
- 596 students were assessed in Cultural and Global Engagement with a college-wide learning outcomes score of 2.87

V. Results and Observations

Overall Results

Students may have been given an MCC's 4Cs assessment in more than one course, therefore, the # of students in each table in this section are a duplicate count of students.

Table 3

Fall 2015-Spring 2016- Assessments Administered by Department				
Department	# of Instructors	# of Courses	# of Sections	# of Students
Administration of Justice	5	7	8	106
Applied Sciences and Technology	2	3	3	74
Art	6	8	10	210
Business & Information Systems, Network Academy, and Fashion	27	24	64	782
Counseling	1	1	1	5
Cultural Science	2	2	2	37
Education Studies	2	2	9	89
English/ Humanities/ Journalism	6	4	11	152
Exercise Science, Physical Education, Recreation, Dance	4	5	12	142
Life Science	6	3	16	372
Mathematics and Computer Science	4	5	7	129
Nursing	6	2	7	117
Psychological Science	8	2	16	265
Reading	7	7	29	528
Social Science	8	5	11	189
Speech Com/Theatre Arts	5	4	20	536
World Languages	3	4	9	138
Total	102	88	235	3,871

Table 4

Fall 2015-Spring 2016 - Assessment – All Locations		
Learning Outcome	# of Students (Duplicated)	Average Score
Civic Engagement	748	2.88
Communication	1163	2.99
Critical Thinking	1364	3.14
Cultural and Global Engagement	596	2.87
Total	3,871	-

Note: The average is on a scale from zero to four with four being the highest level of achievement

Table 5

Fall 2015-Spring 2016 - Assessment – Southern and Dobson		
Learning Outcome	# of Students	Average Score
Civic Engagement	468	2.97
Communication	917	2.93
Critical Thinking	974	3.12
Cultural and Global Engagement	372	2.70
Total	2,731	-

Note: The average is on a scale from zero to four with four being the highest level of achievement

Table 6

Fall 2015-Spring 2016 - Assessment – Red Mountain		
Learning Outcome	# of Students	Average Score
Civic Engagement	34	3.37
Communication	12	2.50
Critical Thinking	67	3.16
Cultural and Global Engagement	34	3.37
Total	147	-

Note: The average is on a scale from zero to four with four being the highest level of achievement

Table 7

Fall 2015-Spring 2016 - Assessment – Online		
Learning Outcome	# of Students	Average Score
Civic Engagement	246	2.66
Communication	234	3.25
Critical Thinking	308	3.22
Cultural and Global Engagement	190	3.12
Total	978	-

Note: The average is on a scale from zero to four with four being the highest level of achievement

Table 8

Fall 2015-Spring 2016 - Assessment – MCC Offsite		
Learning Outcome	# of Students	Average Score
Civic Engagement	-	-
Communication	-	-
Critical Thinking	15	2.73
Cultural and Global Engagement	-	-
Total	15	-

Note: The average is on a scale from zero to four with four being the highest level of achievement

Civic Engagement

Definition

Civic Engagement: Encompasses actions to promote the quality of life in a community, through both political and non-political processes. See Appendix A for Scoring Guidelines.

Descriptors

1. Inclusiveness: Demonstrate and ability to engage respectfully with others in a diverse society.
2. Application of Knowledge: Apply the knowledge from one's own study and experiences to active and ethical participation in civic life.
3. Demonstration of Civic Identity and Commitment: Provide evidence of experience in and reflection on civic engagement activities.
4. Civic Communication: Communicate and listen to others in order to establish personal and professional relationships to further civic action.
5. Engagement in Civic Action and Reflection: Demonstrate the ability to deliberate and collaborate on issues and problems to achieve a civic aim.

Civic Engagement Results

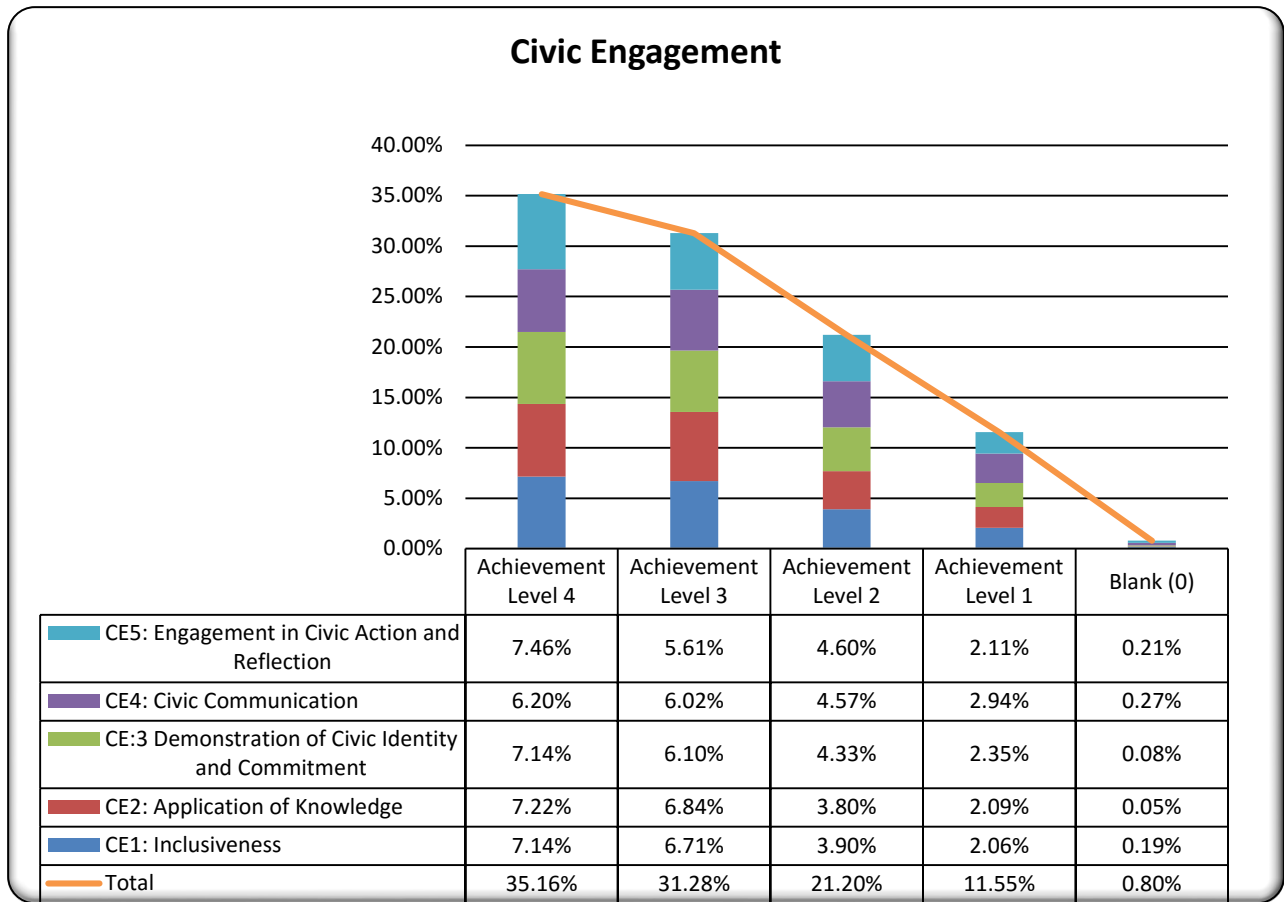
Table 9 shows the college-wide Civic Engagement learning outcome score for Fall 2015-Spring 2016. In calculating the average score, blanks were given a score of zero. Therefore, the average score is on a scale of 0 to 4, with four being the highest level of achievement.

Chart 1 shows the percentage of students scoring at each achievement level per descriptor.

