
*The Mesa Community College
Program to Assess Student Learning*

Annual Report AY 2018-2019

Prepared by:
Office of Institutional Effectiveness

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

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Table of Contents

<i>I. Introduction and Background</i>	1
HISTORY AND OVERVIEW OF ASSESSMENT	1
ORGANIZATIONAL STRUCTURE FOR ASSESSMENT.....	2
SOC GOALS AND ACCOMPLISHMENTS	2
<i>II. MCC's 4Cs Development Process</i>	4
INSTITUTIONAL STUDENT LEARNING OUTCOMES MAPPING ACTIVITY	6
<i>III. Methodology</i>	7
DATA COLLECTION PROCEDURES.....	7
STUDENT PROFILE OF MCC's 4Cs AY 2018-2019.....	8
<i>IV. Overall Summary of Results</i>	9
FACULTY PARTICIPATION	9
DEPARTMENT PARTICIPATION	9
ANALYSIS HIGHLIGHTS	10
<i>V. Results and Observations</i>	10
OVERALL RESULTS	10
CIVIC ENGAGEMENT	15
COMMUNICATION	16
CRITICAL THINKING	17
CULTURAL AND GLOBAL ENGAGEMENT	19
<i>VI. Indirect Measures of Student Learning</i>	21
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 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 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.

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 15th 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 4th 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

