

---

*The Mesa Community College  
Program to Assess Student Learning*

*Annual Report AY 2018-2019*

Prepared by:  
*Office of Institutional Effectiveness*

**November 2019**

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

Mesa Community College  
1833 W. Southern Avenue  
Mesa, Arizona 85202

MCC at Red Mountain  
7110 East McKellips Road  
Mesa, Arizona 85207

Office of Institutional Effectiveness

<https://www.mesacc.edu/about/office-institutional-effectiveness>

## AY 2018-2019 Committee Membership

### Faculty Senate Student Outcomes Committee

Christina Ahles  
Elizabeth Allen  
Carrie Allen  
Jeffrey Andelora, Ex-officio  
Matt Ashcraft, Ex-officio  
Lorane Barrera  
Evonne Bowling  
Elliott Cherner  
Kirk Costion  
Brian Dille  
Tim Florschuetz  
Paul Harasha  
Tawn Hauptli  
Christine Held  
Rodney Holmes, Ex-officio  
Jacqui Jesse  
Marjorie Leta  
Sam Martinez  
Dwayne McIntosh  
LeeAnna Misterek  
Dennis Mitchell, Ex-officio  
Erica Morley  
Patrice Nango  
Paul Nunez  
Duane Oakes  
Layne Owens Goodman  
Bethann Partin  
Lindsey Pedersen, Chair  
Robert Soza  
Jennifer Strickland  
Angeline Surber  
Lo-An Tabar-Gaul  
Ly Tran-Nguyen  
Patricia White, Ex-officio  
Dalaine Wood

## Table of Contents

<b><i>I. Introduction and Background</i></b> .....	<b>1</b>
HISTORY AND OVERVIEW OF ASSESSMENT .....	1
ORGANIZATIONAL STRUCTURE FOR ASSESSMENT .....	2
SOC GOALS AND ACCOMPLISHMENTS .....	2
<b><i>II. MCC's 4Cs Development Process</i></b> .....	<b>4</b>
INSTITUTIONAL STUDENT LEARNING OUTCOMES MAPPING ACTIVITY .....	6
<b><i>III. Methodology</i></b> .....	<b>7</b>
DATA COLLECTION PROCEDURES .....	7
STUDENT PROFILE OF MCC's 4Cs AY 2018-2019 .....	8
<b><i>IV. Overall Summary of Results</i></b> .....	<b>9</b>
FACULTY PARTICIPATION .....	9
DEPARTMENT PARTICIPATION .....	9
ANALYSIS HIGHLIGHTS.....	10
<b><i>V. Results and Observations</i></b> .....	<b>10</b>
OVERALL RESULTS .....	10
CIVIC ENGAGEMENT .....	15
COMMUNICATION .....	16
CRITICAL THINKING.....	17
CULTURAL AND GLOBAL ENGAGEMENT.....	19
<b><i>VI. Indirect Measures of Student Learning</i></b> .....	<b>21</b>
GRADUATE EXIT SURVEY .....	21
COURSE COMPLETION.....	22
PERSISTENCE.....	22
DEGREE AND CERTIFICATE AWARDS .....	23
TRANSFER .....	24
DEVELOPMENTAL EDUCATION COURSE COMPLETION AND SUBSEQUENT SUCCESS.....	25
LICENSURE AND CERTIFICATION (LAST UPDATED FALL 2018).....	27

**Appendix A: MCC's 4Cs Scoring Guidelines**

**Appendix B: AY 2018-2019 MCC's 4C's Data using prior Scoring Guidelines**

**Appendix C: MCC's Annual Assessment Results Summary AY 2017-2018**

## ***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 mission: “We create an inclusive and vibrant learning community where everyone is supported to achieve success.” 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.

MCC conducts student outcomes assessment at the institutional (ISLO), program/pathway (PSLO), and course (CSLO) levels. Assessment efforts are led via collaborative efforts of the Vice President of Academic Affairs (VPAA), Director of Assessment, Faculty Senate Student Outcomes Committee (SOC), and the Office of Institutional Effectiveness.

Starting in the late 1990s, MCC’s student learning outcomes were assessed college-wide through “Assessment Week.” In the Fall 2012, challenges in the assessment work were identified, motivating revisions to our institutional student learning outcomes and assessment method. SOC and Faculty Senate approved a revision of the general education outcomes to better focus on student success. MCC’s ISLOs became MCC’s 4Cs: Communication, Civic Engagement, Critical Thinking, and Cultural and Global Engagement, with each outcome having several 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.

In 2017, MCC developed Guided Pathways for its academic programs, which were adopted and expanded by the District in 2018. Each guided pathways program map includes Program-level Student Learning Outcomes (PSLOs).

In 2018, MCC hired an Assessment Director to lead the collaborative development and implementation of a comprehensive plan for assessing student learning outcomes at the course, program, educational pathway, and institutional levels.

## Organizational Structure for Assessment

Assessment efforts are led via collaborative efforts of the Vice President of Academic Affairs (VPAA), Director of Assessment, Faculty Senate Student Outcomes Committee (SOC), and the Office of Institutional Effectiveness.

The Student Outcomes Committee is composed of faculty from many disciplines, and confers regularly with the Faculty Senate. The Assessment Director, and the Dean and Director of OIE serve on the committee to ensure that assessment processes and methodologies reflect good practice, including adherence to guidelines for ethical research. Since 2015, a primary focus of SOC has been the assessment of the Institutional Student Learning Outcomes (ISLOs), MCC's 4Cs.

The Assessment Director leads the development and implementation plan for the assessment of student learning at the course, program/pathway, co-curricular and institutional levels. The Assessment Director works and collaborate with faculty, administrators, the Center for Teaching and Learning (CTL) and OIE to develop an assessment plan and promote a culture of assessment at MCC. The Director of Assessment works with and support the Student Outcomes Committee and Department Assessment Coordinators (DACs) on assessment efforts at MCC.

MCC's process to assess student learning has engages full-time and part-time faculty through regular meetings of the committee, and through the participation of many academic and occupational faculty events.

## SOC Goals and Accomplishments

The MCC Student Outcomes Committee achieved a number of significant accomplishments since Fall 2013:

### AY 2013-2014

- “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

### AY 2014-2015

- 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 15<sup>th</sup> of May 2015 – faculty provided feedback

#### AY 2015-2016

- 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
- Collaborated with Guided Pathway to Success (GPS) curriculum mapping teams to develop program-level student learning outcomes and to align program courses with MCC's 4Cs
- Academic Summit workshops on assessment

#### AY 2016-2017

- Host for 4<sup>th</sup> Arizona Assessment Conference and multiple speakers on assessment, academic freedom and responsibility, and curriculum mapping
- Ongoing professional development workshops in the Center for Teaching and Learning (CTL) and outreach to departments to assist with course-level assessment planning and implementation
- Ongoing Guided Pathways collaboration for aligning MCC's 4Cs with learning outcomes at the course and program level
- MCC's 4Cs Academic Showcase and faculty recognition awards to highlight assessment and student learning

#### AY 2017-2018

- Revision of the scoring guidelines
- Co-Curricular (COC) sub-committee was formed to collaborate across multiple campus organizations
  - Definitions of co-curricular were drafted
  - Assessment model drafted for several co-curricular, extra-curricular, and support service areas
- Increased faculty and department participation
- In collaboration with CTL, created online workshops and hands-on learning experiences
- Ongoing professional development workshops in the Center for Teaching and Learning (CTL) and outreach to departments to assist with course-level assessment planning and implementation
- Ongoing Guided Pathways collaboration for aligning MCC's 4Cs with learning outcomes at the course and program level
- MCC's 4Cs Academic Showcase and faculty recognition awards to highlight assessment and student learning

#### AY 2018-2019

- Implemented the revised scoring guidelines
- Hired a full-time Assessment Director

#### 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
- SOC will collaborate with the CTL and the Informed Improvement Coordinator to assist departments with using assessment data to improve student learning at the course and program level.

## 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 MCC's 4Cs were adopted by unanimous approval from Faculty Senate. SOCii process chart shown below:

Figure 1

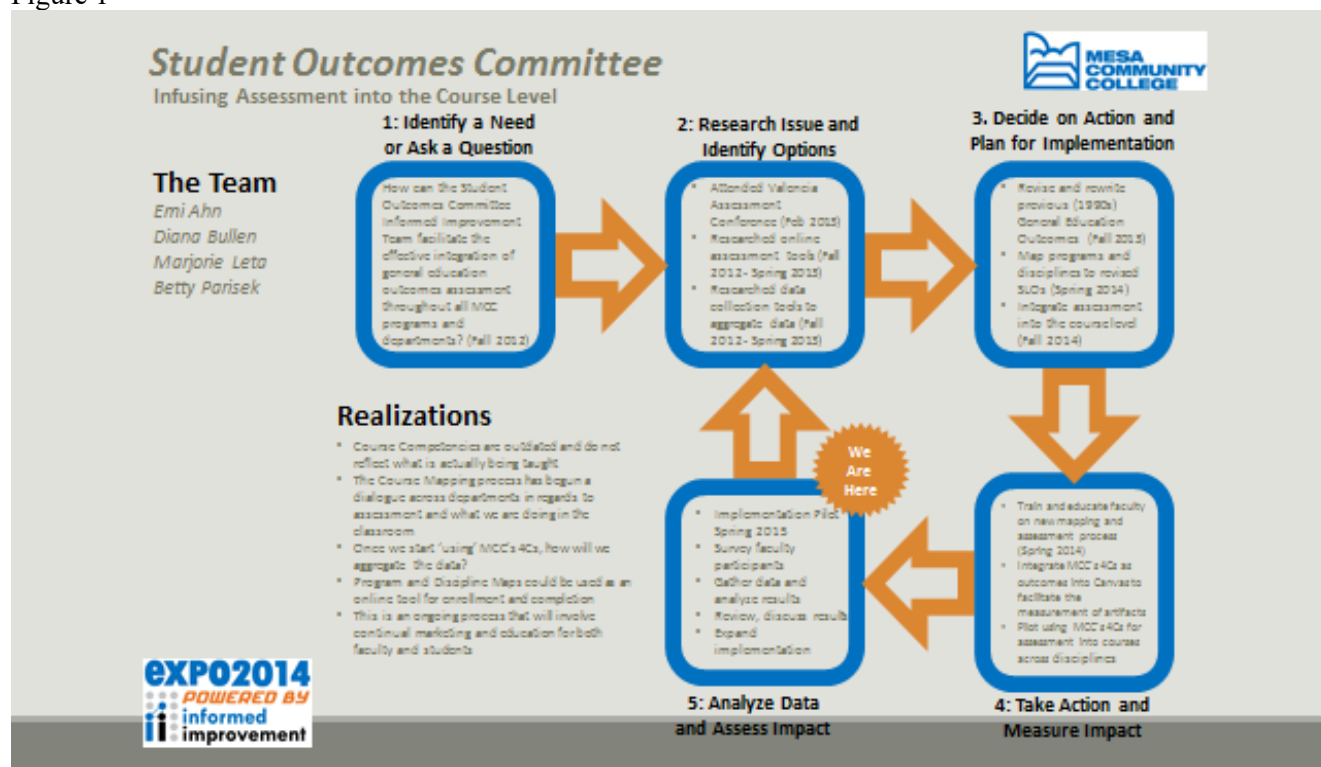




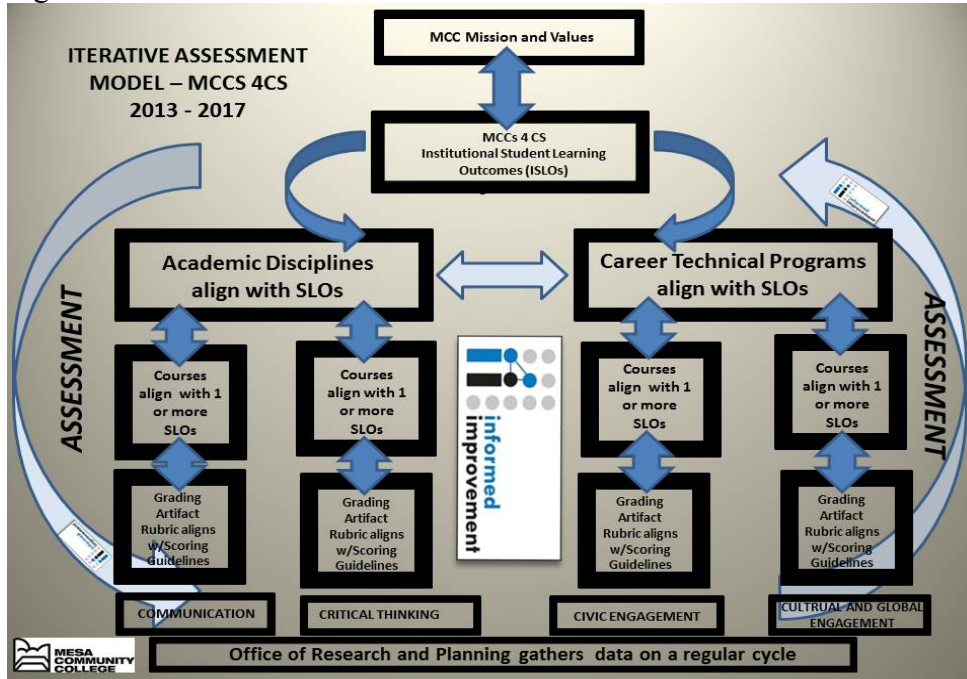
Figure 2

<b>Mesa Community College: Institutional Student Learning Outcomes</b> <b>“MCC’s 4Cs”</b>	
<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><b>COMMUNICATION (CO)</b>  <b>Institutional Learning Outcome:</b> The purposeful development, expression and reception of a message through oral, written or nonverbal means.</p> <p><b>1. PURPOSE:</b> Establish a clear central focus for a message which demonstrates an understanding of context, audience, and task  <b>2. CONTENT:</b> Develop appropriate, relevant content logically sequencing ideas and/or information  <b>3. LANGUAGE:</b> Apply language and/or modes of expression of a discipline in an appropriate and accurate manner to demonstrate comprehension  <b>4. EXECUTION:</b> Convey a message effectively</p>	<p><b>CIVIC ENGAGEMENT (CE)</b>  <b>Institutional learning Outcome:</b> Civic engagement encompasses actions to promote the quality of life in a community, through both political and non-political processes.</p> <p><b>1. INCLUSIVENESS:</b> Demonstrate an ability to engage respectfully with others in a diverse society  <b>2. APPLY KNOWLEDGE:</b> Apply knowledge from one’s own study and experiences to active and ethical participation in civic life  <b>3. DEMONSTRATION OF CIVIC IDENTITY AND COMMITMENT:</b> Provide evidence of experience in and reflection on civic engagement activities  <b>4. CIVIC COMMUNICATION:</b> Communicate and listen to others in order to establish personal and professional relationships to further civic action  <b>5. ENGAGEMENT IN CIVIC ACTION AND REFLECTION:</b> Demonstrate the ability to deliberate and collaborate on issues and problems to achieve a civic aim</p>
<p><b>CRITICAL THINKING (CT)</b>  <b>Institutional Learning Outcome:</b> Habit of mind of analyzing issues, ideas, artifacts, events, and/or evidence to draw conclusions or solve problems.</p> <p><b>1. Identify the topic/ subject of inquiry</b>  <b>2. Select appropriate resources required to draw conclusion(s) or solve the problem</b>  <b>3. Apply resources to draw conclusion(s) or solve the problem</b>  <b>4. Evaluate conclusion(s) or the solution to the problem</b></p>	<p><b>CULTURAL AND GLOBAL ENGAGEMENT (CG)</b>  <b>Institutional learning Outcome:</b> Global Learning encompasses knowledge, skills, and attitudes students acquire through a variety of experiences that enable them to understand world cultures, analyze global systems, appreciate cultural differences, and apply this knowledge and appreciation to their lives as educated individuals and global citizens.</p> <p><b>1. KNOWLEDGE:</b> Analyzes cultural systems, events, or creations and their relationship to worldviews, values, or behavior.  <b>2. INFLUENCES:</b> Evaluates the impact of contemporary and past events, perspectives, or cultures on intercultural relationships.  <b>3. SELF AWARENESS:</b> Analyzes the impact of culture and intercultural experiences on one’s worldview, values and behavior, including assumptions, biases, prejudices, or stereotypes.  <b>4. RESPONSIBILITY:</b> Evaluates the impact of one’s moral and ethical reasoning on one’s actions in relation to culturally different groups.  <b>5. CULTURAL EXPRESSION:</b> Generates ideas, creations, or models that express the human condition and one’s relationship with the world</p>
<p><i>Revised AY 2017-2018</i></p>	

### 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 2018 and Spring 2019 (AY 2018-2019), SOC invited all residential, one year only, one semester only, and adjunct faculty to participate in MCC's 4Cs assessment. SOC members promoted participation in assessment activities, lead faculty through the assessment process, and provided guidance in the creation of a signature assignment aligning to the scoring guidelines.

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 Levels 0 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 IBM SPSS Statistics.

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.

The scoring guidelines were revised in AY2017-2018 and implemented Fall 2018. Some faculty used the newly revised scoring guidelines and others used the prior set of scoring guidelines. When reporting average scores, only data from the new scoring guidelines were analyzed. See Appendix B for assessment results using prior scoring guidelines.

#### **Data Collection Procedures**

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

SOC members recruited faculty volunteers. Flyers, informational sessions and trainings, intranet postings, and posters were provided to help recruit volunteers. Two hundred and twelve faculty members volunteered a total of 639 sections at Southern and Dobson, Red Mountain, Online, Downtown and Offsite during AY 2018-2019. Faculty administered all assessments in regular class sessions during each 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 AY 2018-2019

Table 1

<b>Student Profile of AY 2018-2019 Assessments and College</b>		
	<b>AY 2018-2019 Assessment</b>	<b>Total College (Fall 2018 45<sup>th</sup> day)</b>
<b>Headcount (Unduplicated)</b>		20,387
<b>Ethnicity</b>		
Am. Indian/Alaska Native	3.5%	3.3%
Asian	6.1%	5.1%
Black/African American	5.7%	5.7%
Hispanic/Latino	29.8%	29.7%
Not Specified	4.9%	5.0%
Two or More	3.8%	3.6%
White	46.2%	47.6%
<b>Gender</b>		
Female	57.4%	52.2%
Male	41.1%	46.0%
Other/Unknown	1.5%	1.8%
<b>Age Group</b>		
Under 18	3.1%	12.1%
18-19	28.7%	21.7%
20-24	37.8%	31.8%
25-29	14.0%	14.3%
30-39	10.6%	11.6%
40-49	3.5%	4.6%
50-59	1.7%	2.6%
60+	0.6%	1.4%
<b>Primary Time of Attendance</b>		
Day	62.9%	53.2%
Evening	9.6%	16.1%
Non-Traditional	23.1%	26.2%
Weekend	1.5%	2.4%
None/Unknown	2.9%	0.2%
<b>Academic Load</b>		
Full Time	38.9%	30.3%
3/4 Time	19.1%	17.8%
Half-Time	20.5%	22.2%
Less than Half-Time	16.3%	29.8%
No Units	5.2%	-

## IV. Overall Summary of Results

### Faculty Participation

Table 2 shows both, residential and adjunct faculty participation in MCC's 4C's from the pilot semester in Spring 2015 through AY2018-19.

Table 2

Faculty Participation					
	Spring 2015 Pilot	AY 2015-16	AY 2016-17	AY2017-18	AY 2018-19
Number of Residential Faculty Participants	33	71	98	136	120
Residential Faculty*	341	323	303	306	301
<b>4Cs Residential Faculty Participation Rate</b>	<b>9.68%</b>	<b>21.98%</b>	<b>32.34%</b>	<b>44.44%</b>	<b>39.87%</b>
Number of Adjunct Faculty Participants	2	31	40	97	92
Adjunct Faculty	861	812	598	673	686
<b>4Cs Adjunct Faculty Participation Rate</b>	<b>0.23%</b>	<b>3.81%</b>	<b>6.69%</b>	<b>14.41%</b>	<b>13.41%</b>

\*FY 2018-2019 actively filled faculty positions (Residential and OYO)

### Department Participation

7,058 students were assessed for AY2018-19, a 1.9% decrease from AY2017-18. The number of departments remained at 19. There was a 2.8% decrease in the number courses and an increase in the number of sections that participated from AY2017-18 to AY2018-19.

Table 3

Department Participation								
	Spring 2015 Pilot	AY2015-16	AY2016-17	AY2017-18	AY2018-19	AY15-16 – AY16-17 % Change	AY16-17 – AY17-18 % Change	AY17-18 – AY18-19 % Change
Number of Students Assessed	871	3,061	4,576	7,197	7,058	49.5%	57.3%	-1.9%
Number of Departments	12	17	17	19	19	0%	11.8%	0%
Number of Courses	33	88	134	214	208	52.3%	59.7%	-2.8%
Number of Sections	64	235	324	613	639	89.2%	89.2%	4.2%

### Analysis Highlights

- 7,058 students were assessed, completing 9,615 assessments in 208 courses from 19 departments
- 120 residential and 92 adjunct faculty administered the assessments in 639 sections
- Using the current Scoring Guidelines: 840 students were assessed in Civic Engagement
- Using the current Scoring Guidelines: 2,755 students were assessed in Communication
- Using the current Scoring Guidelines: 2,678 students were assessed in Critical Thinking
- Using the current Scoring Guidelines: 901 students were assessed in Cultural and Global Engagement

## 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 4 provides the departments, the number of instructors, number of courses, number of sections and the number of students assessed AY 2018-2019.