Table 9

Fall 2015-Spring 2016 - Assessment – All Locations		
Learning Outcome	# of Students	Average Score
Civic Engagement	748	2.88

Chart 1



- 66.44% of Civic Engagement assessments were rated at achievement level 4 or achievement level 3
- CE5: Engagement in Civic Action and Reflection assessed more students at achievement level 4 (7.46%) than the other descriptors assessing at achievement level 4
- CE2: Application and Knowledge assessed more students at achievement level 3 (6.84%) than the other descriptors assessing at achievement level 3
- CE5: Engagement in Civic Action and Reflection assessed more students at achievement level 2 (4.60%) than the other descriptors assessing at achievement level 2
- CE4: Civic Communication assessed more students at achievement level 1 (2.94%) than the other descriptors assessing at achievement level 1

Communication

Definition

Communication: Purposeful development, expression, or reception of a message through oral, written, or non-verbal means. See Appendix A for Scoring Guidelines.

Descriptors

1. Purpose: Establish a clear central focus for a message, which demonstrates an understanding of context, audience and task.
2. Content: Develop appropriate, relevant content logically sequencing ideas and information.
3. Language: Apply language of a discipline in an appropriate and accurate manner to demonstrate comprehension.
4. Execution: Convey a message effectively.
5. Reception: Utilize appropriate oral, written, or non-verbal means to receive or interpret a message effectively.

Communication Results

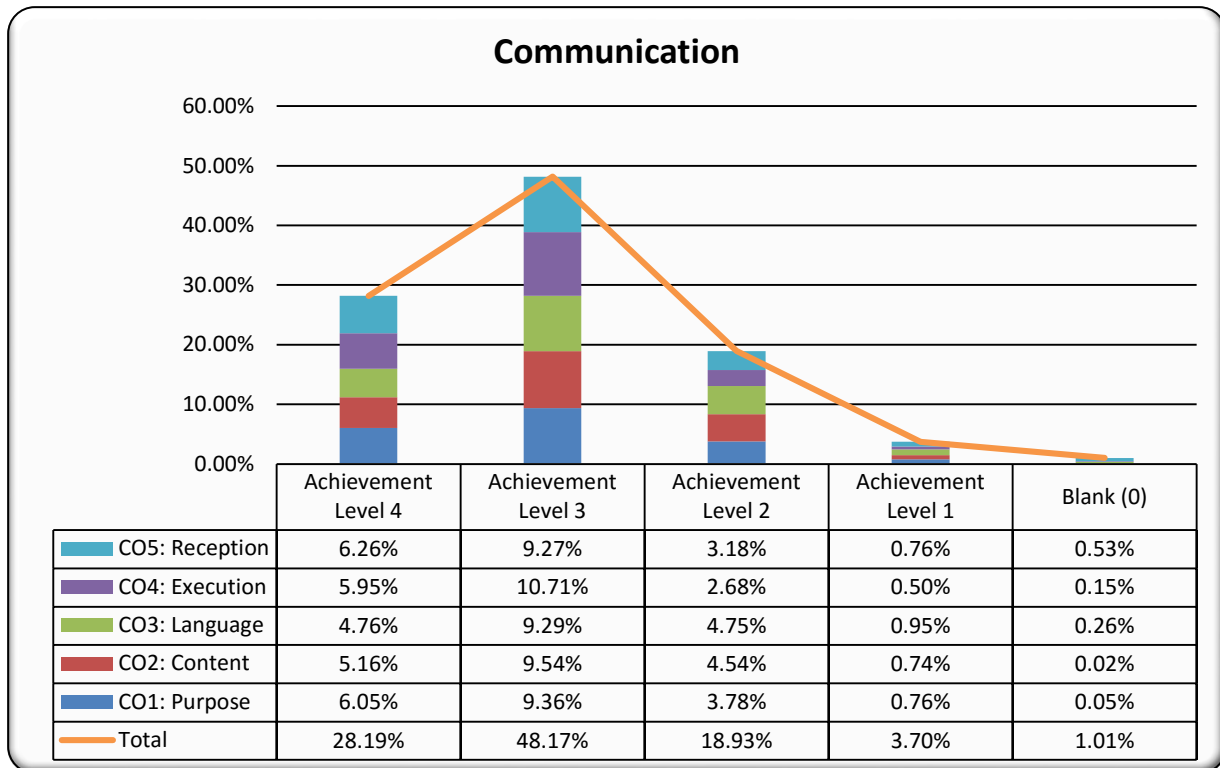
Table 10 shows the college-wide Communication learning outcome score for Fall 2015-Spring 2016. In calculating the average score, blanks were given a score of zero. Therefore, the average score is on a scale of 0 to 4, with four being the highest level of achievement.

Chart 2 shows the number of students and the percentage of students scoring at each achievement level per descriptor.

Table 10

Fall 2015-Spring 2016 - Assessment – All Locations		
Learning Outcome	# of Students	Average Score
Communication	1163	2.99

Chart 2



- 48.17% of Communication assessments were rated at achievement level 3
- CO5: Reception assessed more students at achievement level 4 (6.26%) than the other descriptors assessing at achievement level 4
- CO4: Execution assessed more students at achievement level 3 (10.71%) than the other descriptors assessing at achievement level 3
- CO3: Language assessed more students at achievement level 2 (4.75%) than the other descriptors assessing at achievement level 2
- All descriptors assessing at achievement level 1 were less than 1%

Critical Thinking

Definition

Critical Thinking: The mental process of effectively identifying, determining, gathering, evaluating, and utilizing resources to innovate and/or to accomplish a specific task. See Appendix A for Scoring Guidelines.

Descriptors

1. Identify Issue: Identity and interpret a problem or issue.
2. Determine Needs: Determine resources needed.
3. Gather Resources: Gather resources effectively and efficiently.
4. Evaluate Resources: Evaluate resources critically.
5. Utilize Resources: Utilize resources effectively and creatively to innovate and/or to accomplish a specific task.
6. Assess Results: Assess and evaluate results.