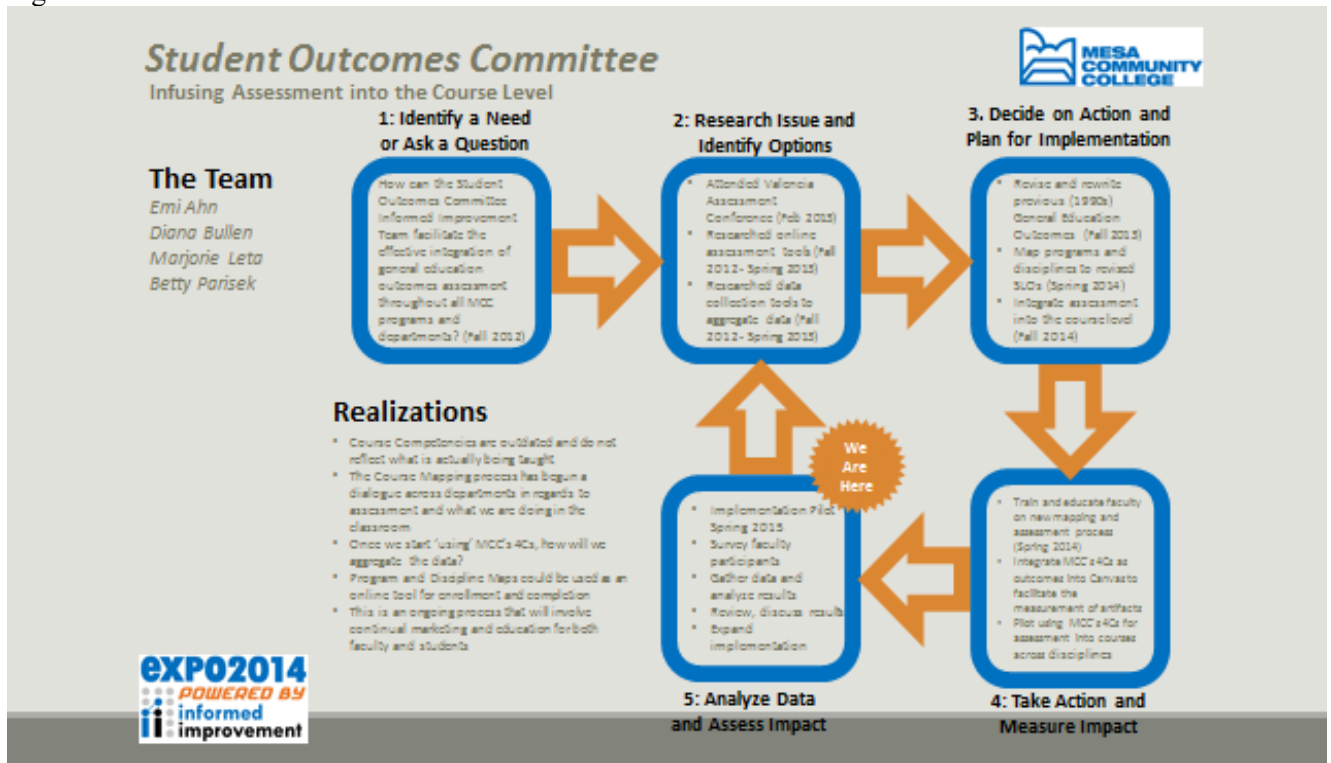


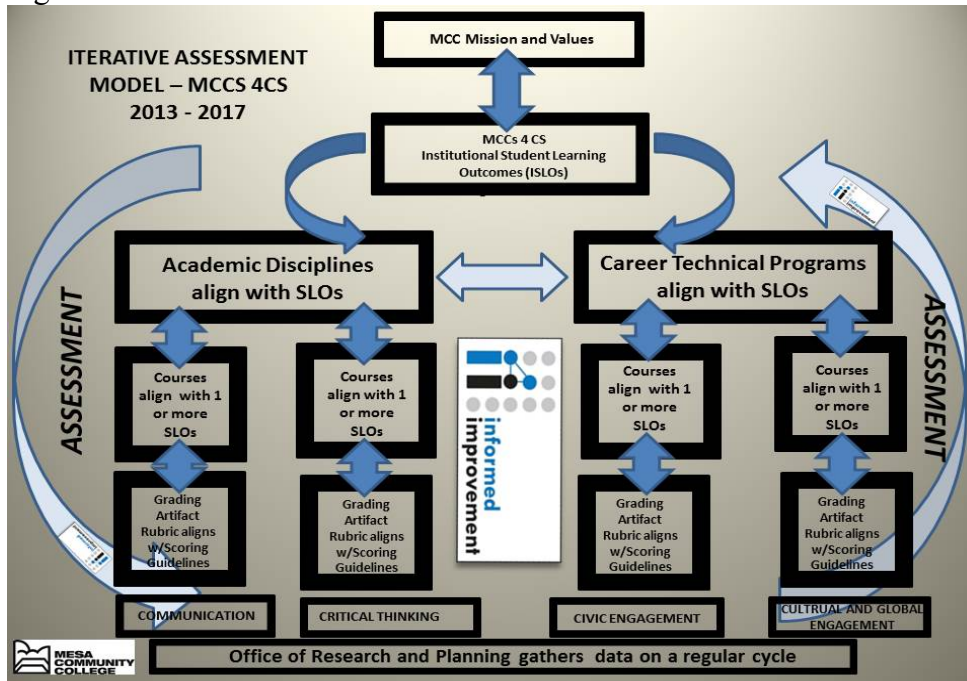
Figure 2

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: The purposeful development, expression and reception of a message through oral, written or nonverbal 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/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</p>	<p>CIVIC ENGAGEMENT (CE) Institutional learning Outcome: Civic engagement 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. 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</p>
<p>CRITICAL THINKING (CT) Institutional Learning Outcome: Habit of mind of analyzing issues, ideas, artifacts, events, and/or evidence to draw conclusions or solve problems.</p> <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</p>	<p>CULTURAL AND GLOBAL ENGAGEMENT (CG) Institutional learning Outcome: 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>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</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

Student Profile of AY 2018-2019 Assessments and College		
	AY 2018-2019 Assessment	Total College (Fall 2018 45th day)
Headcount (Unduplicated)		20,387
Ethnicity		
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%
Gender		
Female	57.4%	52.2%
Male	41.1%	46.0%
Other/Unknown	1.5%	1.8%
Age Group		
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%
Primary Time of Attendance		
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%
Academic Load		
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
4Cs Residential Faculty Participation Rate	9.68%	21.98%	32.34%	44.44%	39.87%
Number of Adjunct Faculty Participants	2	31	40	97	92
Adjunct Faculty	861	812	598	673	686
4Cs Adjunct Faculty Participation Rate	0.23%	3.81%	6.69%	14.41%	13.41%

*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
Total	219	208	639	8528

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

AY 2018-2019 – Courses Offered and Assessed						
Department	# of Courses Assessed	# of Courses Offered	% of Courses Assessed	# of Sections Assessed	# of Sections Offered	% of Sections Assessed
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%
Total	209	1,385	15.1%	639	6,463	9.9%

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
	S&D Total	43	149	224	439	427
Red Mountain	Hybrid	-	3	8	9	11
	In Person	7	9	18	31	35
	RM Total	7	12	26	40	46
Internet	Internet Total	14	73	73	117	156
Downtown & Offsite	Downtown & Offsite Total	-	1	-	17	
HS Dual	HS Dual Total	-	-	1	-	10
Total	-	64	235	324	613	639

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%
	S&D Total	427	3,891	11.0%
Red Mountain	Hybrid	11	57	19.3%
	In Person	35	507	6.9%
	RM Total	46	564	8.2%
Online	Online Total	156	1,406	11.1%
Downtown & Offsite (all modalities)	Downtown & Offsite Total	10	236	4.2%
Total		639	6,097	10.5%