Table 4

AY 2018-2019- Assessments Administered by Department				
Department	# of Instructors	# of Courses	# of Sections	# of Students
Administration of Justice	10	17	34	404
Applied Sciences and Technology	6	17	20	139
Art	15	24	46	577
Business & Information Systems	18	29	76	776
Communication, Theatre & Film Arts	20	17	91	1272
Cultural Science	14	14	34	507
Education Studies	8	10	37	512
English/ Humanities/ Journalism	19	16	54	719
Exercise Science, Physical Education, Recreation, Dance	7	9	25	331
Fire Science/EMT	5	1	4	57
Life Science	13	7	48	805
Mathematics and Computer Science	5	6	12	161
Music	1	1	1	2
Nursing	42	5	29	546
Physical Science	1	1	2	24
Psychological Science	7	8	14	345
Reading	16	5	61	783
Social Science	5	7	9	123
World Languages	7	14	42	445
<b>Total</b>	<b>219</b>	<b>208</b>	<b>639</b>	<b>8528</b>

Table 5 shows the department, number of courses assessed, number of courses offered (excluding noncredit, cancelled courses, ROTC and NSO) and the percentage of courses assessed in AY 2018-2019.

Table 5

<b>AY 2018-2019 – Courses Offered and Assessed</b>						
<b>Department</b>	<b># of Courses Assessed</b>	<b># of Courses Offered</b>	<b>% of Courses Assessed</b>	<b># of Sections Assessed</b>	<b># of Sections Offered</b>	<b>% of Sections Assessed</b>
Administration of Justice	17	38	44.7%	34	144	23.6%
Applied Sciences and Technology	17	217	7.8%	20	573	3.5%
Art	24	54	44.4%	46	217	21.2%
Business & Information Systems	29	219	13.2%	76	907	8.4%
Communication, Theatre & Film Arts	17	36	47.2%	91	264	34.5%
Cultural Science	14	78	17.9%	34	293	11.6%
Education Studies	10	37	27.0%	37	99	37.4%
English/ Humanities/ Journalism	16	69	23.2%	54	638	8.5%
Exercise Science, Physical Education, Recreation, Dance	9	112	8.0%	25	311	8.0%
Fire Science/EMT	1	40	2.5%	4	121	3.3%
Life Science	8	24	33.3%	48	425	11.3%
Mathematics and Computer Science	6	40	15.0%	12	563	2.1%
Music	1	243	0.4%	1	585	0.2%
Nursing	5	17	29.4%	29	107	27.1%
Physical Science	1	54	1.9%	2	449	0.4%
Psychological Science	8	22	36.4%	14	255	5.5%
Reading	5	9	55.6%	61	172	35.5%
Social Science	7	35	20.0%	9	172	5.2%
World Languages	14	41	34.1%	42	168	25.0%
<b>Total</b>	<b>209</b>	<b>1,385</b>	<b>15.1%</b>	<b>639</b>	<b>6,463</b>	<b>9.9%</b>

Note: The table does not include departments that did not assess

Table 6 shows the number of assessments administered by location and instructional mode. Courses and students are counted per location and instructional mode; therefore, the table below shows duplication.

The table below shows the number of sections that administered at least one of the MCC's 4C's from Spring 2015 through the most recent assessment year. AY2018-19, MCC's 4C's were administered in a total of 427 sections at Southern and Dobson. Internet administered the assessment in a total of 156 sections and 46 sections administered at Red Mountain.

Table 6

Section Participation by Location and Instructional Mode						
		Spring 2015 Pilot	AY2015-16	AY2016-17	AY2017-18	AY2018-19
Location	Instructional Mode	# of Sections	# of Sections	# of Sections	# of Sections	# of Sections
Southern and Dobson	Field Based	-	-	1	6	5
	Hybrid	8	18	24	47	56
	Independent Study	-	-	-	2	5
	In Person	35	131	199	384	361
	<b>S&amp;D Total</b>	<b>43</b>	<b>149</b>	<b>224</b>	<b>439</b>	<b>427</b>
Red Mountain	Hybrid	-	3	8	9	11
	In Person	7	9	18	31	35
	<b>RM Total</b>	<b>7</b>	<b>12</b>	<b>26</b>	<b>40</b>	<b>46</b>
<b>Internet</b>	<b>Internet Total</b>	<b>14</b>	<b>73</b>	<b>73</b>	<b>117</b>	<b>156</b>
<b>Downtown &amp; Offsite</b>	<b>Downtown &amp; Offsite Total</b>	-	<b>1</b>	-	<b>17</b>	
<b>HS Dual</b>	<b>HS Dual Total</b>	-	-	<b>1</b>	-	<b>10</b>
<b>Total</b>	-	<b>64</b>	<b>235</b>	<b>324</b>	<b>613</b>	<b>639</b>

Of the locations and instructional modes assessed for AY2018-19, the table below shows the percentage of assessed to offered.

Table 7

AY2018-19 - Sections Offered and Assessed by Location and Instructional Mode				
Location	Instructional Mode	# of Sections Offered	# of Sections Offered	% of Sections Assessed
Southern and Dobson	Field Based	5	186	2.7%
	Hybrid	56	414	13.5%
	Independent Study	5	125	4.0%
	In Person	361	3,166	11.4%
	<b>S&amp;D Total</b>	<b>427</b>	<b>3,891</b>	<b>11.0%</b>
Red Mountain	Hybrid	11	57	19.3%
	In Person	35	507	6.9%
	<b>RM Total</b>	<b>46</b>	<b>564</b>	<b>8.2%</b>
<b>Online</b>	<b>Online Total</b>	<b>156</b>	<b>1,406</b>	<b>11.1%</b>
<b>Downtown &amp; Offsite (all modalities)</b>	<b>Downtown &amp; Offsite Total</b>	<b>10</b>	<b>236</b>	<b>4.2%</b>
<b>Total</b>		<b>639</b>	<b>6,097</b>	<b>10.5%</b>



Tables 8 – 12 show the college – wide average of MCC’s 4Cs by location.

The following data are from assessments using the AY2017-2018 scoring guidelines. See Appendix B for assessment results using the prior set of scoring guidelines.

Table 8

<b>AY 2018-2019 - Assessment – All Locations</b>		
<b>Learning Outcome</b>	<b># of Students</b>	<b>Average Score</b>
Civic Engagement	840	<b>3.35</b>
Communication	2,755	<b>3.27</b>
Critical Thinking	2,684	<b>3.25</b>
Cultural and Global Engagement	914	<b>2.99</b>
<b>Total</b>	<b>7,193</b>	<b>-</b>

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

Table 9

<b>AY 2018-2019 - Assessment – Southern and Dobson</b>		
<b>Learning Outcome</b>	<b># of Students</b>	<b>Average Score</b>
Civic Engagement	750	<b>3.24</b>
Communication	3,267	<b>3.27</b>
Critical Thinking	3,716	<b>3.23</b>
Cultural and Global Engagement	1,583	<b>3.04</b>
<b>Total</b>	<b>9,316</b>	<b>-</b>

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

Table 10

<b>AY 2018-2019 - Assessment – Red Mountain</b>		
<b>Learning Outcome</b>	<b># of Students</b>	<b>Average Score</b>
Civic Engagement	131	<b>3.83</b>
Communication	255	<b>3.37</b>
Critical Thinking	261	<b>3.23</b>
Cultural and Global Engagement	36	<b>2.54</b>
<b>Total</b>	<b>683</b>	<b>-</b>

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

Table 11

<b>AY 2018-2019 - Assessment – Online</b>		
<b>Learning Outcome</b>	<b># of Students</b>	<b>Average Score</b>
Civic Engagement	151	<b>3.51</b>
Communication	393	<b>3.21</b>
Critical Thinking	370	<b>3.42</b>
Cultural and Global Engagement	43	<b>2.32</b>
<b>Total</b>	<b>957</b>	<b>-</b>

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

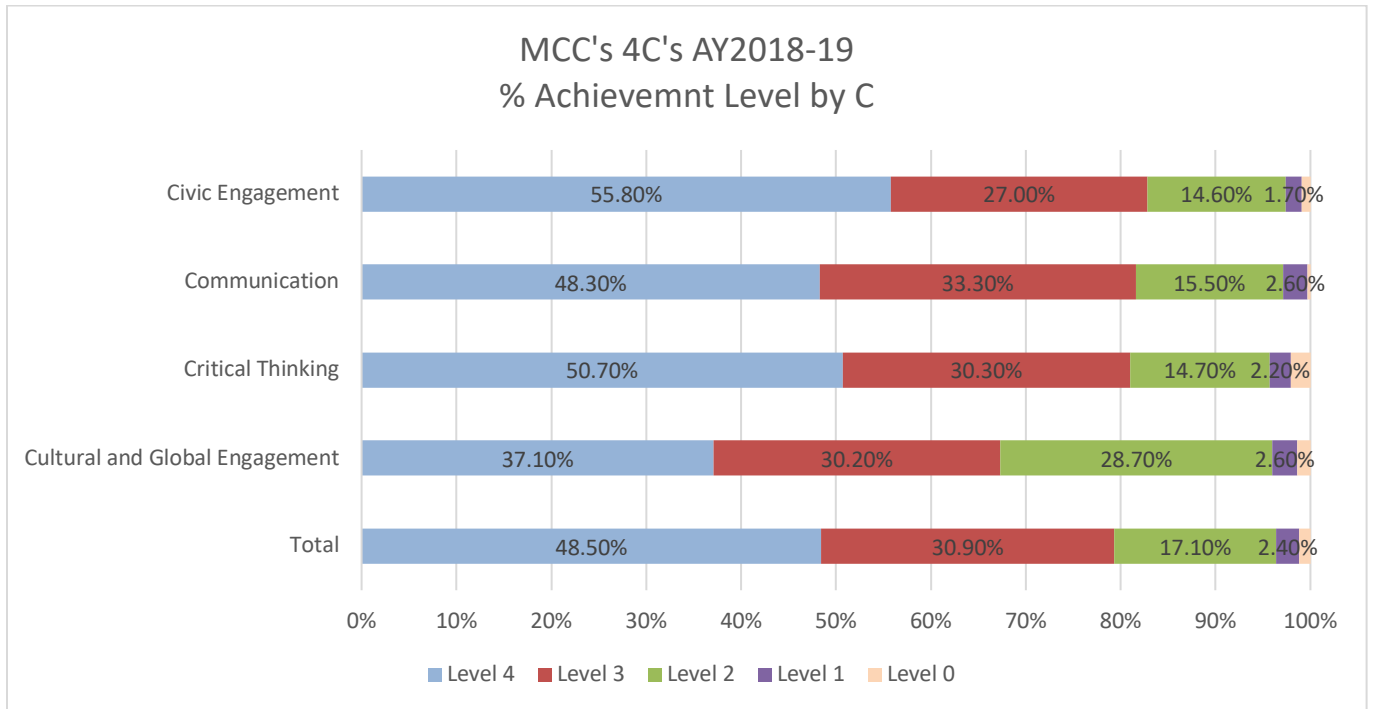
Table 12

AY 2018-2019 - Assessment – Downtown and Offsite		
Learning Outcome	# of Students	Average Score
Civic Engagement	124	3.04
Communication	102	3.49
Critical Thinking	55	3.10
<b>Total</b>	<b>281</b>	<b>-</b>

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

Chart 1 shows the percentage of assessment scores at for each Level by MCC’s 4C. 55.80% of Civic Engagement assessment scores were scored at Level 4.