Critical Thinking Results

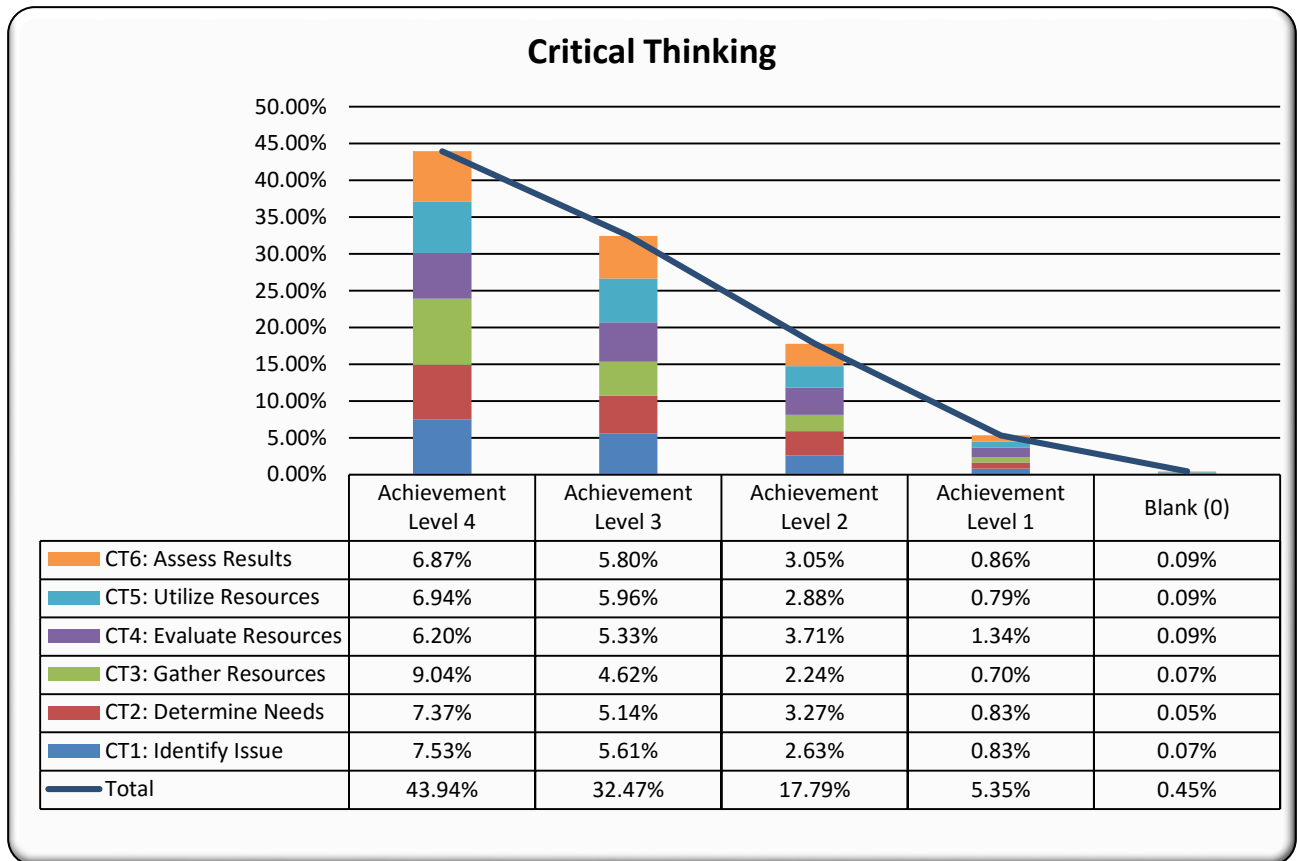
Table 11 shows the college-wide Critical Thinking learning outcome score for Fall 2015-Spring 2016. In calculating the average score, blanks were given a score of zero. Therefore, the average score is on a scale of 0 to 4, with four being the highest level of achievement.

Chart 3 shows the number of students and the percentage of students scoring at each achievement level per descriptor.

Table 11

Fall 2015-Spring 2016 - Assessment – All Locations		
Learning Outcome	# of Students	Average Score
Critical Thinking	1364	3.14

Chart 3



- 76.41% of Critical Thinking assessments were rated at achievement level 4 or achievement level 3
- CT3: Gather Resources assessed more students at achievement level 4 (9.04%) than the other descriptors assessing at achievement level 4
- CT5: Utilize Resources assessed more students at achievement level 3 (5.96%) than the other descriptors assessing at achievement level 3
- CT4: Evaluate Resources assessed more students at achievement level 2 (3.71%) than the other descriptors assessing at achievement level 2
- CT4: Evaluate Resources assessed more students at achievement level 1 (1.34%) than the other descriptors assessing at achievement level 1

Cultural and Global Engagement

Definition

Cultural and Global Engagement: Encompasses the awareness of cultural systems, events, and creations and an ability to apply this cultural and global awareness to human interaction and expression. See Appendix A for Scoring Guidelines.

Descriptors

1. Cultural Knowledge: Identify cultural systems, events, or creations.
2. Global Influences: Identify the global forces that shape cultural subculture.
3. Cultural and Global Self Awareness: Analyze and explain the impact of culture and experience on one's worldview and behavior, including stereotypes, assumptions, biases, and prejudices.
4. Cultural and Global Awareness: Analyze and explain the impact of historical events, perspectives, or cultures on world societies, human interaction and expression, and the natural environment.
5. Inclusiveness: Demonstrate a willingness and ability to engage with other cultures and global societies.
6. Cultural Expression: Generate ideas, creations, or models that express the human condition and our relationship with the world around us.

Cultural and Global Engagement Results

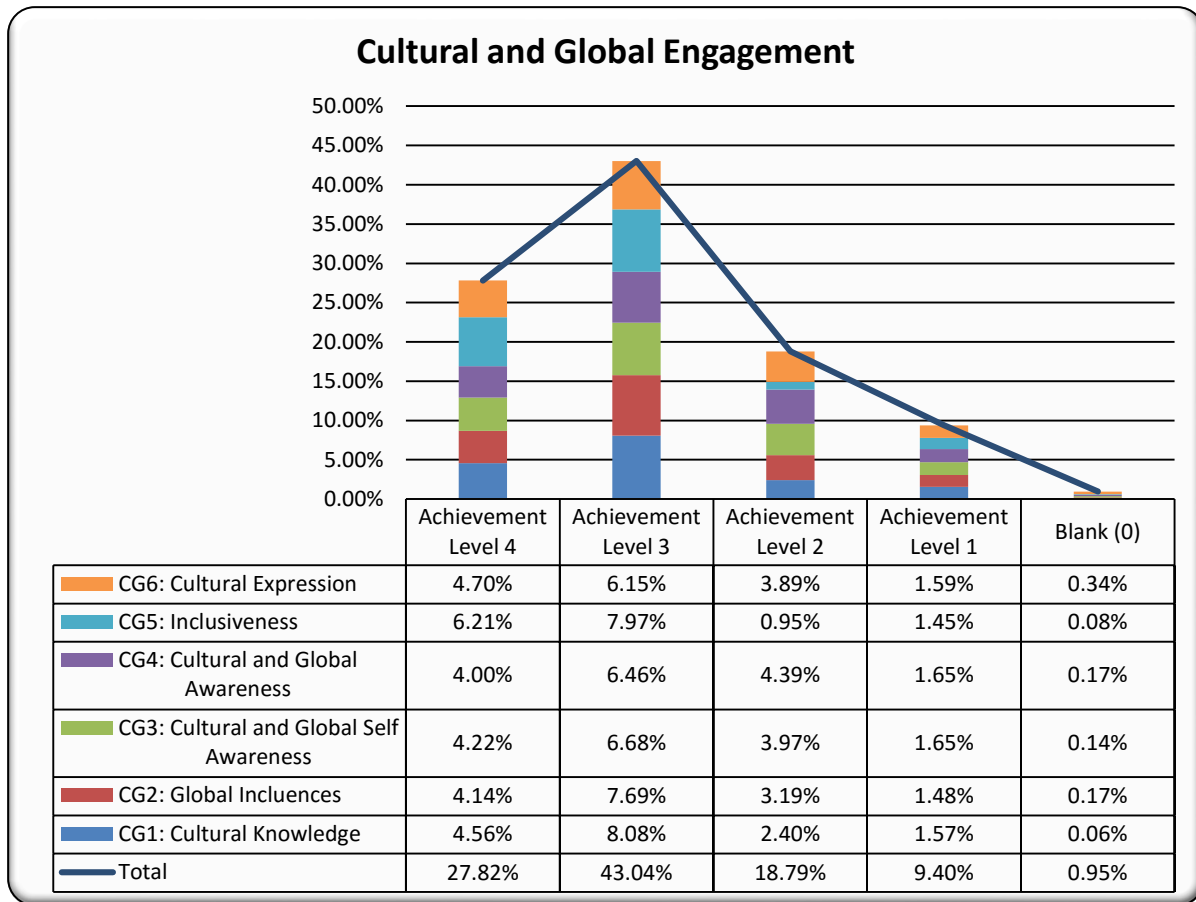
Table 12 shows the college-wide Cultural and Global Engagement learning outcome score for Fall 2015-Spring 2016. In calculating the average score, blanks were given a score of zero. Therefore, the average score is on a scale of 0 to 4, with four being the highest level of achievement.

Chart 4 shows the number of students and the percentage of students scoring at each achievement level per descriptor.