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

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

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

Table 9

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

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

Table 10

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

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

Table 11

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

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

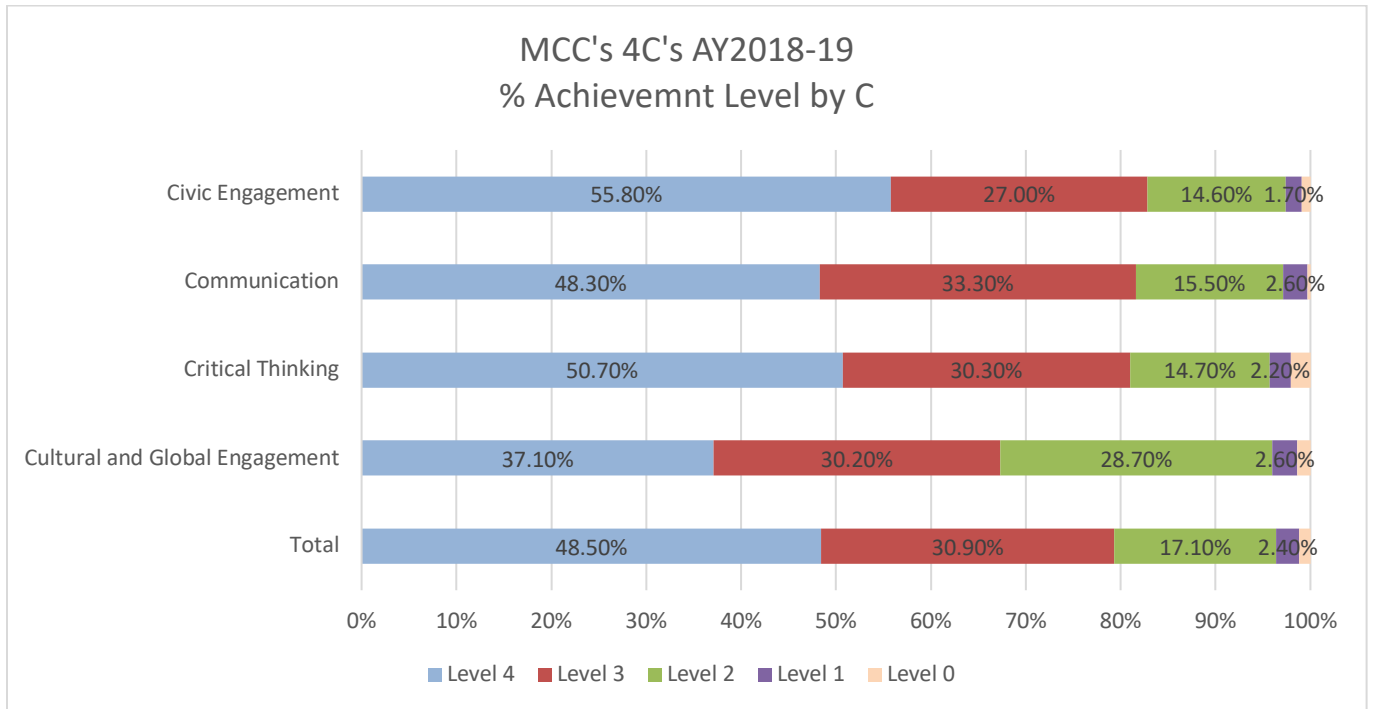
Table 12

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
Total	281	-

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

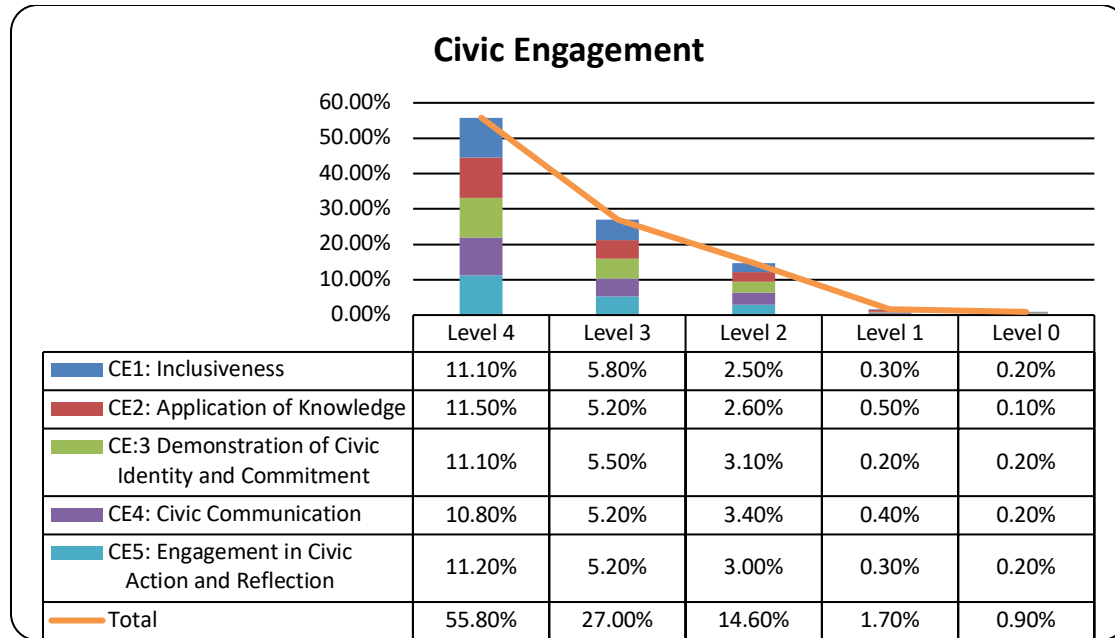
Table 13 shows the college-wide Civic Engagement learning outcome score for AY 2018-2019. In calculating the average score, blanks were given a score of zero. Therefore, the average score is on a scale of 0 to 4, with four being the highest level of achievement.

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.

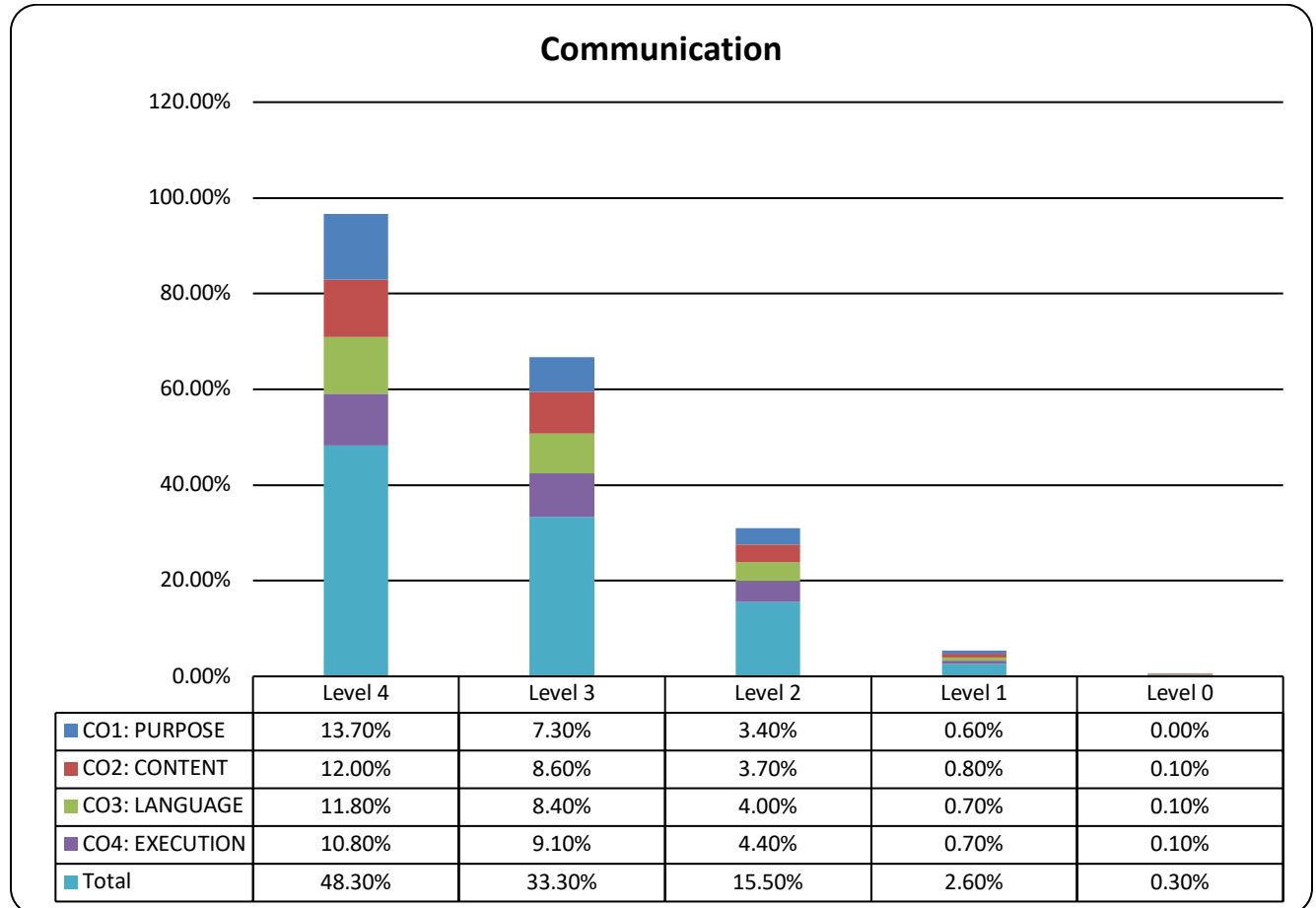
In calculating the average score, blanks were given a score of zero. Therefore, the average score is on a scale of 0 to 4, with four being the highest level of achievement.