Chart 1



- 55.8% of Civic Engagement assessments were rated at Level 4
- 48.30% of Communication assessments were rated at Level 4
- 50.70% of Critical Thinking assessments were rated at Level 4
- 37.10% of Cultural and Global Engagement assessments were rated at Level 4
- Total of 48.50% of all MCC’s 4C’s assessments were rated level 4

## Civic Engagement

### Definition

**Civic Engagement:** Civic engagement encompasses actions to promote the quality of life in a community, through both political and non-political processes.

### Descriptors

1. INCLUSIVENESS: Demonstrate an ability to engage respectfully with others in a diverse society
2. APPLY KNOWLEDGE: Apply 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

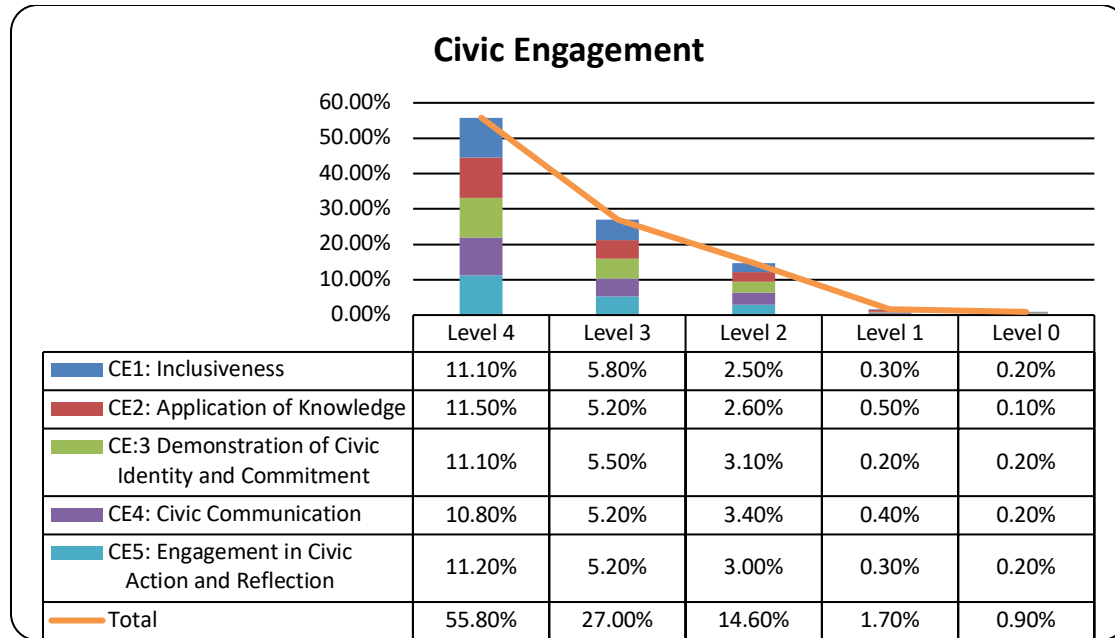
Table 13 shows the college-wide Civic Engagement learning outcome score for AY 2018-2019. In calculating the average score, blanks were given a score of zero. Therefore, the average score is on a scale of 0 to 4, with four being the highest level of achievement.

Table 13

AY 2018-2019 - Assessment – All Locations		
Learning Outcome	# of Students	Average Score
Civic Engagement	840	3.35

Chart 2 shows the percentage of students scoring at each Level per descriptor.

Chart 2



- 82.8% of Civic Engagement assessments were rated at Level 4 or Level 3
- CE2: Application of Knowledge assessed more students at Level 4 (11.50%) than the other descriptors assessing at any other Level
- All descriptors assessed most student assessments at a Level 4

## Communication

### Definition

Communication: The purposeful development, expression and reception of a message through oral, written or nonverbal 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/or information
3. LANGUAGE: Apply language and/or modes of expression of a discipline in an appropriate and accurate manner to demonstrate comprehension
4. EXECUTION: Convey a message effectively

### Communication Results

Table 14 shows the college-wide Communication learning outcome score for AY 2018-2019.

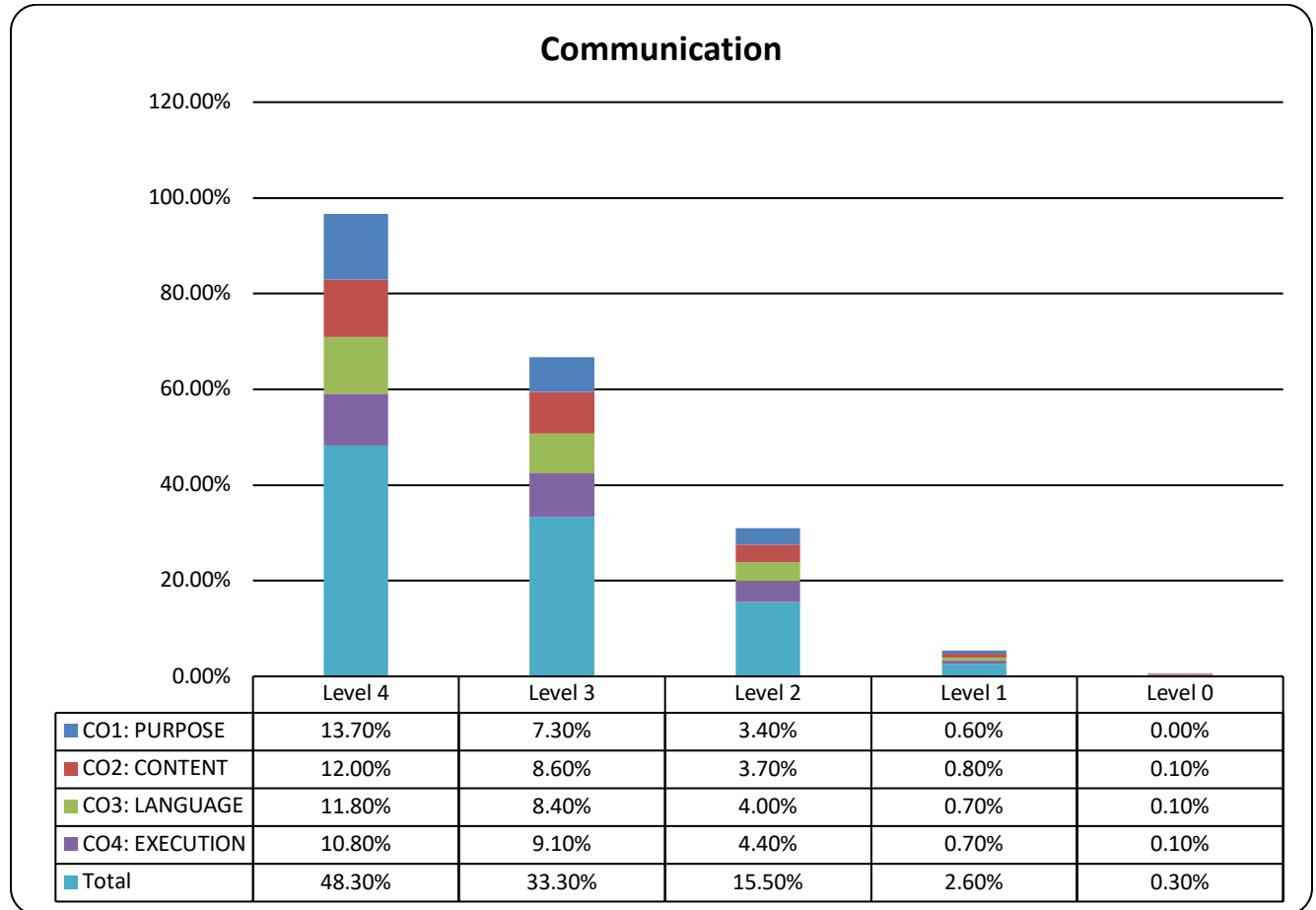
In calculating the average score, blanks were given a score of zero. Therefore, the average score is on a scale of 0 to 4, with four being the highest level of achievement.

Table 14

AY 2018-2019 - Assessment – All Locations		
Learning Outcome	# of Students	Average Score
Communication	2,755	3.27

Chart 3 shows the percentage of students scoring at each Level per descriptor.

Chart 3



- 81.6% of Communication assessments were rated at Level 4
- CO1: Purpose assessed more students at Level 4 (13.70%) than the other descriptors assessing at any other Level
- All descriptors assessed most student assessments at a Level 4

## Critical Thinking

### Definition

Critical Thinking: Habit of mind of analyzing issues, ideas, artifacts, events, and/or evidence to draw conclusions or solve problems.

### Descriptors

1. Identify the topic/ subject of inquiry
2. Select appropriate resources required to draw conclusion(s) or solve the problem
3. Apply resources to draw conclusion(s) or solve the problem
4. Evaluate conclusion(s) or the solution to the problem

### Critical Thinking Results

Table 15 shows the college-wide Critical Thinking learning outcome score for AY 2018-2019.