Table 12

Fall 2015-Spring 2016 - Assessment – All Locations		
Learning Outcome	# of Students	Average Score
Cultural and Global Engagement	596	2.87

Chart 4



- 43.04% of Cultural and Global assessments were rated at achievement level 3
- CG5: Inclusiveness assessed more students at achievement level 4 (6.21%) than the other descriptors assessing at achievement level 4
- CG1: Cultural Knowledge assessed more students at achievement level 3 (8.08%) than the other descriptors assessing at achievement level 3
- CG4: Cultural and Global Awareness assessed more students at achievement level 2 (4.39%) than the other descriptors assessing at achievement level 2
- CG4: Cultural and Global Awareness and CG3: Cultural and Global Self Awareness assessed more students at achievement level 1 (1.65%) than the other descriptors assessing at achievement level 1

VI. 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. Of the 2,456 students who received a degree or certificate award from MCC during FY 2015-2016, 2,259 submitted valid graduate exit surveys. A relatively small number of invalid responses may be due to students entering incorrect identification numbers in the survey, or students failing to complete requirements needed to graduate after initially completing the survey.

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 ten years with a percentage decrease AY 2013-2014 as illustrated in Table 13.

Table 13

Mesa Community College Graduate Exit Survey Results “How well prepared do you feel to transfer?”										
	AY 2006- 2007	AY 2007- 2008	AY 2008- 2009	AY 2009- 2010	AY 2010- 2011	AY 2011- 2012	AY 2012- 2013	AY 2013- 2014	AY 2014- 2015	AY 2015- 2016
Mean score (scale 1-4)	3.5	3.6	3.6	3.6	3.6	3.6	3.6	3.4	3.6	3.6
Very well prepared	59%	65%	61%	61%	60%	59%	61%	46%	63%	61%
Somewhat prepared	37%	32%	37%	36%	36%	38%	36%	50%	35%	36%
Somewhat unprepared	3%	2%	1%	2%	2%	2%	2%	3%	2%	2%
Very unprepared	1%	1%	<1%	<1%	1%	<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 14. Students were asked, “How well prepared do you feel for entering the workplace?” The mean preparedness score has remained stable over the past several years.

Table 14

Mesa Community College Graduate Exit Survey Results “How well prepared do you feel for entering the workplace?”										
	AY 2006- 2007	AY 2007- 2008	AY 2008- 2009	AY 2009- 2010	AY 2010- 2011	AY 2011- 2012	AY 2012- 2013	AY 2013- 2014	AY 2014- 2015	AY 2015- 2016
Mean Score (scale 1-4)	3.6	3.6	3.7	3.7	3.5	3.5	3.4	3.2	3.4	3.4
Very well prepared	62%	69%	71%	70%	57%	53%	50%	30%	49%	47%
Somewhat prepared	34%	26%	29%	28%	39%	42%	44%	63%	46%	47%
Somewhat unprepared	3%	3%	0%	1%	4%	4%	5%	6%	4%	5%

Mesa Community College Graduate Exit Survey Results “How well prepared do you feel for entering the workplace?”										
	AY 2006- 2007	AY 2007- 2008	AY 2008- 2009	AY 2009- 2010	AY 2010- 2011	AY 2011- 2012	AY 2012- 2013	AY 2013- 2014	AY 2014- 2015	AY 2015- 2016
Very unprepared	1%	1%	0%	<1%	0%	1%	<1%	1%	1%	1%

Licensure and Certification

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

Dental Hygiene

Dental hygiene students take a national written exam, a regional practical and written exam, and a state written jurisprudence exam. Students must pass all exams in order to obtain a license to practice. Results are obtained from the national and regional examining bodies.

Table 15

Mesa Community College Dental Hygiene Program Licensure Rates		
AY Year	Total # Graduates	Licensure Rate
2006-2007	17	100%
2007-2008	16	100%
2008-2009	16	100%
2009-2010	19	100%
2010-2011	17	100%
2011-2012	15	100%
2012-2013	19	100%
2013-2014	15	100%
2014-2015	18	100%
2015-2016	14	100%

Fire Science and EMS

The MCC Fire Science program offers certification in several areas as detailed in Tables 16-17. 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 16

Fire Science and EMS Licensing Agencies	
License/Certification	Agency
Candidate Physical Agility Test (CPAT)	International Association of Firefighters
	International Fire Chiefs Association
Hazardous Materials/First Responder (FSC 105)	Arizona Center for Fire Service Excellence
Fire Operations (FSC 102)	Arizona Center for Fire Service Excellence
Wildland Firefighter (FSC 110)	Arizona Bureau of Land Management
Paramedic	Arizona State Department of Health Services and National Registry of EMTs
EMT	Arizona State Department of Health Services and National Registry of EMTs
Fire Investigation	Arizona International Association of Arson Investigators

Table 17

Mesa Community College - Fire Science Passage Rates			
Spring 2015	Enrolled	Passed	%
Wildland Firefighter (FSC 110)	14	14	100%
Fire Department Operations (FSC 102)	31	31	100%
Hazardous Materials/First Responder (FSC105)	37	36	97%
Candidate Physical Ability Test	31	19	61%

Mortuary Science

The students in the Mortuary Science program must take the National Board Examination (NBE) to graduate. Most 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 18 reflects NBE passage rates before the exam was broken down into components. Table 19 reflects the new manner in which scores are reports.

According to the Mortuary Science program director, almost all graduates eventually pass the exam and are 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 18

Mesa Community College Mortuary Science Examinations					
	# Graduates	Passed licensure exam		National Pass Rate	Licensed
1999-2000	22	20	91%	82%	20
2000-2001	14	13	93%	86%	11
2001-2002	17	17	100%	85%	16
2002-2003	21	19	95%	84%	15
2003-2004	29	26	90%	67%	17
2004-2005	16	12	75%	74%	16
2005-2006	25	22	88%	72%	19
2006-2007	21	14	67%	70%	Not Reported

Table 19

Mesa Community College Mortuary Science National Board Examinations							
	Graduates	Funeral Service Arts			Funeral Service Science		
	#	#	Pass	%	#	Pass	%
2007-2008	22	23	18	78%	25	19	76%
2008-2009	13	16	12	75%	14	9	64%
2009-2010	27	27	24	89%	26	21	81%
2010-2011	30	29	21	72%	29	24	83%
2011-2012	34	34	25	74%	34	27	79%
2012-2013	25	25	19	76%	26	21	81%
2013-2014	29	29	21	72%	33	25	76%
2014-2015	35	27	19	70%	24	17	71%

Note: July 1, 2016 the Mortuary Science program moved from MCC to CGCC

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 20 below.

Table 20

Mesa Community College Nursing Program NCLEX RN Examination			
	Total # Graduates	# Graduates Taking NCLEX RN Exam	Pass Rate of Exam Takers
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	98	98	100%
Spring 2010 - Boswell	46	45	100%
Spring 2011 - S&D	60	58	91%
Spring 2011 - Boswell	45	44	100%
Spring 2012 - S&D	52	52	100%
Spring 2012 - Boswell	55	54	98%
Spring 2013 - S&D	53	50	98%
Spring 2013 - Boswell	25	25	100%
Spring 2014	67	66	100%
Spring 2015	84	83	95%
Spring 2016	83	78	96%

Note: Boswell closed Dec 1, 2013

Veterinary Technology

Graduates of the MCC Veterinary Technology Program are required to complete two semesters of prerequisite coursework in order to qualify to formally apply for admission to the Program proper. After a selective admission process, the Program proper consists of a five-semester curriculum leading to the Associate of Applied Science in Veterinary Technology/Animal Health. Graduates are immediately eligible to “sit” for the Veterinary Technician National Examination (VTNE) and the Arizona state Veterinary Technician certification examination. The VTNE is administered by the Professional Examination Service, and the state certification examination is administered by the Arizona State Veterinary Medical Examining Board. Upon passing both the VTNE and the state certification examination, the successful candidate is granted certification as a Certified Veterinary Technician by the state of Arizona.

