



Mesa Community College

Focus on Effectiveness

Fall 2005

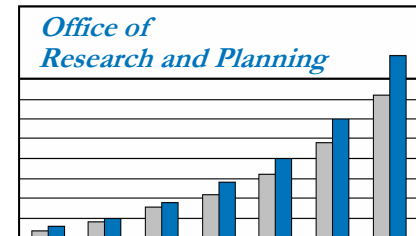




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At Mesa Community College we are committed to carrying out our mission, values and goals and to measuring our performance in relationship to them. This is accomplished through regularly documenting and reporting a wide range of data about the college and our students, programs and services. These measures show a composite picture of MCC's effectiveness – in essence they help demonstrate the degree to which the college is accomplishing all aspects of its mission.

This document includes an overview of several indicators of MCC's effectiveness. Each indicator is briefly described along with summary data tables or graphs. More detailed information about many of the indicators is published regularly by the MCC Office of Research and Planning.

Sincerely,

A handwritten signature in blue ink that reads "Gail Mee". The signature is written in a cursive style with a large initial "G" and a long, sweeping tail.

*Gail Mee
Vice President for Academic Affairs*



Vision, Mission, and Values

Vision

Mesa Community College will be a leader among community colleges, providing an innovative and intellectual learning-centered environment that is responsive, adaptable, and inclusive.

Mission

The mission of Mesa Community College is to promote excellence in teaching and learning, preparing individuals for active citizenship in a diverse global society. The college is a community resource for transfer education, career preparation, developmental education, economic development, and continuous learning. Our ultimate goal is to improve the quality of life in the community we serve.

Values

Learning

Mesa Community College values learning and scholarship for our students, our employees, and the community. We value personal growth and provide access to diverse learning experiences in a supportive environment. We seek to continuously learn as an organization and to be responsive to our changing environment.

Excellence

Mesa Community College strives for excellence in all we do. We are committed to upholding high academic standards, to providing a quality educational environment, and to maintaining quality in all aspects of our work. We continuously seek avenues for improvement.

Inclusiveness

Mesa Community College values inclusiveness of people and ideas. We respect the dignity of each individual, expressed through fairness and just treatment for all. We value individual diversity and recognize the unique contributions of all individuals. We promote open communication and the free exchange of thoughts and ideas.

Community

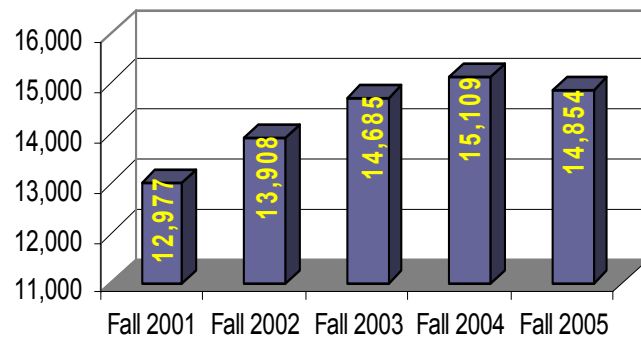
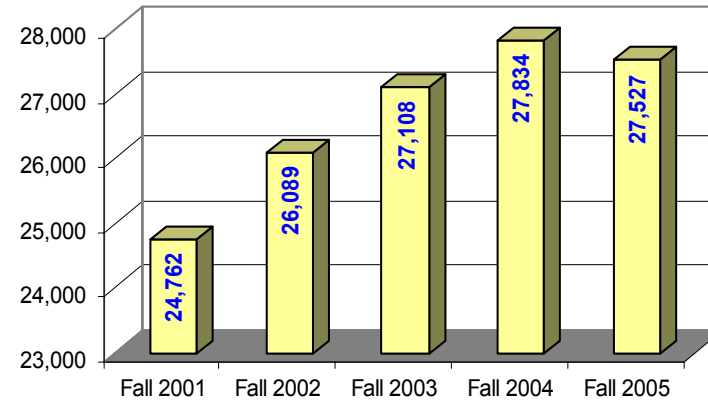
Mesa Community College values a sense of community – both the community we serve and the community we create within. As students, faculty and staff, we have a civic responsibility to our community that is expressed through community involvement and volunteerism. We actively pursue collaborative partnerships with the community. We value our college community and encourage the engagement of all through participation, collaboration, and communication.



Background Information

Enrollment

Enrollment at MCC steadily increased over four years and slightly decreased in the last year. Enrollment is a count of college-wide unduplicated enrollment taken at the end of drop-add week. Total high point enrollment for Fall 2005 was 27,527.



Full-time Student Equivalents (FTSE)

FTSE has also shown an increase over the four years and a decrease for the past year. FTSE is a formula based count of full-time students and is used in funding allocations. Total high point FTSE for Fall 2005 was 14,854.