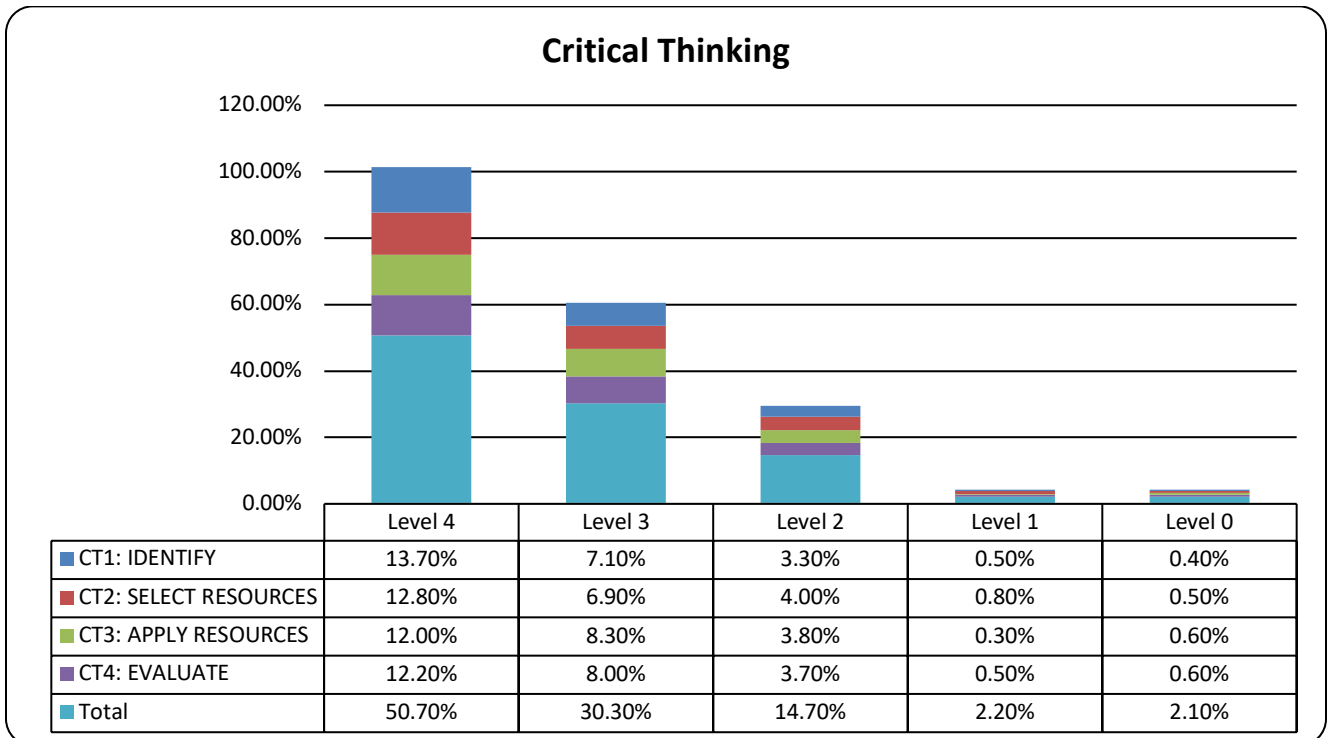
In calculating the average score, blanks were given a score of zero. Therefore, the average score is on a scale of 0 to 4, with four being the highest level of achievement.

Table 15

AY 2018-2019 - Assessment – All Locations		
Learning Outcome	# of Students	Average Score
Critical Thinking	2,684	3.25

Chart 4 shows percentage of students scoring at each Level per descriptor.

Chart 4



- 81.6% of Communication assessments were rated at Level 4
- CO1: Purpose assessed more students at Level 4 (13.70%) than the other descriptors assessing at any other Level
- All descriptors assessed most student assessments at a Level 4

## Cultural and Global Engagement

### Definition

Cultural and Global Engagement: Global Learning encompasses knowledge, skills, and attitudes students acquire through a variety of experiences that enable them to understand world cultures, analyze global systems, appreciate cultural differences, and apply this knowledge and appreciation to their lives as educated individuals and global citizens.

### Descriptors

1. KNOWLEDGE: Analyzes cultural systems, events, or creations and their relationship to worldviews, values, or behavior.
2. INFLUENCES: Evaluates the impact of contemporary and past events, perspectives, or cultures on intercultural relationships.
3. SELF AWARENESS: Analyzes the impact of culture and intercultural experiences on one's worldview, values and behavior, including assumptions, biases, prejudices, or stereotypes.
4. RESPONSIBILITY: Evaluates the impact of one's moral and ethical reasoning on one's actions in relation to culturally different groups.
5. CULTURAL EXPRESSION: Generates ideas, creations, or models that express the human condition and one's relationship with the world

### Cultural and Global Engagement Results

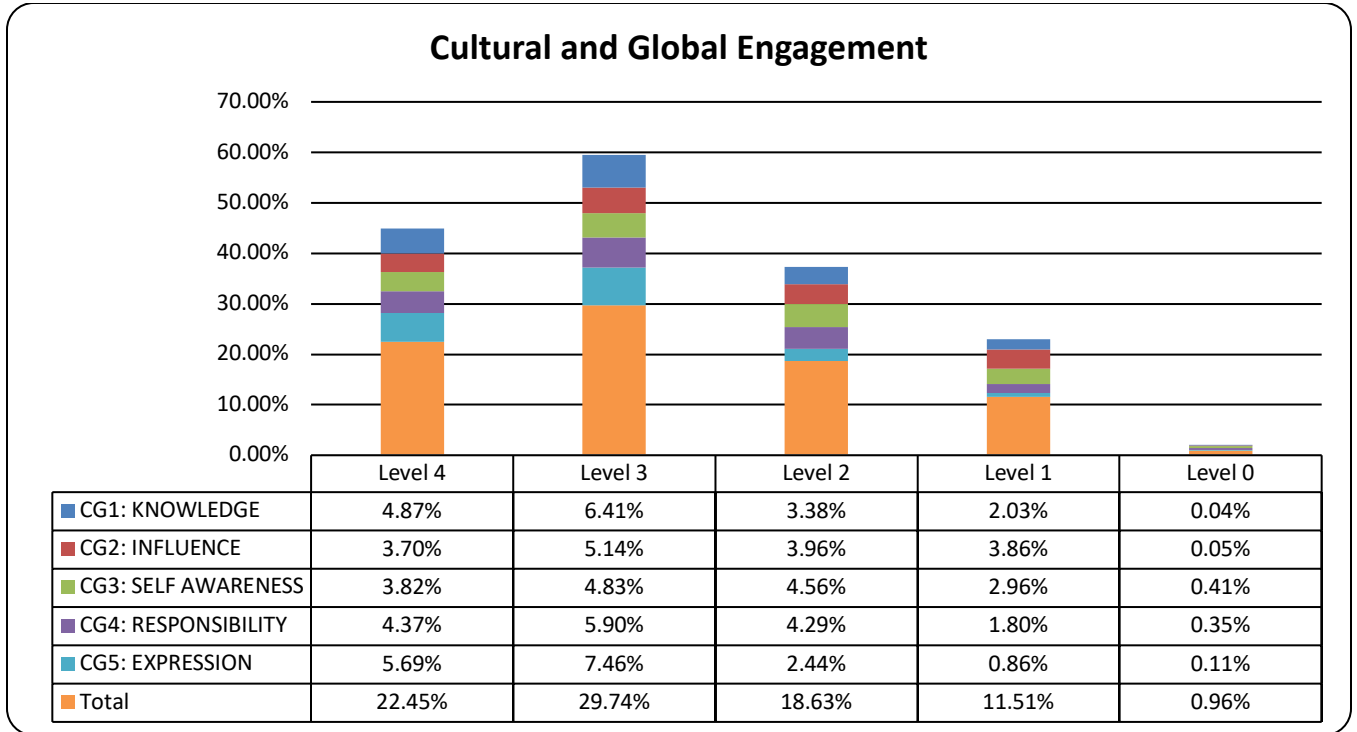
Table 16 shows the college-wide Cultural and Global Engagement learning outcome score for AY 2018-2019. In calculating the average score, blanks were given a score of zero. Therefore, the average score is on a scale of 0 to 4, with four being the highest level of achievement.

Table 16

AY 2018-2019 - Assessment – All Locations		
Learning Outcome	# of Students	Average Score
Cultural and Global Engagement	914	2.99

Chart 5 shows the percentage of students scoring at each Level per descriptor.

Chart 5



- 52.19% of Communication assessments were rated at Level 4
- CG5: RESPONSIBILITY assessed more students at Level 3 (7.46%) than the other descriptors assessing at any other Level
- All descriptors assessed most student assessments at a Level 4



## 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 2,406 students who received a degree or certificate award from MCC during AY 2018-2019, 2,219 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 5 years as illustrated in Table 17.

Table 17

<b>Mesa Community College Graduate Exit Survey Results “How well prepared do you feel to transfer?”</b>					
	AY 2014-2015	AY 2015-2016	AY 2016-2017	AY 2017-2018	AY 2018-2019
<b>Mean score (scale 1-4)</b>	3.6	3.6	3.6	3.6	3.6
<b>Very prepared</b>	63%	61%	66%	64%	64%
<b>Somewhat prepared</b>	35%	36%	32%	34%	33%
<b>Somewhat unprepared</b>	2%	2%	2%	2%	2%
<b>Very unprepared</b>	<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 18. 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 18

<b>Mesa Community College Graduate Exit Survey Results “How well prepared do you feel for entering the workplace?”</b>					
	AY 2014-2015	AY 2015-2016	AY 2016-2017	AY 2017-2018	AY 2018-2019
<b>Mean Score (scale 1-4)</b>	3.4	3.4	3.4	3.4	3.5
<b>Very prepared</b>	49%	47%	52%	50%	51%
<b>Somewhat prepared</b>	46%	47%	43%	45%	44%
<b>Somewhat unprepared</b>	4%	5%	4%	4%	4%
<b>Very unprepared</b>	1%	1%	1%	1%	1%

## Course Completion

Data about course completion is provided for Fall semesters in Table 19. The percentages of successful/unsuccessful students completing a course and those withdrawing from a course have remained relatively stable.

Table 19

<b>Mesa Community College - Course Completion</b>				
	<b>Successful (A, B, C, P)</b>	<b>Unsuccessful (D, F, Z)</b>	<b>Completer Sub-total</b>	<b>Withdrew (W, Y)</b>
<b>Fall 2009</b>	70%	9%	79%	21%
<b>Fall 2010</b>	69%	9%	78%	22%
<b>Fall 2011</b>	69%	10%	79%	21%
<b>Fall 2012</b>	70%	10%	80%	20%
<b>Fall 2013</b>	72%	10%	82%	18%
<b>Fall 2014</b>	73%	10%	83%	17%
<b>Fall 2015</b>	74%	10%	84%	16%
<b>Fall 2016</b>	74%	10%	84%	16%
<b>Fall 2017</b>	76%	9%	85%	15%
<b>Fall 2018</b>	76%	9%	85%	15%

## 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 2017 and Fall 2018.

Table 20

<b>Mesa Community College New Full Time Student Persistence</b>					
	<b>Enrolled Fall 2017</b>	<b>Remained Spring 2018</b>		<b>Remained Fall 2018</b>	
<b>Full time total new students</b>	1,830	1,610	88.41%	1,161	64.97%
<b>Full time new transfer students</b>	1,275	1,134	89.22%	831	66.53%
<b>Full time new career students</b>	396	339	86.70%	229	59.95%

Note: High school and graduating students not included.

Table 21

<b>Mesa Community College New Full Time Student Persistence</b>					
	<b>Enrolled Fall 2018</b>	<b>Remained Spring 2019</b>		<b>Remained Fall 2019</b>	
<b>Full time total new students</b>	1,918	1,674	87%	1,209	63%
<b>Full time new transfer students</b>	1,201	1,055	88%	791	66%
<b>Full time new career students</b>	540	469	87%	313	58%

Note: High school and graduating students not included.