Table 21

Mesa Community College Veterinary Technology Board Exam Pass Rates			
	Graduates	% Passed State Exam	% Passed National Exam
2005-2006	4	100%	100%
2006-2007	4	50%	50%
2007-2008	5	100%	100%
2008-2009	4	100%	100%
2009-2010	8	100%	100%
Fall 2010	4	100%	100%
Spring 2011	4	100%	100%
Fall 2011	0	N/A	N/A
Spring 2012	2	100%	100%
Fall 2012	2	100%	100%
Spring 2013	8	100%	100%
Fall 2013	2	50%	50%
Spring 2014	13	85%	85%
Fall 2014	0	N/A	N/A
Spring 2015	15	93%	93%
Fall 2015	0	N/A	N/A
Spring 2016	10	100%	100%

Welding

Welding students who are on the path to gain a Certificate of Completion (CCL) in Welding develop skills in oxyacetylene (gas) and electric (arc) welding. The CCL in Welding has an emphasis on preparing students for the American Welding Society Arc certification exam.

The number of MCC students receiving the AWS Welding Certifications since 2012 are shown in Table 22.

MCC Student American Welding Society (AWS) Welding Certifications 2012-2015

Table 22

Mesa Community College American Welding Society Certifications	
Year	#
2012	100
2013	79
2013	106
2015	96

Industry welding certifications students received from 2012 through 2015 include:

- SMAW Plate
- FCAW Plate
- GMAW Plate
- GTAW Aluminum Sheet
- GTAW Stainless Steel Sheet
- GTAW Carbon Steel Sheet and

GTAW/SMAW Pipe Certifications

Course Completion

Data about course completion is provided for Fall semesters in Table 23. The percentages of successful/unsuccessful students completing a course and those withdrawing from a course have remained relatively stable.

Table 23

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%
Fall 2010	69%	9%	78%	22%
Fall 2011	69%	10%	79%	21%
Fall 2012	70%	10%	80%	20%
Fall 2013	72%	10%	82%	18%
Fall 2014	73%	10%	83%	17%
Fall 2015	74%	10%	84%	16%

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 2014 and Fall 2015.

Table 24

Mesa Community College New Full Time Student Persistence					
	Enrolled Fall 2014	Remained Spring 2015		Remained Fall 2015	
Full time total new students	2,047	1,780	88.12%	1,245	62.72%
Full time new transfer students	1,335	1,194	89.84%	859	65.37%
Full time new career students	532	427	83.24%	289	57.46%

Table 25

Mesa Community College New Full Time Student Persistence					
	Enrolled Fall 2015	Remained Spring 2016		Remained Fall 2016	
Full time total new students	1,855	1,634	89.19%	1,154	64.45%
Full time new transfer students	1,193	1,060	89.08%	763	64.83%
Full time new career students	370	314	87.96%	214	62.30%

Note: High school and graduating students not included.

Satisfactory Academic Progress

The charts below are the percentage of students in the new-student cohort who successfully completed a minimum number of credits within two years. The number of credits for full-time students is 42 and 24 for part-time students. The grades that count towards satisfactory academic progress are A, B, C, D, and P, or earning an award.

Chart 5

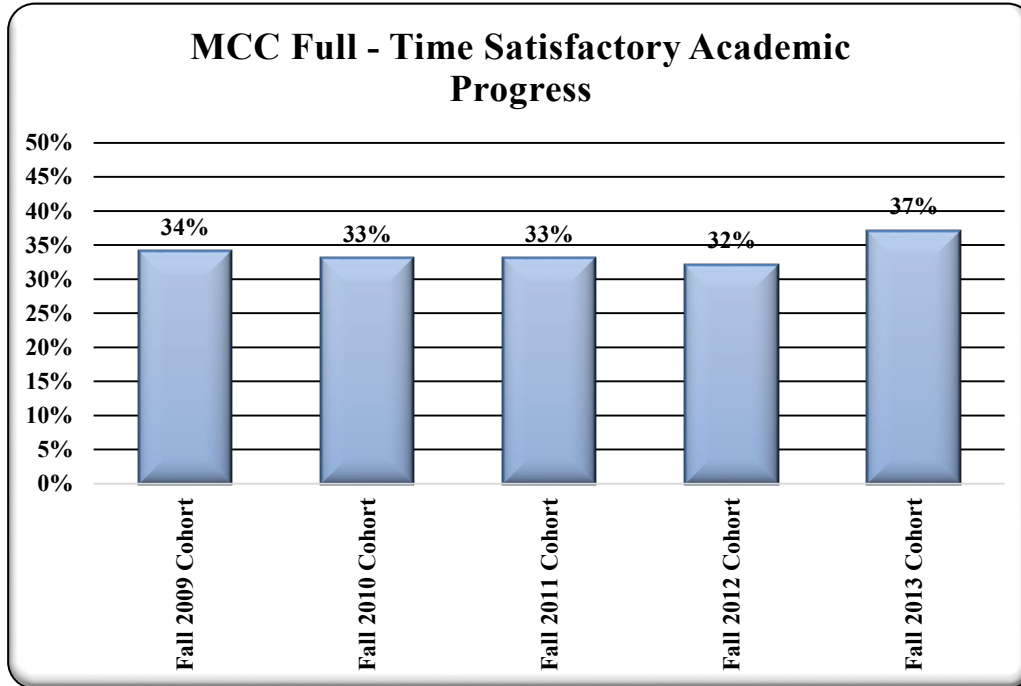
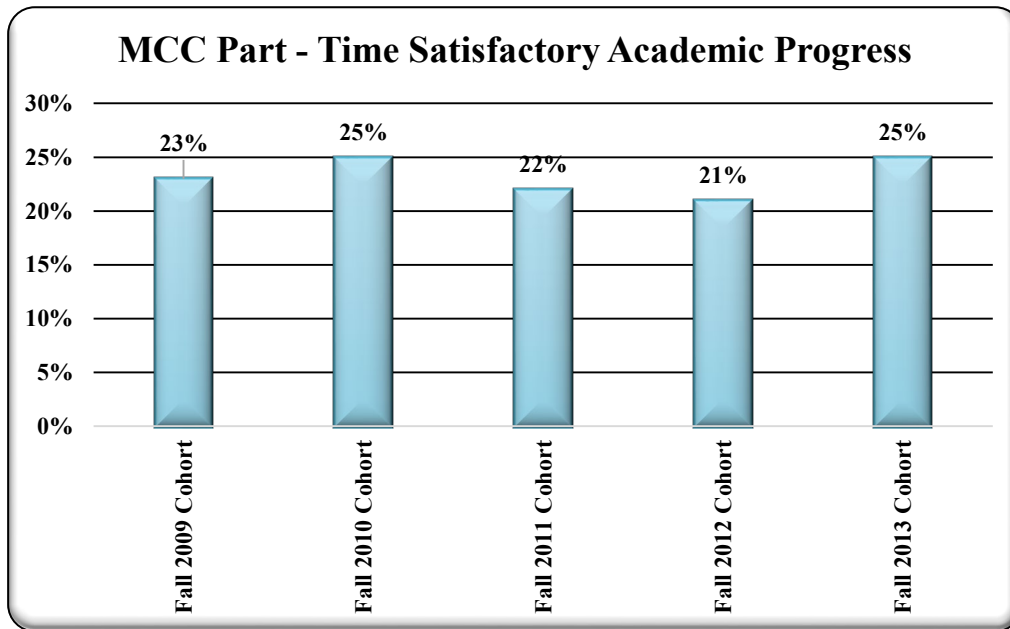


Chart 6



Degree and Certificate Awards

MCC conferred 2,204 degrees and 2,301 certificates in FY 2015-16. This is an increase of degrees and certificates conferred from FY 2014-2015.