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

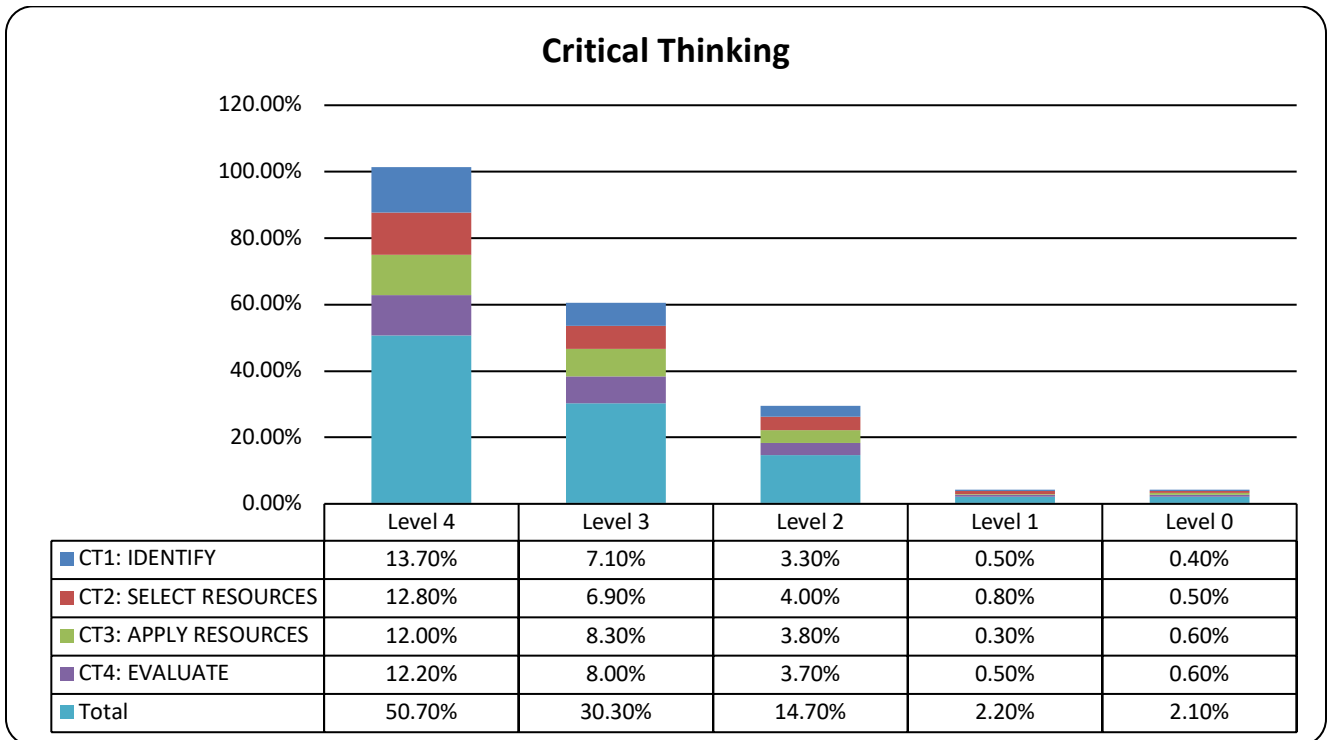
Table 15 shows the college-wide Critical Thinking learning outcome score for AY 2018-2019. In calculating the average score, blanks were given a score of zero. Therefore, the average score is on a scale of 0 to 4, with four being the highest level of achievement.