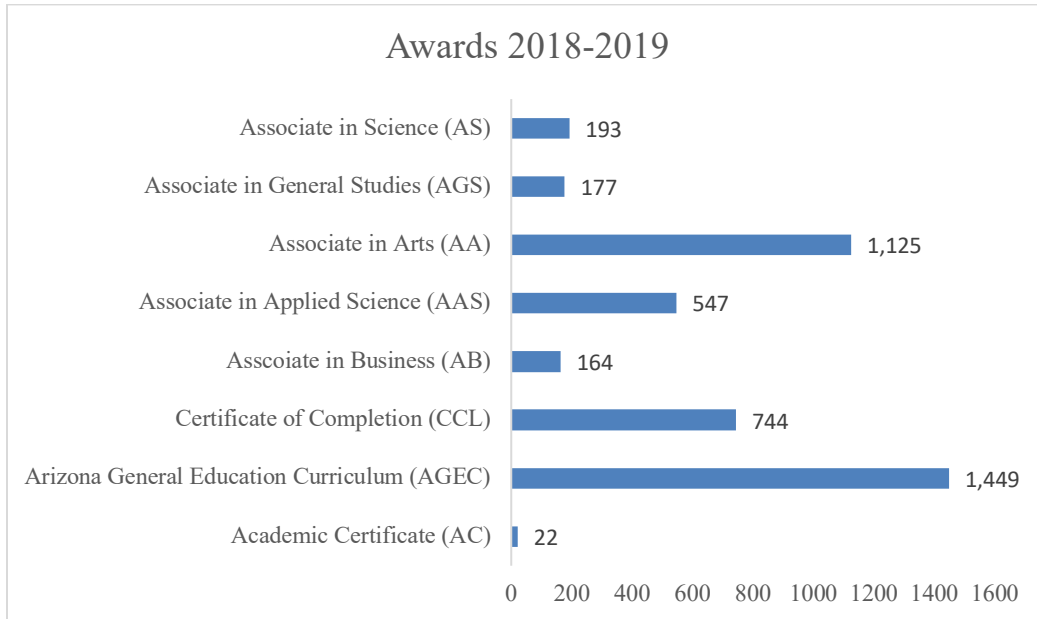
## Degree and Certificate Awards

MCC conferred 2,206 degrees and 2,215 certificates in FY 2018-19.

Table 22

MCC Awards 2018-2019		
Academic Certificate (AC)	22	0.5%
Arizona General Education Curriculum (AGEC)	1,449	32.8%
Certificate of Completion (CCL)	744	16.8%
Associate in Business (AB)	164	3.7%
Associate in Applied Science (AAS)	547	12.4%
Associate in Arts (AA)	1,125	25.4%
Associate in General Studies (AGS)	177	4.0%
Associate in Science (AS)	193	4.4%
Total	4,421	100.0%

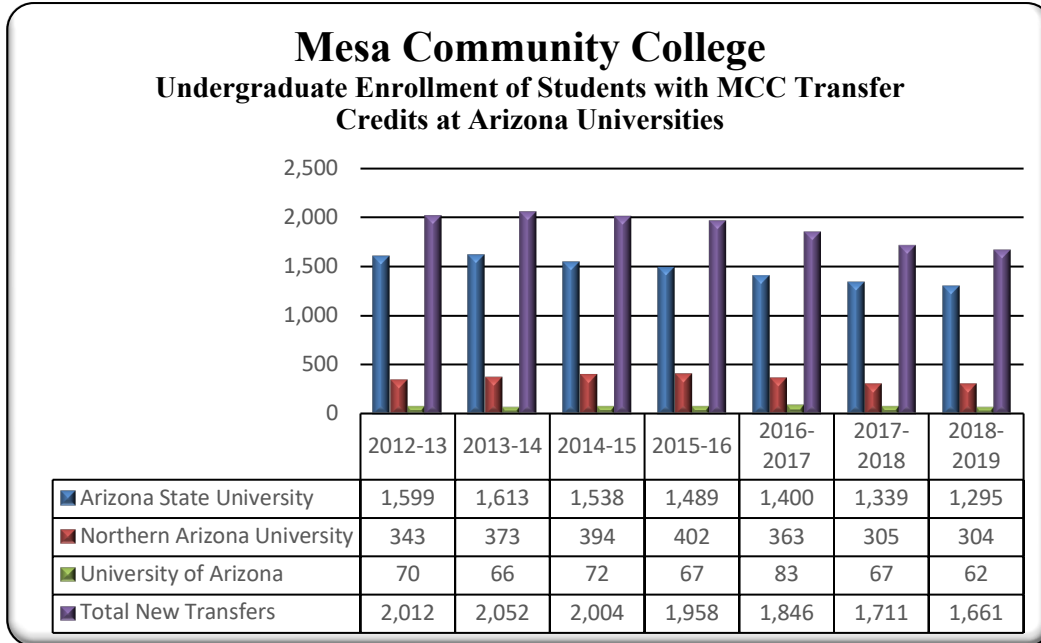
Chart 6



## Transfer

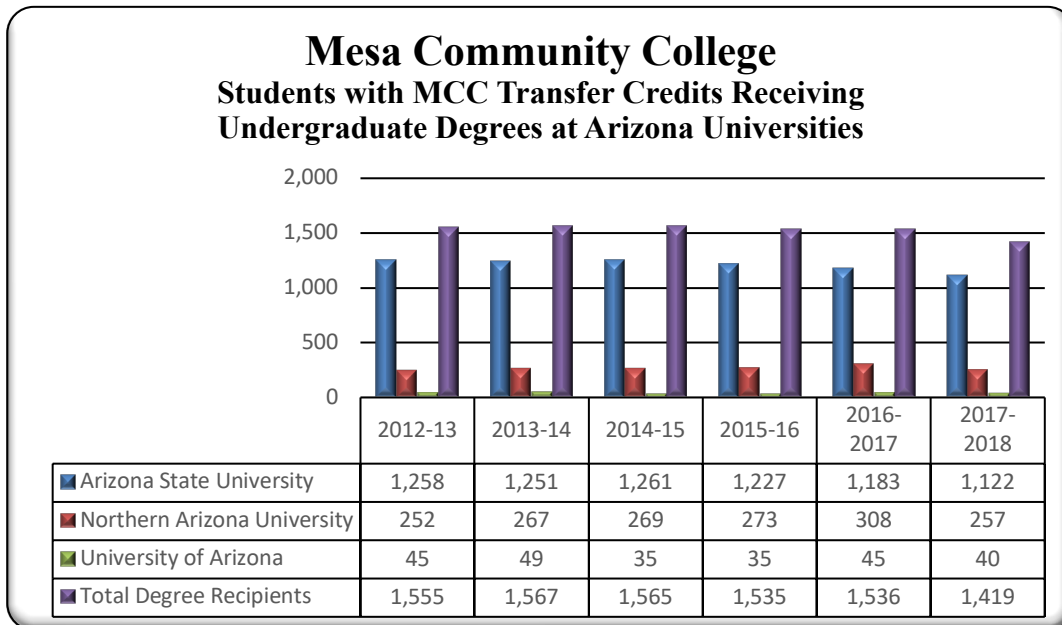
The number of students with 12 or more MCC transfer credits enrolled in an Arizona university as new transfers in Fall and Spring semesters and the number of degree recipients with MCC transfer credits are described in the following charts.

Chart 7



Source: Assist Data Warehouse

Chart 8

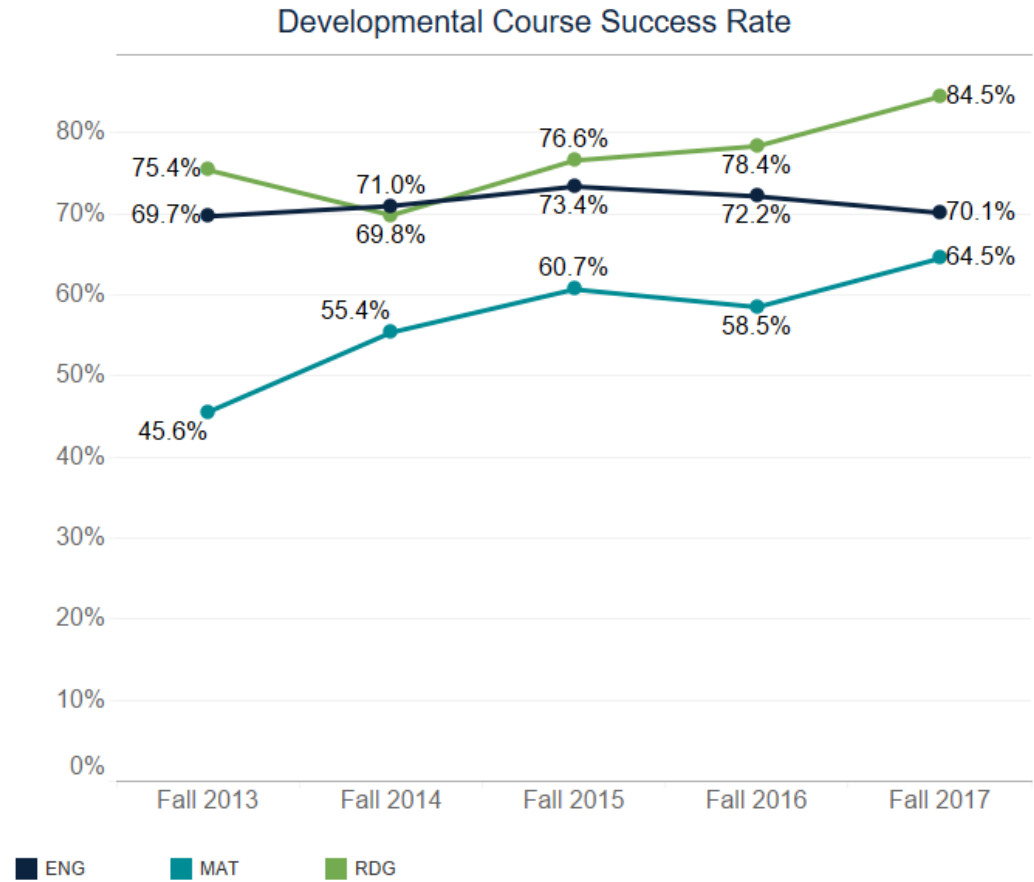


Source: Assist Data Warehouse

### Developmental Education Course Completion and Subsequent Success

The overall course success rates for developmental reading, English and math students is detailed in the chart that follows. Success rates in developmental reading and math increased from Fall 2016 to 2017. While the success rate for developmental English decreased from Fall 2016 to Fall 2017.