Table 26

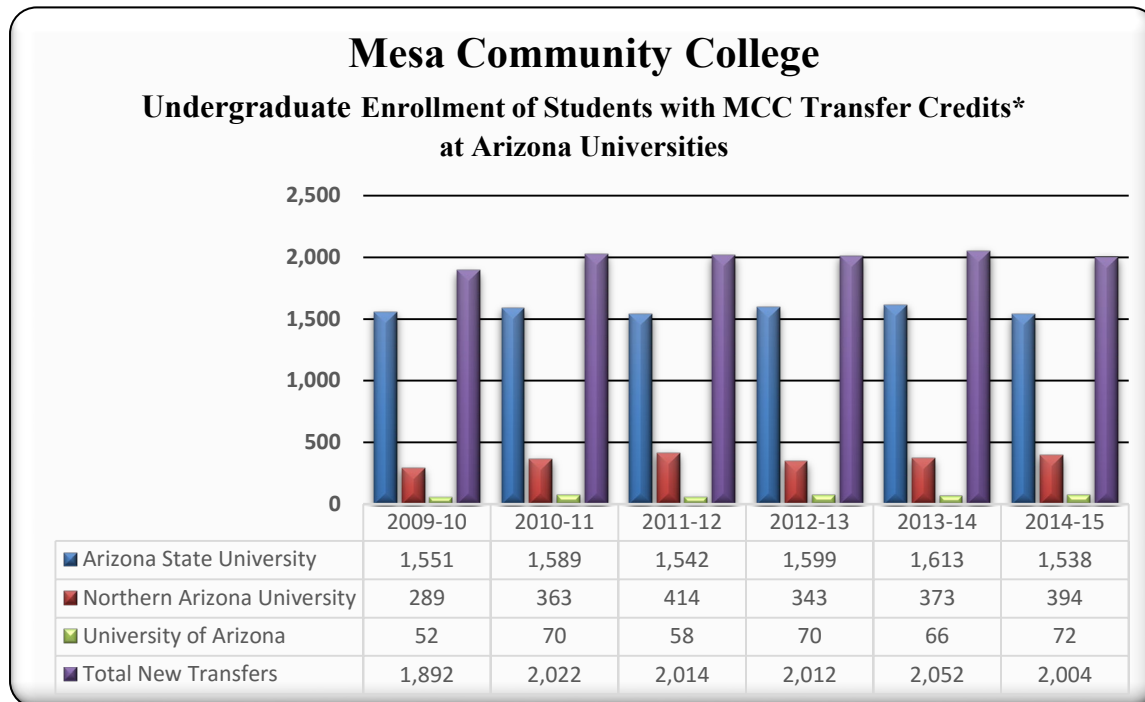
Awards FY 2014-2015			Awards FY 2015-2016	
Degree Type	# Awarded	% of All Awards	# Awarded	% of All Awards
AA	1,055	24%	1,102	24%
AAS	613	14%	600	13%
AB	120	3%	171	4%
AGS	195	4%	180	4%
AS	180	4%	187	4%
Total Degrees	2,163	49%	2,240	49%
AC	40	1%	41	1%
AGEC	1,381	32%	1,482	33%
CCL	783	18%	778	17%
Total Certificates	2,204	51%	2,301	51%
Total All	4,367	100%	4,541	100%

Note: Awards are reported by Fiscal Year (FY), which runs from July 1 to June 30

Transfer

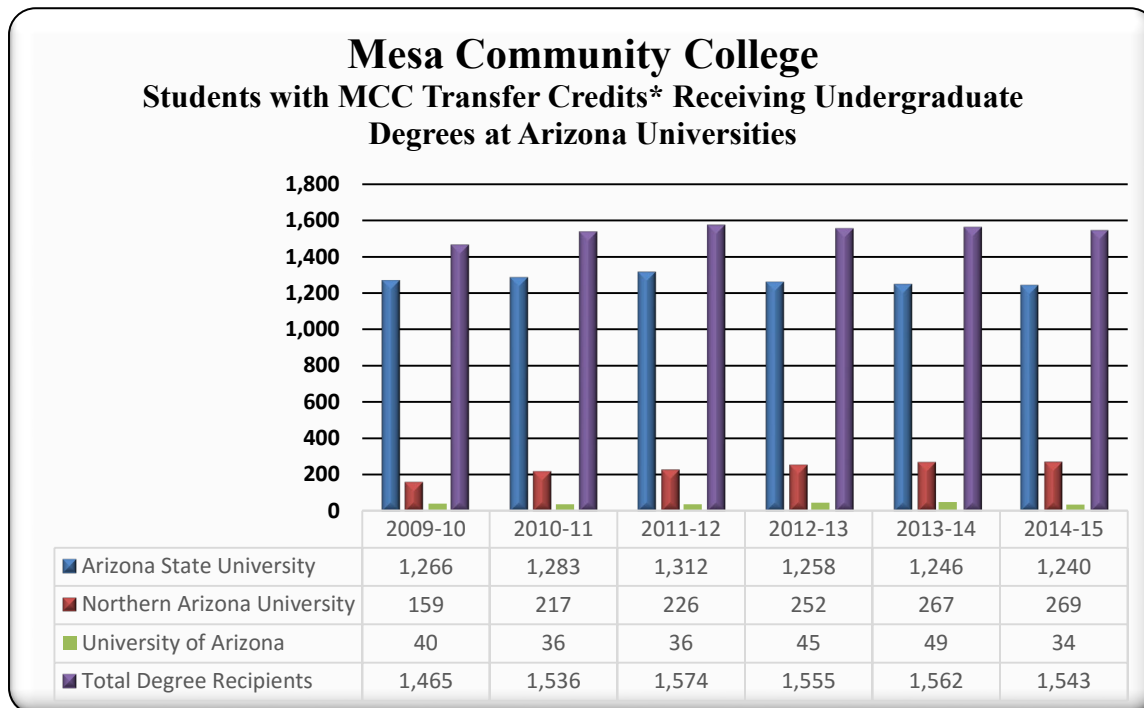
The number of students with 12 or more MCC transfer credits enrolled in an Arizona university as new transfers in Fall and Spring semesters and the number of degree recipients with MCC transfer credits are described in the following charts.

Chart 7



Source: Assist Data Warehouse

Chart 8



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. While withdrawal rates in developmental courses decreased each Fall semester from 2005 to 2011, there was a slight increase in 2012, and a decrease 2013, 2014 and 2015.

Table 27

Mesa Community College Developmental Education Course Completion				
	Successful (A, B, C, P)	Unsuccessful (D, F, Z)	Completer Sub-total	Withdrew (W,Y)
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%
Fall 2010	61%	14%	75%	25%
Fall 2011	60%	17%	77%	23%
Fall 2012	56%	19%	75%	25%
Fall 2013	60%	17%	77%	23%
Fall 2014	62%	19%	81%	19%
Fall 2015	66%	16%	82%	18%

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 28. The subsequent success rates for the Fall 2009 and 2011 developmental student cohorts are the highest success rate in this eight-year trend.