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

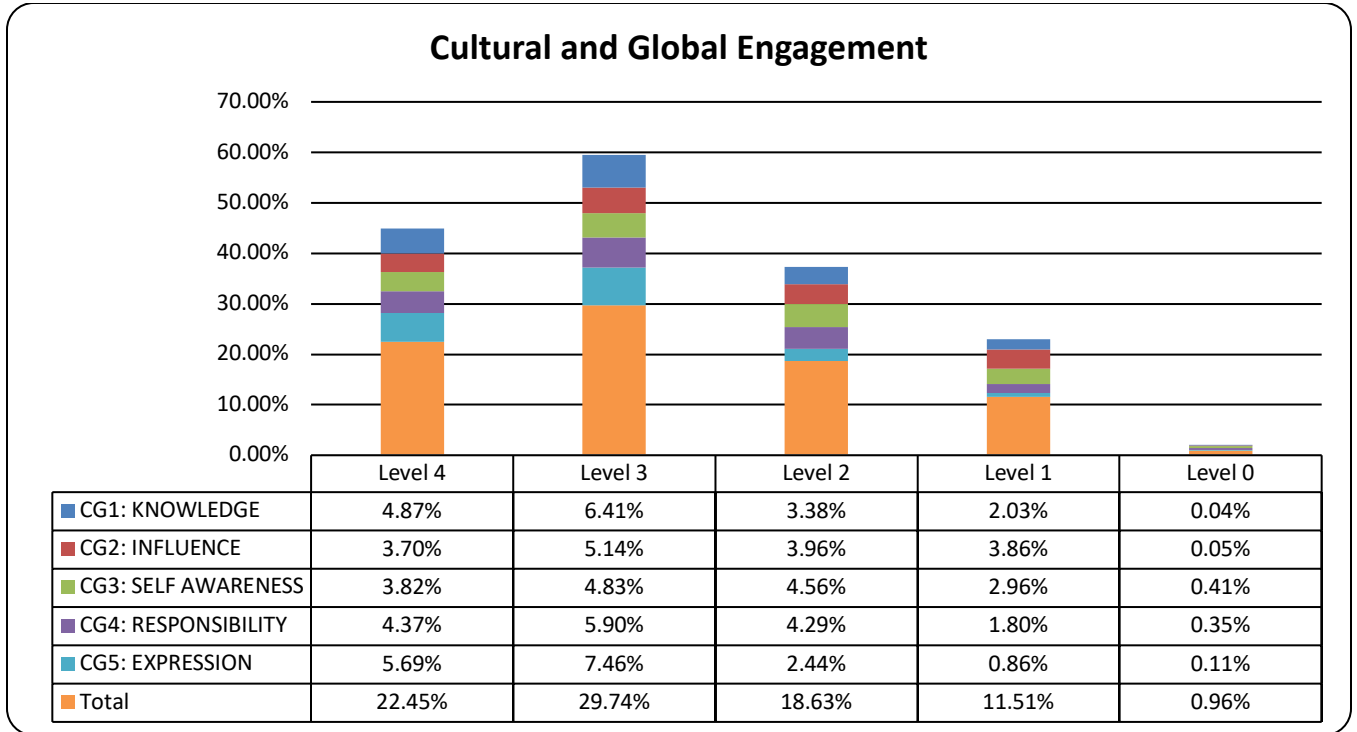
Table 16 shows the college-wide Cultural and Global Engagement learning outcome score for AY 2018-2019. In calculating the average score, blanks were given a score of zero. Therefore, the average score is on a scale of 0 to 4, with four being the highest level of achievement.

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

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

The responses of a subset of students whose educational goals are in a Career and Technical field are presented in Table 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

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

Mesa Community College - Course Completion				
	Successful (A, B, C, P)	Unsuccessful (D, F, Z)	Completer Sub-total	Withdrew (W, Y)
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%
Fall 2016	74%	10%	84%	16%
Fall 2017	76%	9%	85%	15%
Fall 2018	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

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

Note: High school and graduating students not included.

Table 21

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

Note: High school and graduating students not included.

