

## Executive Summary

### Student Outcomes Assessment AY2007-2008

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The Mesa Community College Program to Assess Student Learning has demonstrated evidence of student learning in both general education and career and technical areas. A common set of student learning outcomes provide the foundation for assessment. The assessment process is a part of the college culture and is a collaborative effort of faculty in many disciplines. Faculty members from nearly all disciplines, both campuses, and extended campus sites participate.

During the twelfth annual Assessment Week in spring 2008 four of the general education assessments (Information Literacy, Numeracy, Problem Solving, and Scientific Inquiry) were administered to nearly 3,000 general education students. In addition, a group of students enrolled in Career and Technical programs participated in the workplace skills assessment.

Highlights from the 2008 results include the following:

#### Results Across All Outcome Measures

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

#### Results Specific to Problem Solving/Critical Thinking Assessment

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

During Assessment Week 2007, assessments in Arts and Humanities, Cultural Diversity, Oral Communication, and Written Communication were administered to approximately 3,000 general education students. Students enrolled in Career and Technical programs participated in a workplace skills assessment.

Additional highlights from spring 2007 results include the following:

- In all assessment areas, the mean scores of completing students are significantly higher than the scores of beginning students.
- Completing students had higher scores on cultural knowledge. The students agreed more strongly that interaction with people from different backgrounds is valuable. The majority of completing students said that their experience at MCC expanded their knowledge and awareness of diverse people and cultures.
- Students are relatively more skilled in making and supporting personal observations than in recognizing opposing positions and seeing topics in a broad perspective.
- Student scores are relatively higher for interpersonal communication when compared to team work and group interaction.

**Summary of Results from Student Outcomes Assessment  
Spring 2007 and 2008**

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

	<p><i>For the past several years teamwork and organization scores ranked lowest compared to the other outcome areas</i></p>
<p>Arts and Humanities – Assessed 2007 <i>(revised instrument)</i></p>	<p>Significant differences were observed between completing and beginning student scores in the following learning outcome areas:</p> <ul style="list-style-type: none"> <li>• a basic knowledge of human creations</li> <li>• an awareness that different contexts and/or world views produce different human creations</li> <li>• an understanding and awareness of the impact that a piece has on the relationship and perspective of the audience</li> <li>• an ability to evaluate human creations</li> </ul> <p><i>Overall, students demonstrated a basic understanding in all areas but generally their responses reflected a personal perspective rather than a broader view.</i></p>
<p>Cultural Diversity – Assessed 2007</p>	<p>Students in the completing group:</p> <ul style="list-style-type: none"> <li>• Had significantly higher scores on knowledge</li> <li>• Showed a willingness to be engaged in social action</li> <li>• Recognized the value of diversity</li> <li>• Supported requiring students to complete a diversity course in order to graduate</li> <li>• Agreed more strongly that contact with individuals of different backgrounds is valuable and are willing to get to know individuals from diverse backgrounds.</li> </ul> <p><i>Students indicated that they have positive interactions with people different from themselves at MCC and said that their experience at MCC has expanded their knowledge and awareness of diverse people and cultures.</i></p>
<p>Oral Communication – Assessed 2007</p>	<p>Significant differences between beginning students and completing students were shown in the total percentage correct for the assessment overall and for each of the learning outcome areas:</p> <ul style="list-style-type: none"> <li>• knowledge about effective interpersonal interchanges</li> <li>• small group interaction</li> <li>• conducting oral presentations</li> </ul> <p><i>Student scores were highest for questions related to interpersonal communication followed by presentation skills. Scores were lowest on questions related to small group interaction.</i></p>
<p>Written Communication – Assessed 2007</p>	<p>The mean score for the completing student group was significantly higher overall and on each outcome area:</p> <ul style="list-style-type: none"> <li>• content</li> <li>• organization</li> <li>• mechanics/style</li> </ul> <p><i>Students showed relative strength in stating their own</i></p>

	<i>position, sentence structure and addressing the prompt and need most improvement in tone and recognizing the opposing position.</i>
Workplace Skills – Assessed 2007	<p>Students scores ranked highest in:</p> <ul style="list-style-type: none"> <li>• technology literacy</li> <li>• interpersonal communication</li> <li>• personal and professional responsibility</li> <li>• ethics</li> </ul> <p><i>For the past several years teamwork and organization scores ranked lowest compared to the other outcome areas.</i></p>

<b>2007-2008 MCC Student Outcomes Committee</b>
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