Table 28

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 2007 followed through Fall 2008	70%	5%	10%	15%
Fall 2008 followed through Fall 2009	72%	6%	7%	15%
Fall 2009 followed through Fall 2010	76%	5%	8%	11%
Fall 2010 followed through Fall 2011	75%	5%	9%	11%
Fall 2011 followed through Fall 2012	76%	4%	7%	12%
Fall 2012 followed through Fall 2013	74%	6%	7%	14%
Fall 2013 followed through Fall 2014	73%	6%	8%	13%
Fall 2014 followed through Fall 2015	74%	6%	6%	13%

Appendix A

MCC's 4Cs Scoring Guidelines

Scoring Guidelines

Civic Engagement Scoring Guidelines

DEFINITION: Civic engagement encompasses actions to promote the quality of life in a community, through both political and non-political processes.				
Descriptors:	Achievement Level 4	Achievement Level 3	Achievement Level 2	Achievement Level 1
1. INCLUSIVENESS: Demonstrate an ability to engage respectfully with others in a diverse society	DEMONSTRATES EVIDENCE of ENGAGING RESPECTFULLY with diverse communities in an INTENTIONAL and REFLECTIVE WAY to promote, lead, and advocate civic action	DEMONSTRATES EVIDENCE of ENGAGING RESPECTFULLY with diverse communities to further civic action	DEMONSTRATES EVIDENCE of HAVING PARTICIPATED with diverse communities to further civic action	FAILS TO DEMONSTRATE EVIDENCE OF PARTICIPATING with diverse communities
2. APPLY KNOWLEDGE: Apply the knowledge from one's own study and experiences to active and ethical participation in civic life	CONNECT one's knowledge to one's actions in an INTENTIONAL, REFLECTIVE, and ETHICAL civic life	CONNECT one's knowledge to one's actions in an ETHICAL civic life	CONNECT one's knowledge to civic engagement and participation	LACKS the knowledge REQUIRED TO CONNECT to civic engagement and participation
3. DEMONSTRATION OF CIVIC IDENTITY AND COMMITMENT: Provide evidence of experience in and reflection on civic engagement activities	DEMONSTRATES INTENTIONAL REFLECTION on one's own civic identity and the ability to PROMOTE, LEAD and ADVOCATE civic action	DEMONSTRATES REFLECTION on one's own civic identity and the ability to PROMOTE and ADVOCATE civic action	DEMONSTRATES AWARENESS of one's own civic identity and LIMITED EXPERIENCE in civic engagement activities	DEMONSTRATES LIMITED AWARENESS of one's own civic identity and NO EXPERIENCE in civic engagement activities
4. CIVIC COMMUNICATION: Communicate and listen to others in order to establish personal and professional relationships to further civic action	COMMUNICATES and LISTENS EFFECTIVELY and INTENTIONALLY in a variety of contexts to INITIATE and SUSTAIN civic action	COMMUNICATES and LISTENS EFFECTIVELY in a variety of contexts to FOSTER civic action	COMMUNICATES and LISTENS with others in a limited number of contexts to FOSTER civic action	DEMONSTRATES LIMITED ABILITY TO COMMUNICATE and LISTEN with others to engage in civic action
5. ENGAGEMENT IN CIVIC ACTION AND REFLECTION: Demonstrate the ability to deliberate and collaborate on issues and problems to achieve a civic aim	DEMONSTRATES LEADERSHIP CAPABILITY, REFLECTIVE INSIGHTS, and the ABILITY AND COMMITMENT to work deliberately and collaboratively across and within community contexts and structures to achieve a civic aim	DEMONSTRATES ABILITY AND COMMITMENT to work deliberately and collaboratively across and within community contexts and structures to achieve a civic aim	DEMONSTRATES EXPERIENCE identifying intentional ways to participate in civic contexts and structures	DEMONSTRATES LIMITED experience participating in civic contexts and structures

Communication Scoring Guidelines

DEFINITION: Communication is the purposeful development, expression and reception of a message through oral, written or nonverbal means.				
Descriptors:	Achievement Level 4	Achievement Level 3	Achievement Level 2	Achievement Level 1
1. PURPOSE: Establish a clear central focus for a message which demonstrates an understanding of context, audience and task	Purpose is PRECISELY STATED AND MEMORABLE for audience, context, and task	Purpose is PRECISELY STATED for audience, context, and task	Purpose is STATED for audience, context, and task	Purpose is NOT CLEARLY STATED for audience, context, and task
2. CONTENT: Develop appropriate, relevant content logically sequencing ideas and/or information	Relevant content is developed EXPERTLY, LOGICALLY sequencing IDEAS AND/OR INFORMATION	Relevant content is developed APPROPRIATELY, LOGICALLY sequencing IDEAS AND/OR INFORMATION	Relevant content is developed SPORADICALLY , sequencing ONLY POINTS	Message developed is SIMPLE and LACKS relevant content and sequencing
3. LANGUAGE: Apply language of a discipline in an appropriate and accurate manner to demonstrate comprehension	Language choices and/or modes of expression are THOUGHTFUL, MEMORABLE, COMPELLING AND APPROPRIATE to audience AND discipline	Language choices and/or modes of expression are THOUGHTFUL AND APPROPRIATE to audience AND discipline	Language choices and/or modes of expression are APPROPRIATE to audience OR discipline	Language choices and/or modes of expression DETRACT from message
4. EXECUTION: Convey a message effectively	CONSISTENTLY conveys intended message	MOSTLY conveys intended message	SELDOM conveys intended message	FAILS TO convey intended message
5. RECEPTION: Utilize appropriate oral, written or nonverbal means to receive and/or interpret a message effectively	CONSISTENTLY utilizes appropriate oral, written or nonverbal means to receive and/or interpret intended message	MOSTLY utilizes appropriate oral, written or nonverbal means to receive and/or interpret intended message	SELDOM utilizes appropriate oral, written or nonverbal means to receive and/or interpret intended message	FAILS TO utilize appropriate oral, written or nonverbal means to receive and/or interpret intended message

Critical Thinking Scoring Guidelines

DEFINITION: Critical thinking is the mental process of effectively identifying, determining, gathering, evaluating and utilizing resources to innovate and/or to accomplish a specific task.				
Descriptors:	Achievement Level 4	Achievement Level 3	Achievement Level 2	Achievement Level 1
1. IDENTIFY ISSUE: Identify and interpret a problem or issue	Issue/problem CLEARLY identified and described COMPREHENSIVELY , delivering ALL relevant information (terms defined, ambiguities explored, boundaries determined and/or backgrounds provided) necessary for FULL understanding	Issue/problem identified and described, delivering MOST of the relevant information (terms defined, ambiguities explored, boundaries determined and/or backgrounds provided) necessary for ADEQUATE understanding	Issue/problem identified but description leaves SOME terms undefined, ambiguities unexplored, boundaries undetermined and/or backgrounds unknown, impeding understanding	Issue/problem NOT clearly identified and described, FAILING to deliver relevant information necessary for understanding
2. DETERMINE NEEDS: Determine the resources needed	EFFECTIVELY AND COMPREHENSIVELY defines the scope of resources needed (key concepts and types of resources) to solve a problem or explore an issue	DEFINES the scope of resources needed (key concepts and types of resources) to solve a problem or explore an issue	INCOMPLETELY defines the scope of resources needed (key concepts and types of resources) to solve a problem or explore an issue	HAS DIFFICULTY defining the scope of resources needed (key concepts and types of resources) to solve a problem or explore an issue
3. GATHER RESOURCES: Gather resources effectively and efficiently	Gathers resources from appropriate and relevant sources using a variety of EFFECTIVE, WELL-DESIGNED strategies	Gathers resources from SOME appropriate and relevant sources using a VARIETY of strategies	Gathers resources from FEW appropriate and relevant sources using SIMPLE strategies	FAILS to use resource gathering strategies
4. EVALUATE RESOURCES: Evaluate resources critically	Evaluation of resources (history of the issue/problem; logic/reasoning; feasibility; impact; own and other's assumptions, bias, authority and relevance) is DEEP and THOROUGH	Evaluation of resources (history of the issue/problem; logic/reasoning; feasibility; impact; own and other's assumptions, bias, authority and relevance) is ADEQUATE	Evaluation of resources (history of the issue/problem; logic/reasoning; feasibility; impact; own and other's assumptions, bias, authority and relevance) is SUPERFICIAL	Evaluation of resources (history of the issue/problem; logic/reasoning; feasibility; impact; own and other's assumptions, bias, authority and relevance) is ABSENT
5. UTILIZE RESOURCES: Utilize resources effectively and creatively to innovate and/or to accomplish a specific task	Presents resources, organizes resources and synthesizes those resources to FULLY ACHIEVE a specific task WITH CLARITY, PRECISION and DEPTH	Presents resources, organizes resources and synthesizes those resources to ACHIEVE a specific task	Presents resources and organizes resources but FAILS to synthesize those resources. Consequently, a specific task is MINIMALLY ACHIEVED	Presents resources but resources are FRAGMENTED and/or USED INAPPROPRIATELY . Consequently, a specific task is NOT ACHIEVED
6. ASSESS RESULTS: Assess and evaluate results	INTENTIONALLY and THOROUGHLY REFLECTS upon the results of the specific task and/or innovation in a LOGICAL manner appropriate to the discipline	REFLECTS upon the results of the specific task and/or innovation in a LOGICAL manner appropriate to the discipline	REFLECTS upon the results of the specific task and/or innovation in a SOMEWHAT LOGICAL manner appropriate to the discipline	REFLECTS upon the results of the specific task and/or innovation WITH VERY LIMITED ATTENTION TO LOGICAL STRUCTURES and APPROPRIATENESS to the discipline