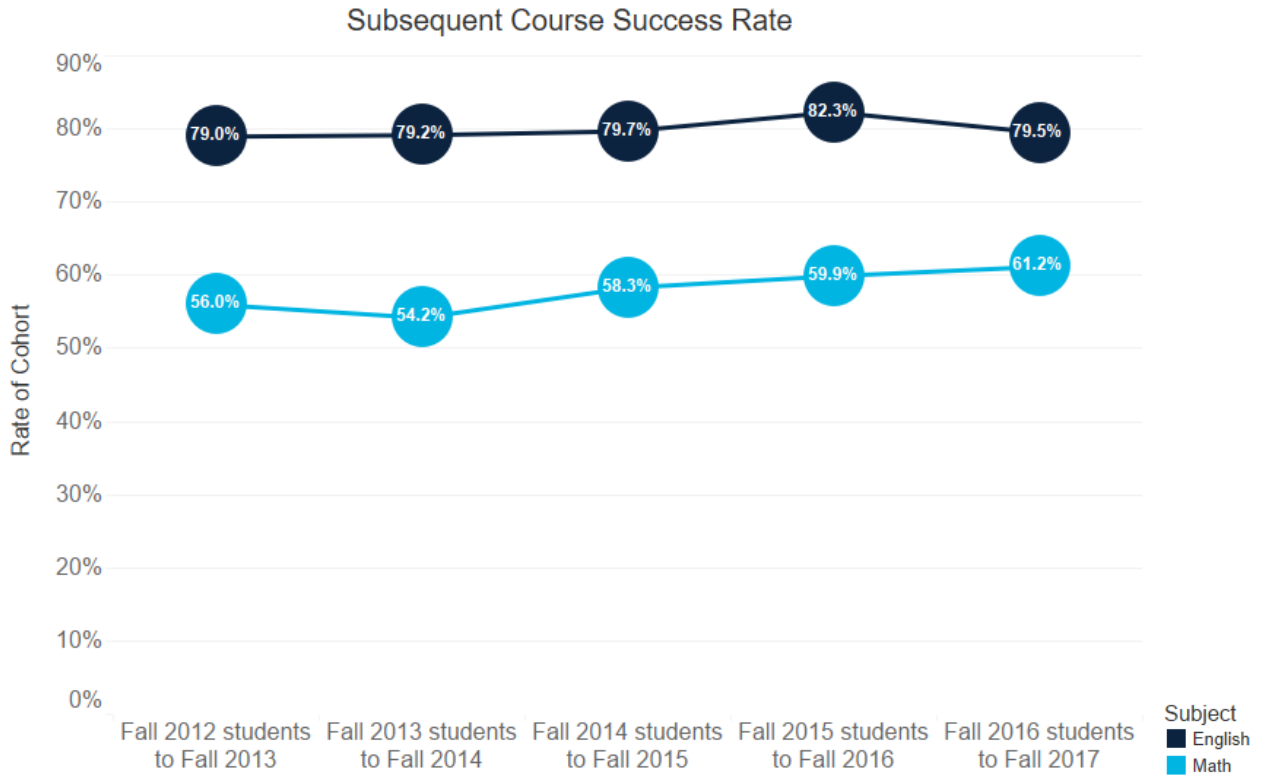
Chart 9



Source: 2018 Governing Board Monitoring Metrics Dev Ed Course Performance Dashboard

The chart below shows the subsequent course outcomes in college level (100 or higher) English and math after completion of developmental English and math course.

Chart 10



Source: 2018 Governing Board Monitoring Metrics Subsequent Performance Dashboard

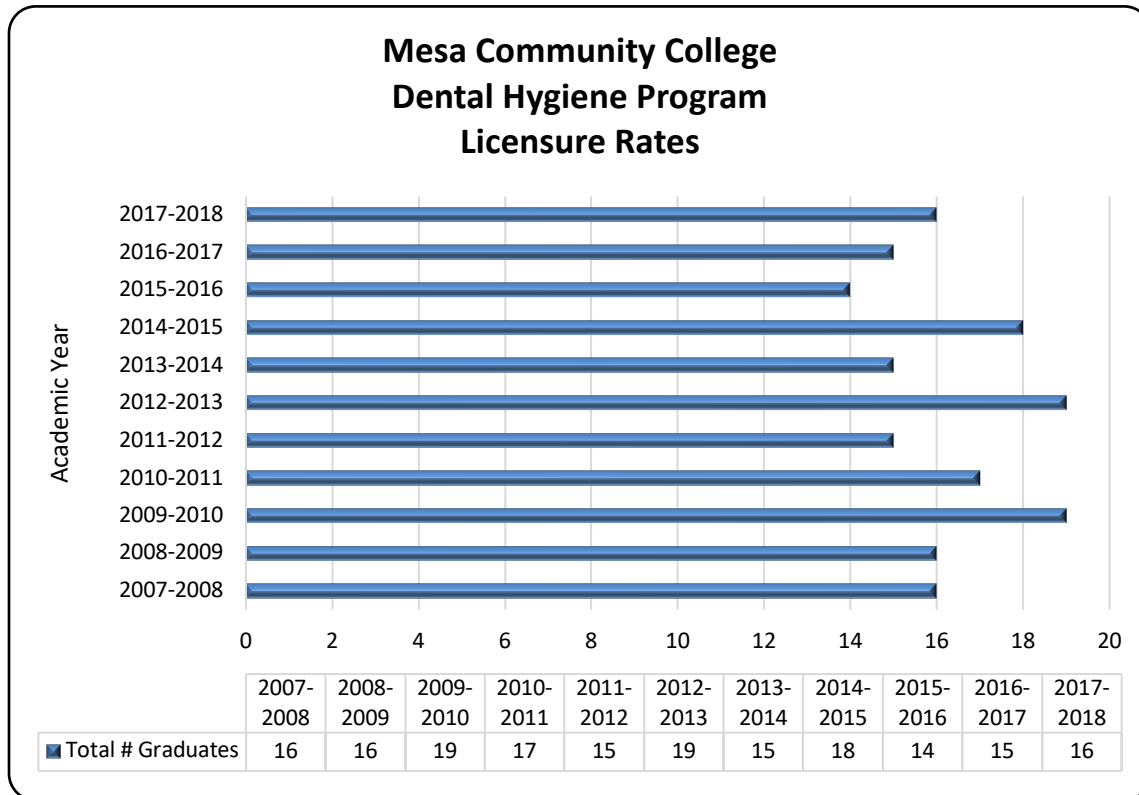
**Licensure and Certification** (Last updated Fall 2018)

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.

Chart 11



**Fire Science and EMT**

The MCC Fire Science program offers certification in several areas as detailed in Tables 23-24. 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 23

<b>Fire Science and EMT Licensing Agencies</b>	
<b>License/Certification</b>	<b>Agency</b>
<b>Candidate Physical Agility Test (FSC 130)</b>	International Association of Firefighters
	International Fire Chiefs Association
<b>Hazardous Materials/First Responder (FSC 105)</b>	Arizona Center for Fire Service Excellence
<b>Fire Operations (FSC 102)</b>	Arizona Center for Fire Service Excellence
<b>Wildland Firefighter (FSC 110)</b>	Arizona Bureau of Land Management
<b>Paramedic (EMT 272)</b>	Arizona State Department of Health Services and National Registry of EMTs
<b>EMT (EMT 104)</b>	Arizona State Department of Health Services and National Registry of EMTs
<b>Fire Investigation</b>	Arizona International Association of Arson Investigators
<b>Cardiopulmonary Resuscitation (EMT 101)</b>	American Heart Association

Table 24

<b>Mesa Community College - Fire Science/EMT Passage Rates</b>									
<b>License/Certification</b>	<b>Spring/Summer 2016</b>			<b>Spring/Summer 2017</b>			<b>Spring/Summer 2018</b>		
	<b>Attempt</b>	<b>Passed</b>	<b>%</b>	<b>Attempt</b>	<b>Passed</b>	<b>%</b>	<b>Attempt</b>	<b>Passed</b>	<b>%</b>
Wildland Firefighter (FSC 110)	0	0	0	21	21	100%	47	47	100%
Fire Department Operations (FSC 102)	20	17	85%	19	19	100%	41	41	100%
Hazardous Materials/First Responder (FSC105)	43	36	84%	38	30	79%	137	137	100%
Candidate Physical Ability Test (FSC 130)	25	17	68%	30	18	60%	34	19	56%
Cardiopulmonary Resuscitation (EMT 101)	223	223	100%	349	349	100%	192	192	100%
EMT (EMT 104: 3 attempts are allowed)	145	125	86%	125	108	86%	138	130	94%
Paramedic (EMT 272: 3 attempts are allowed)	23	23	100%	20	18	90%	20	17	85%



Network Academy

The Network Academy offers certification pathways in Network Administration, Network Security, Microsoft, Red Hat Linux, VMware, Information Assurance, 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 25 below.

Table 25

<b>Mesa Community College Nursing Program NCLEX RN Examination</b>			
	<b>Total # Graduates</b>	<b># Graduates Taking NCLEX RN Exam</b>	<b>Pass Rate of Exam Takers</b>
<b>Spring 2014</b>	67	66	100%
<b>Spring 2015</b>	84	83	95%
<b>Spring 2016</b>	83	78	96%
<b>Spring 2017</b>	83	73	95%
<b>Spring 2018</b>	54	52	96%

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 26

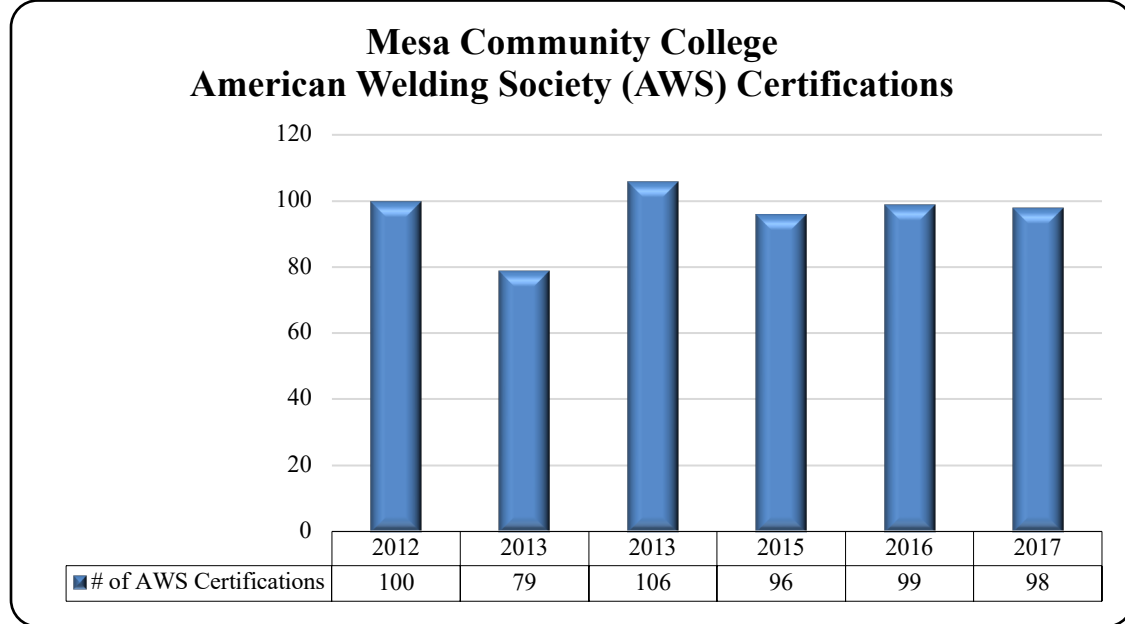
<b>Mesa Community College Veterinary Technology Board Exam Pass Rates</b>			
	<b>Graduates</b>	<b>% Passed State Exam</b>	<b>% Passed National Exam</b>
<b>Spring 2014</b>	13	85%	85%
<b>Spring 2015</b>	15	93%	93%
<b>Spring 2016</b>	10	100%	100%
<b>Spring 2017</b>	10 (6 sat for boards)	100%	100%
<b>Spring 2018</b>	11	N/A	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 Chart 12.