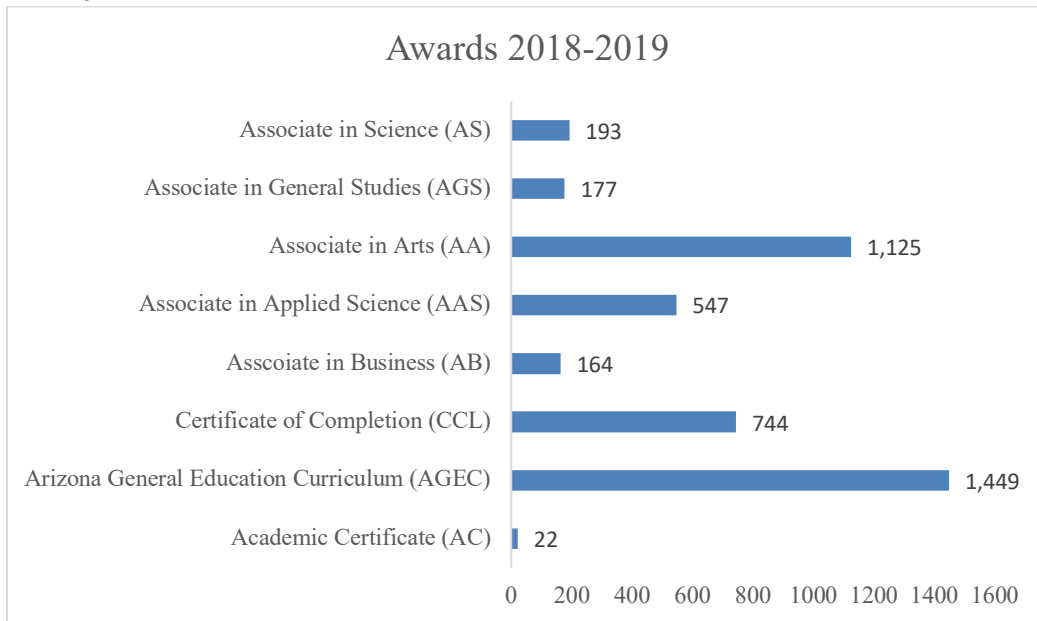
Degree and Certificate Awards

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%

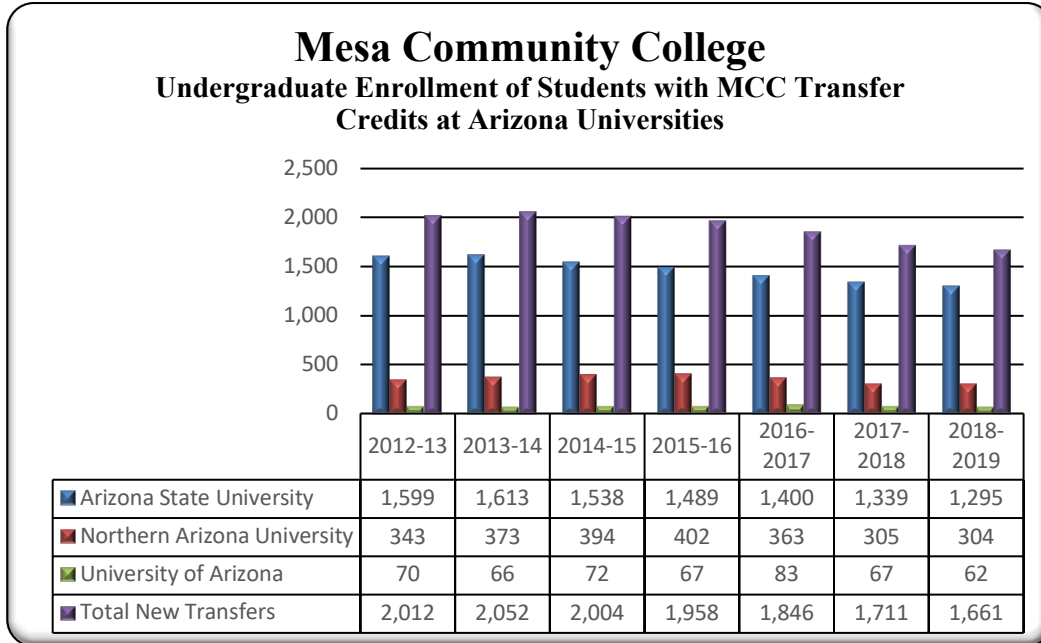
Chart 6



Transfer

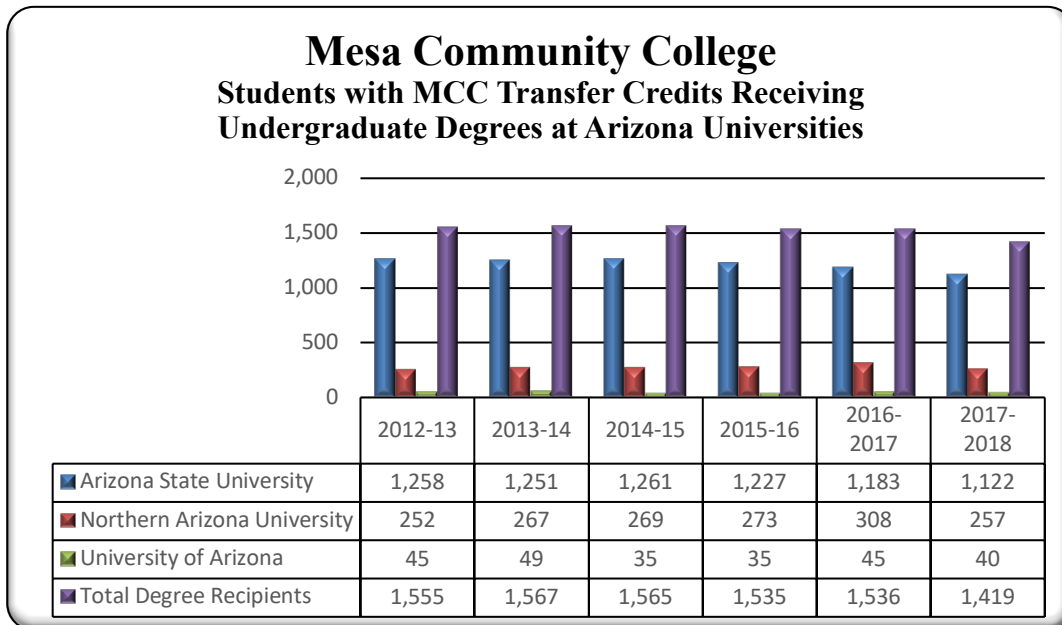
The number of students with 12 or more MCC transfer credits enrolled in an Arizona university as new transfers in Fall and Spring semesters and the number of degree recipients with MCC transfer credits are described in the following charts.

Chart 7



Source: Assist Data Warehouse

Chart 8

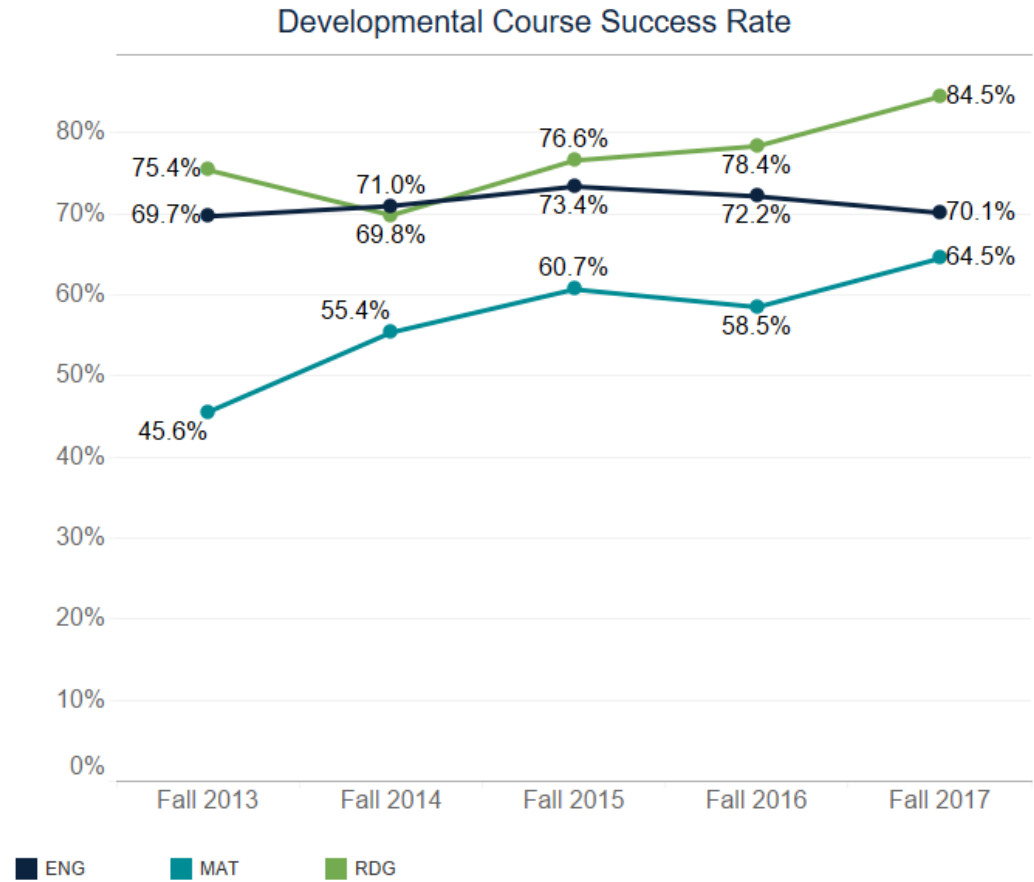


Source: Assist Data Warehouse

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.