Cultural and Global Engagement Scoring Guidelines

DEFINITION: Cultural and global engagement encompasses the awareness of cultural systems, events, and creations and an ability to apply this cultural and global awareness to human interaction and expression.				
Descriptors:	Achievement Level 4	Achievement Level 3	Achievement Level 2	Achievement Level 1
1. CULTURAL KNOWLEDGE: Identify cultural systems, events, or creations	THOROUGHLY IDENTIFIES one's own and other cultural systems, events, or creations	IDENTIFIES one's own and other cultural systems, events, or creations	IDENTIFIES one's own cultural systems, events, or creations but SELDOM IDENTIFIES other cultures	SELDOM IDENTIFIES one's own cultural systems, events, or creations and LACKS ABILITY to IDENTIFY other cultures
2. GLOBAL INFLUENCES: Identify the global forces that shape culture and subculture	THOROUGHLY IDENTIFIES the global forces that shape one's own and other cultures and subcultures	IDENTIFIES the global forces that shape one's own and other cultures and subcultures	SELDOM IDENTIFIES the global forces that shape one's own and other cultures and subcultures	INABILITY TO IDENTIFY the global forces that shape one's own and other cultures and subcultures
3. CULTURAL AND GLOBAL SELF AWARENESS: Analyze and explain the impact of culture and experience on one's worldview and behavior, including assumptions, biases, prejudices, and stereotypes	EXTENSIVELY ANALYZES and EXPLAINS the impact of culture and experience on one's worldview and behavior, including assumptions, biases, prejudices, and stereotypes	ANALYZES and EXPLAINS the impact of culture and experience on one's worldview and behavior, including assumptions, biases, prejudices, and stereotypes	DEMONSTRATES LIMITED ABILITY to ANALYZE and EXPLAIN the impact of culture and experience on one's worldview and behavior, including assumptions, biases, prejudices, and stereotypes	LACKS ABILITY to ANALYZE and EXPLAIN the impact of culture and experience on one's worldview and behavior, including assumptions, biases, prejudices, and stereotypes
4. CULTURAL AND GLOBAL AWARENESS: Analyze and explain the impact of historical events, perspectives, or cultures on world societies, human interaction and expression, and the natural environment	EXTENSIVELY ANALYZES and EXPLAINS the impact of historical events, perspectives, or cultures on world societies, human interactions and creativity, and natural environment	ANALYZES and EXPLAINS the impact of historical events, perspectives, or cultures on world societies, human interactions and creativity, and natural environment	DEMONSTRATES LIMITED ABILITY to ANALYZE and EXPLAIN the impact of historical events, perspectives, or cultures on world societies, human interactions and creativity, and natural environment	LACKS ABILITY to ANALYZE and EXPLAIN the impact of historical events, perspectives, or cultures on world societies, human interactions and creativity, and natural environment
5. INCLUSIVENESS: Demonstrate a willingness and ability to engage with other cultures and global societies	DEMONSTRATES STRONG WILLINGNESS AND ABILITY to engage with other cultures and global societies	DEMONSTRATES WILLINGNESS AND ABILITY to engage with other cultures and global societies	DEMONSTRATES LIMITED WILLINGNESS AND ABILITY to engage with other cultures and global societies	LACKS WILLINGNESS OR ABILITY to engage with other cultures and global societies
6. CULTURAL EXPRESSION: Generate ideas, creations, or models that express the human condition and our relationship with the world around us	GENERATES INNOVATIVE ideas, creations, or models that express human condition and one's relationship with the world	GENERATES ideas, creations, or models that express human condition and one's relationship with the world	GENERATES LIMITED ideas, creations, or models that express human condition and one's relationship with the world	LACKS ABILITY to GENERATE ideas, creations, or models that express human condition and one's relationship with the world

Appendix B

MCC's Annual Assessment Results Summary AY 2014-2015

Mesa Community College Annual Assessment Results Summary AY 2014-2015

- 871 students were assessed in 33 different courses from 12 departments
- 34 residential and 2 adjunct faculty administered the assessments in 64 different sections
- 32 students were assessed in more than one ‘C’
- 42 students were assessed in Civic Engagement two times
- 20 students were assessed in Civic Engagement three times
- 5 students were assessed in Communication two times
- 15 students were assessed in Critical Thinking two times
- 358 students were assessed in Communication one time
- 289 students were assessed in Civic Engagement one time
- 168 students were assessed in Critical Thinking one time
- 88 students were assessed in Cultural and Global Engagement one time

Outcome	Results
Civic Engagement	<ul style="list-style-type: none"> • 25.7% of students assessed in CE 1: Inclusiveness were rated Developing • 31.3% of students assessed in CE 2: Application of Knowledge were rated Expert • 30.9% of students assessed in CE 3: Demonstration of Civic Identity and Commitment were rated Expert • 24.9% of students assessed in CE 4: Civic Communication were rated Expert • 34.7% of students assessed in CE 5: Engagement in Civic Action and Reflection were rated Expert
Communication	<ul style="list-style-type: none"> • 34.1% of students assessed in CO 1: Purpose were rated Expert • 38.3% of students assessed in CO 2: Content were rated Proficient • 40.2% of students assessed in CO 3: Language were rated Proficient • 38.0% of students assessed in CO 4: Execution were rated Proficient • 37.7% of students assessed in CO 5: Reception were rated Proficient
Critical Thinking	<ul style="list-style-type: none"> • 52.2% of students assessed in CT 1: Identify Issue were rated Expert • 40.8% of the students assessed in CT 2: Determine Needs were rated Expert • 53.3% of the students assessed in CT 3: Gather Resources were rated Expert • 34.8% of the students assessed in CT 4: Evaluate Resources were rated Expert • 34.2% of students assessed in CT 5: Utilize Resources were rated Expert • 33.2% of students assessed in CT 6: Assess Results were rated Expert

Cultural and Global Engagement	<ul style="list-style-type: none">• 45.9% of students assessed in CG 1: Cultural Knowledge were rated Proficient• 45.3% of students assessed in CG 2: Global Influences were rated Proficient• 41.7% of students assessed in CG 3: Cultural and Global Self Awareness were rated Proficient• 48.2% of students assessed in CG 4: Cultural and Global Awareness were rated Proficient• 49.4% of students assessed in CG 5: Inclusiveness were rated Proficient• 39.8% of students assessed in CG 6: Cultural Expression were rated Proficient
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