Chart 12



Industry welding certifications students received include:

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

**Appendix A**  
**MCC's 4Cs Scoring Guidelines**

## Scoring Guidelines

### Civic Engagement Scoring Guidelines

<b>CIVIC ENGAGEMENT - SCORING GUIDELINES</b>					
<b>DEFINITION:</b> Civic engagement encompasses actions to promote the quality of life in a community, through both political and non-political processes.					
<b>Descriptors</b>	<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>	<b>Level 0</b>
	<b>Proficient:</b> Demonstrates in-depth understanding of the process or concept. Minor errors or mistakes may be present but do not impede understanding.	<b>Developing Proficiency:</b> Demonstrates foundational understanding of the process or concept, but misconceptions impede in-depth understanding.	<b>Beginning Proficiency:</b> Demonstrates beginning understanding of the process or concept.	<b>Not Proficient:</b> Does not demonstrate understanding.	No submission
1. INCLUSIVENESS: Demonstrate an ability to engage respectfully with others in a diverse society					
2. APPLY KNOWLEDGE: Apply 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					

**Communication Scoring Guidelines**

<b>COMMUNICATION - SCORING GUIDELINE</b>					
<b>DEFINITION:</b> The purposeful development, expression and reception of a message through oral, written or nonverbal means.					
Descriptors	Level 4	Level 3	Level 2	Level 1	Level 0
	<b>Proficient:</b> Demonstrates in-depth understanding of the process or concept. Minor errors or mistakes may be present but do not impede understanding.	<b>Developing Proficiency:</b> Demonstrates foundational understanding of the process or concept, but misconceptions impede in- depth understanding.	<b>Beginning Proficiency:</b> Demonstrates beginning understanding of the process or concept.	<b>Not Proficient:</b> Does not demonstrate understanding.	No submission
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/or information					
3. LANGUAGE: Apply language and/or modes of expression of a discipline in an appropriate and accurate manner to demonstrate comprehension					
4. EXECUTION: Convey a message effectively					

**Critical Thinking Scoring Guidelines**

<b>CRITICAL THINKING - SCORING GUIDELINES</b>					
<b>DEFINITION:</b> Habit of mind of analyzing issues, ideas, artifacts, events, and/or evidence to draw conclusions or solve problems.					
<b>Descriptors</b>	<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>	<b>Level 0</b>
	<p><b>Proficient:</b> Demonstrates in-depth understanding of the process or concept. Minor errors or mistakes may be present but do not impede understanding.</p>	<p><b>Developing Proficiency:</b> Demonstrates foundational understanding of the process or concept, but misconceptions impede in-depth understanding.</p>	<p><b>Beginning Proficiency:</b> Demonstrates beginning understanding of the process or concept.</p>	<p><b>Not Proficient:</b> Does not demonstrate understanding.</p>	<p>No submission</p>
1. Identify the topic/ subject of inquiry					
2. Select appropriate resources required to draw conclusion(s) or solve the problem					
3. Apply resources to draw conclusion(s) or solve the problem					
4. Evaluate conclusion(s) or the solution to the problem					

**Cultural and Global Engagement Scoring Guidelines**

<b>CULTURAL AND GLOBAL ENGAGEMENT - SCORING GUIDELINE</b>					
<b>DEFINITION:</b> Global Learning encompasses knowledge, skills, and attitudes students acquire through a variety of experiences that enable them to understand world cultures, analyze global systems, appreciate cultural differences, and apply this knowledge and appreciation to their lives as educated individuals and global citizens.					
<b>Descriptors</b>	<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>	<b>Level 0</b>
	<b>Proficient:</b> Demonstrates in-depth understanding of the process or concept. Minor errors or mistakes may be present but do not impede understanding.	<b>Developing Proficiency:</b> Demonstrates foundational understanding of the process or concept, but misconceptions impede in- depth understanding.	<b>Beginning Proficiency:</b> Demonstrates beginning understanding of the process or concept.	<b>Not Proficient:</b> Does not demonstrate understanding.	No submission
1. KNOWLEDGE: Analyzes cultural systems, events, or creations and their relationship to worldviews, values, or behavior.					
2. INFLUENCE: Evaluates the impact of contemporary and past events, perspectives, or cultures on intercultural relationships.					
3. SELF AWARENESS: Analyzes the impact of culture and intercultural experiences on one’s worldview, values and behavior, including assumptions, biases, prejudices, or stereotypes.					
4. RESPONSIBILITY: Evaluates the impact of one’s moral and ethical reasoning on one’s actions in relation to culturally different groups.					
5. EXPRESSION: Generates ideas, creations, or models that express the human condition and one’s relationship with the world					

**Appendix B**  
**AY 2018-2019 MCC's 4C's Data using prior Scoring**  
**Guidelines**



<b>AY 2018-2019 - Assessment – All Locations</b>		
<b>Learning Outcome</b>	<b># of Students</b>	<b>Average Score</b>
Civic Engagement	616	<b>3.09</b>
Communication	1,086	<b>3.29</b>
Critical Thinking	877	<b>3.04</b>
Cultural and Global Engagement	415	<b>3.18</b>
<b>Total</b>	<b>2,994</b>	<b>-</b>

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

<b>AY 2018-2019 - Assessment – Southern and Dobson</b>		
<b>Learning Outcome</b>	<b># of Students</b>	<b>Average Score</b>
Civic Engagement	169	<b>2.97</b>
Communication	124	<b>3.18</b>
Critical Thinking	404	<b>2.84</b>
Cultural and Global Engagement	414	<b>2.85</b>
<b>Total</b>	<b>1,111</b>	<b>-</b>

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

<b>AY 2018-2019 - Assessment – Red Mountain</b>		
<b>Learning Outcome</b>	<b># of Students</b>	<b>Average Score</b>
Civic Engagement	103	<b>3.03</b>
Communication	97	<b>3.59</b>
Critical Thinking	152	<b>3.17</b>
Cultural and Global Engagement	108	<b>3.27</b>
<b>Total</b>	<b>460</b>	<b>-</b>

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

<b>AY 2018-2019 - Assessment – Online</b>		
<b>Learning Outcome</b>	<b># of Students</b>	<b>Average Score</b>
Civic Engagement	332	<b>3.16</b>
Communication	578	<b>3.32</b>
Critical Thinking	316	<b>3.25</b>
Cultural and Global Engagement	204	<b>3.30</b>
<b>Total</b>	<b>1,430</b>	<b>-</b>

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

<b>AY 2018-2019 - Assessment – Downtown and Offsite</b>		
<b>Learning Outcome</b>	<b># of Students</b>	<b>Average Score</b>
Civic Engagement	19	<b>3.11</b>
Communication	18	<b>2.93</b>
<b>Total</b>	<b>37</b>	<b>-</b>

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

## **Appendix C**

# **MCC's Annual Assessment Results Summary AY 2017-2018**

**Mesa Community College Annual Assessment Results Summary AY 2017-2018**

7,197 unique students were assessed, completing 15,468 assessments in 214 courses from 19 departments.

Fall 2017-Spring 2018 - Assessment – All Locations			
Learning Outcome	# of Students	# of Assessments	Average Score
Civic Engagement	1,239	1,898	<b>3.07</b>
Communication	3,418	4,732	<b>3.17</b>
Critical Thinking	3,161	5,965	<b>3.09</b>
Cultural and Global Engagement	1,705	2,873	<b>2.77</b>
<b>Total</b>	<b>9,523</b>	<b>15,468</b>	<b>-</b>

Total # of Student are duplicated

Outcome	Results
Civic Engagement	<ul style="list-style-type: none"> <li>71.34% of Civic Engagement assessments were rated at achievement level 4 or achievement level 3</li> <li><u>CE1: Inclusiveness</u> assessed more students at achievement level 4 (9.15%) than the other descriptors assessing at achievement level 4</li> <li><u>CE1: Inclusiveness</u> assessed more students at achievement level 3 (6.12%) than the other descriptors assessing at achievement level 3</li> <li><u>CE3: Demonstration of Civic Identity and Commitment</u> assessed more students at achievement level 2 (4.28%) than the other descriptors assessing at achievement level 2</li> <li><u>CE4: Civic Communication</u> assessed more students at achievement level 1 (2.03%) than the other descriptors assessing at achievement level 1</li> </ul>
Communication	<ul style="list-style-type: none"> <li>41.16% of Communication assessments were rated at achievement level 3</li> <li><u>CO5: Reception</u> assessed more students at achievement level 4 (8.59%) than the other descriptors assessing at achievement level 4</li> <li><u>CO4: Execution</u> assessed more students at achievement level 3 (9.05%) than the other descriptors assessing at achievement level 3</li> <li><u>CO3: Language</u> assessed more students at achievement level 2 (4.00%) than the other descriptors assessing at achievement level 2</li> <li>Less than 1% of students assessed at achievement level 1 for each descriptors</li> </ul>
Critical Thinking	<ul style="list-style-type: none"> <li>75.53% of Critical Thinking assessments were rated at achievement level 4 or achievement level 3</li> <li><u>CT3: Gather Resources</u> assessed more students at achievement level 4 (7.92%) than the other descriptors assessing at achievement level 4</li> <li><u>CT4: Evaluate Resources</u> assessed more students at achievement level 3 (6.79%) than the other descriptors assessing at achievement level 3</li> <li><u>CT4: Evaluate Resources</u> assessed more students at achievement level 2 (3.52%) than the other descriptors assessing at achievement level 2</li> <li><u>CT1: Identify Issue</u> assessed more students at achievement level 1 (1.24%) than the other descriptors assessing at achievement level 1</li> </ul>

Cultural and Global Engagement	<ul style="list-style-type: none"><li>• 36.24% of Cultural and Global assessments were rated at achievement level 3</li><li>• <u>CG5: Inclusiveness</u> assessed more students at achievement level 4 (5.69%) than the other descriptors assessing at achievement level 4</li><li>• <u>CG5: Inclusiveness</u> assessed more students at achievement level 3 (7.46%) than the other descriptors assessing at achievement level 3</li><li>• <u>CG6: Cultural Expression</u> assessed more students at achievement level 2 (4.62%) than the other descriptors assessing at achievement level 2</li><li>• <u>CG2: Global Influences</u> assessed more students at achievement level 1 (3.86%) than the other descriptors assessing at achievement level 1</li></ul>
--------------------------------	---