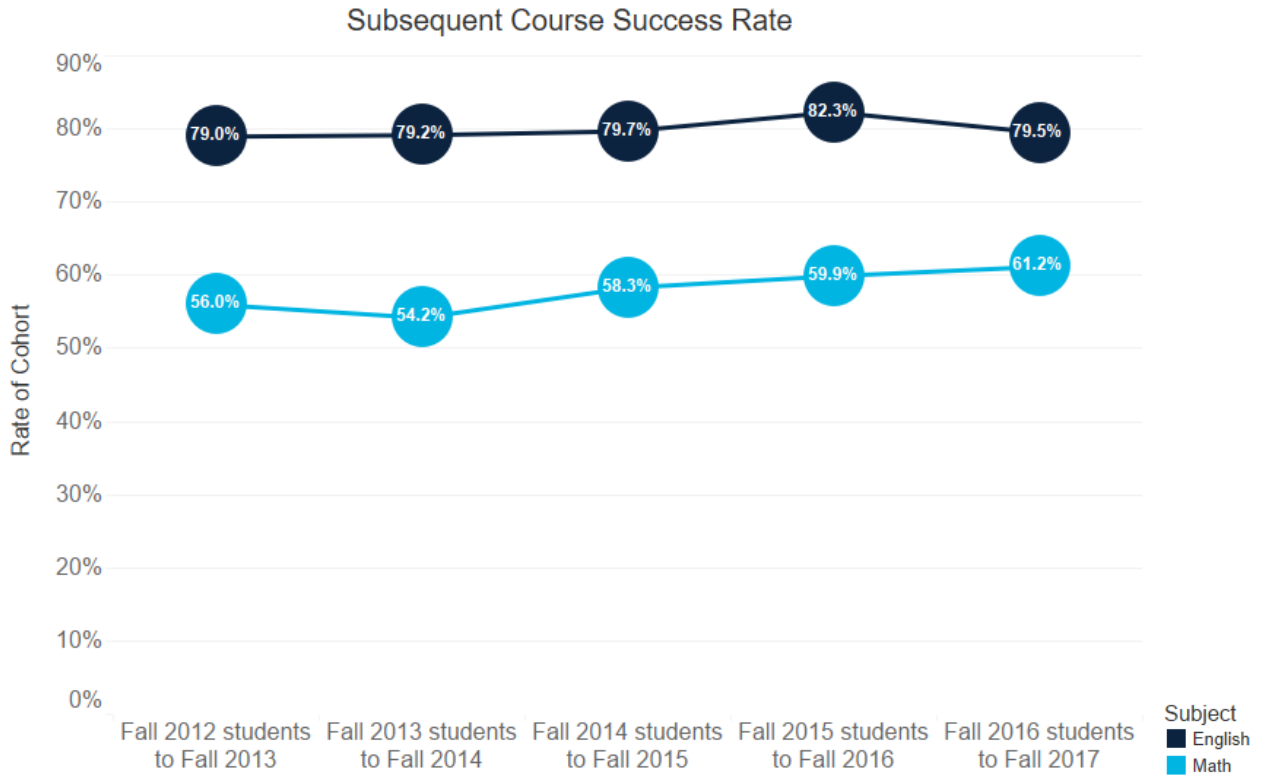
Chart 9



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

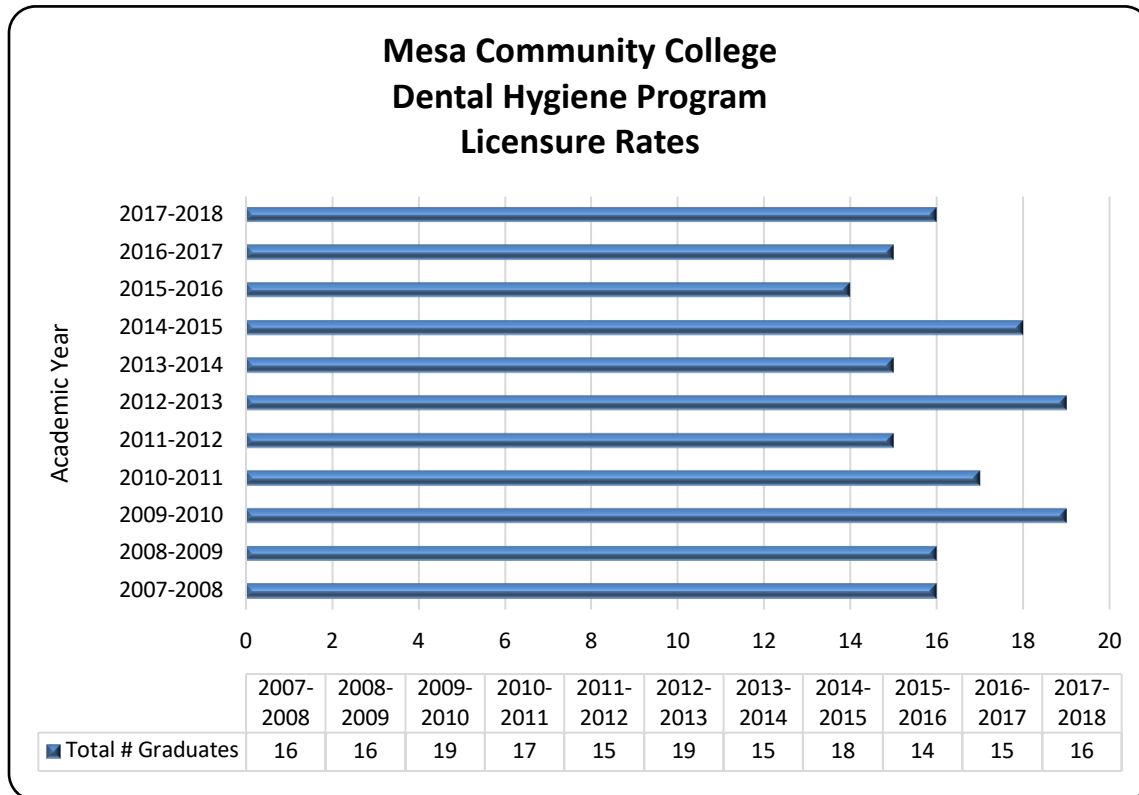
Licensure and Certification (Last updated Fall 2018)

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

Fire Science and EMT Licensing Agencies	
License/Certification	Agency
Candidate Physical Agility Test (FSC 130)	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 (EMT 272)	Arizona State Department of Health Services and National Registry of EMTs
EMT (EMT 104)	Arizona State Department of Health Services and National Registry of EMTs
Fire Investigation	Arizona International Association of Arson Investigators
Cardiopulmonary Resuscitation (EMT 101)	American Heart Association

Table 24

Mesa Community College - Fire Science/EMT Passage Rates									
License/Certification	Spring/Summer 2016			Spring/Summer 2017			Spring/Summer 2018		
	Attempt	Passed	%	Attempt	Passed	%	Attempt	Passed	%
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

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

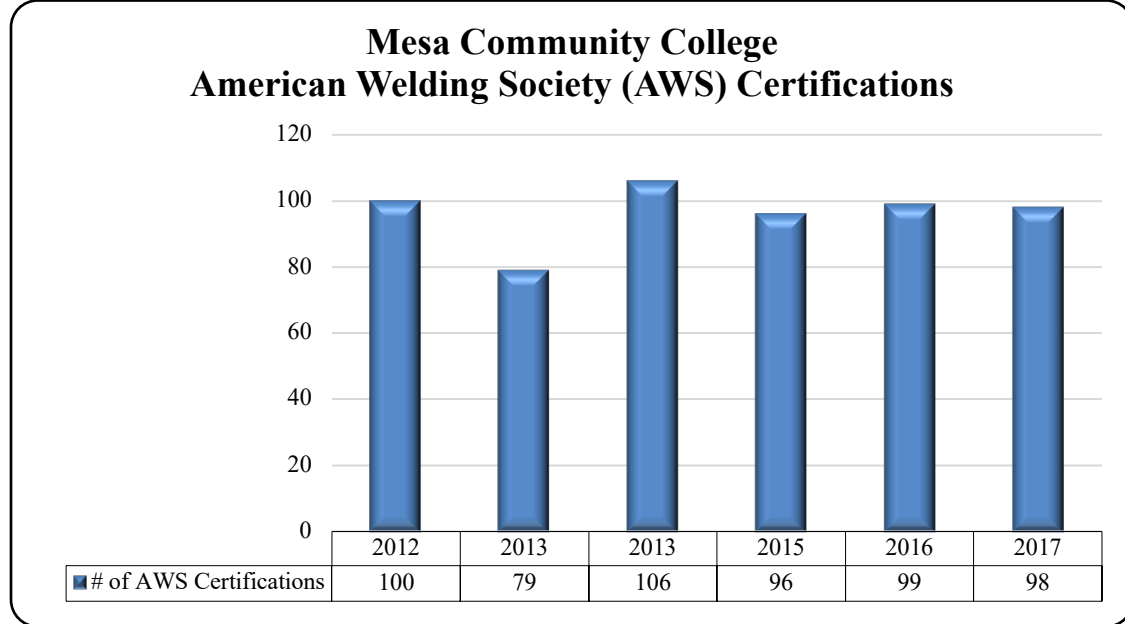
Mesa Community College Veterinary Technology Board Exam Pass Rates			
	Graduates	% Passed State Exam	% Passed National Exam
Spring 2014	13	85%	85%
Spring 2015	15	93%	93%
Spring 2016	10	100%	100%
Spring 2017	10 (6 sat for boards)	100%	100%
Spring 2018	11	N/A	100%

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

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	Level 4	Level 3	Level 2	Level 1	Level 0
	Proficient: Demonstrates in-depth understanding of the process or concept. Minor errors or mistakes may be present but do not impede understanding.	Developing Proficiency: Demonstrates foundational understanding of the process or concept, but misconceptions impede in-depth understanding.	Beginning Proficiency: Demonstrates beginning understanding of the process or concept.	Not Proficient: 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

COMMUNICATION - SCORING GUIDELINE					
DEFINITION: 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
	Proficient: Demonstrates in-depth understanding of the process or concept. Minor errors or mistakes may be present but do not impede understanding.	Developing Proficiency: Demonstrates foundational understanding of the process or concept, but misconceptions impede in- depth understanding.	Beginning Proficiency: Demonstrates beginning understanding of the process or concept.	Not Proficient: 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

CRITICAL THINKING - SCORING GUIDELINES					
DEFINITION: Habit of mind of analyzing issues, ideas, artifacts, events, and/or evidence to draw conclusions or solve problems.					
Descriptors	Level 4	Level 3	Level 2	Level 1	Level 0
	<p>Proficient: Demonstrates in-depth understanding of the process or concept. Minor errors or mistakes may be present but do not impede understanding.</p>	<p>Developing Proficiency: Demonstrates foundational understanding of the process or concept, but misconceptions impede in-depth understanding.</p>	<p>Beginning Proficiency: Demonstrates beginning understanding of the process or concept.</p>	<p>Not Proficient: Does not demonstrate understanding.</p>	No submission
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

CULTURAL AND GLOBAL ENGAGEMENT - SCORING GUIDELINE					
DEFINITION: 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	Level 4	Level 3	Level 2	Level 1	Level 0
	Proficient: Demonstrates in-depth understanding of the process or concept. Minor errors or mistakes may be present but do not impede understanding.	Developing Proficiency: Demonstrates foundational understanding of the process or concept, but misconceptions impede in- depth understanding.	Beginning Proficiency: Demonstrates beginning understanding of the process or concept.	Not Proficient: 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

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

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

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

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

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

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

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

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

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

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	3.07
Communication	3,418	4,732	3.17
Critical Thinking	3,161	5,965	3.09
Cultural and Global Engagement	1,705	2,873	2.77
Total	9,523	15,468	-

Total # of Student are duplicated

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

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