Source: MCCD Data Warehouse

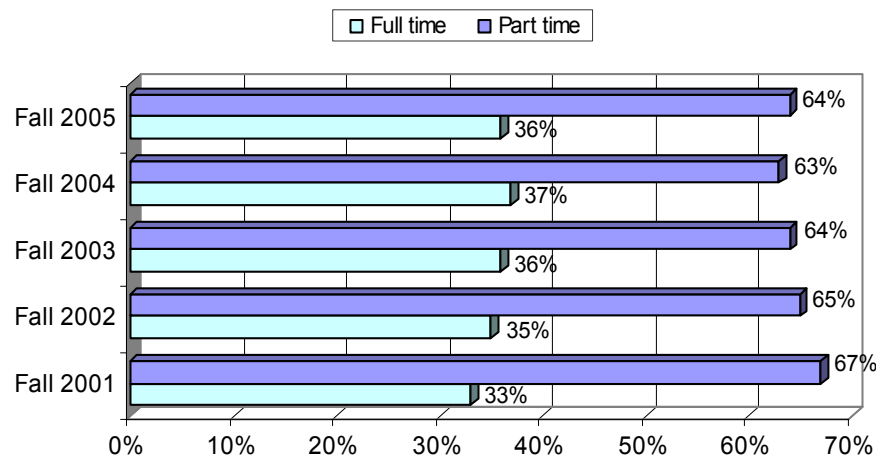
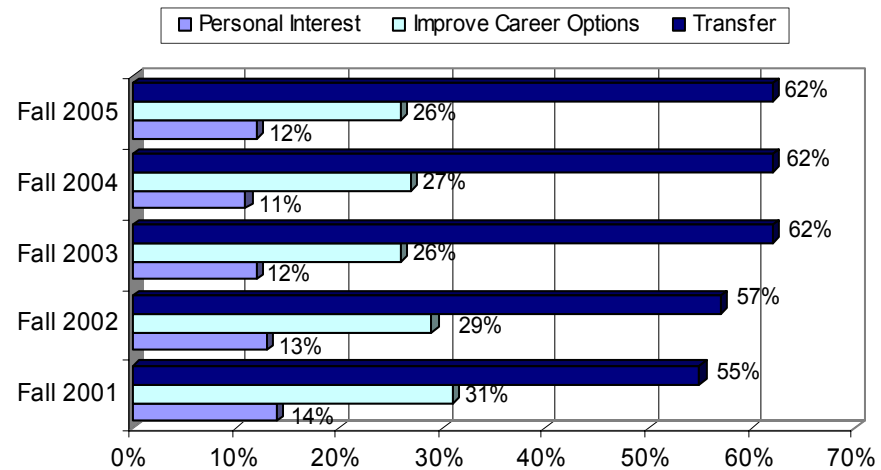
Office of Research and Planning



Background Information

Student Intent

Student intent measures student-reported intentions for attending Mesa Community College. The percentage of students intending to transfer has remained steady over the last two years, after increasing for three years. The percentage of students intending to improve career options has also remained relatively steady over the last two years, after declining for three years.



Enrollment Status

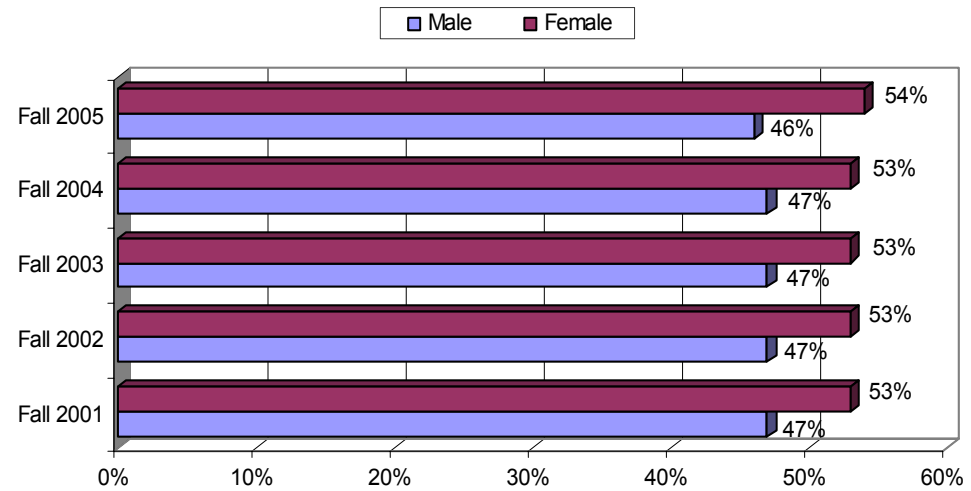
The percentage of part-time students decreased from 67% to 64% over the last five years while the percentage of full-time students increased from 33% to 36% over the same time period.

Source: MCCD Data Warehouse



Background Information

Gender



	<i>Fall 2001</i>	<i>Fall 2002</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>
White, not Hispanic	67%	67%	66%	66%	65%
Hispanic	14%	14%	14%	15%	16%
Asian/Pacific Islander	5%	5%	5%	4%	5%
American Indian/AK Native	3%	3%	3%	3%	3%
Black, not Hispanic	3%	3%	4%	4%	4%
Other	3%	3%	3%	3%	3%
Not Specified	5%	5%	5%	5%	5%

Ethnicity

Source: MCCD Data Warehouse

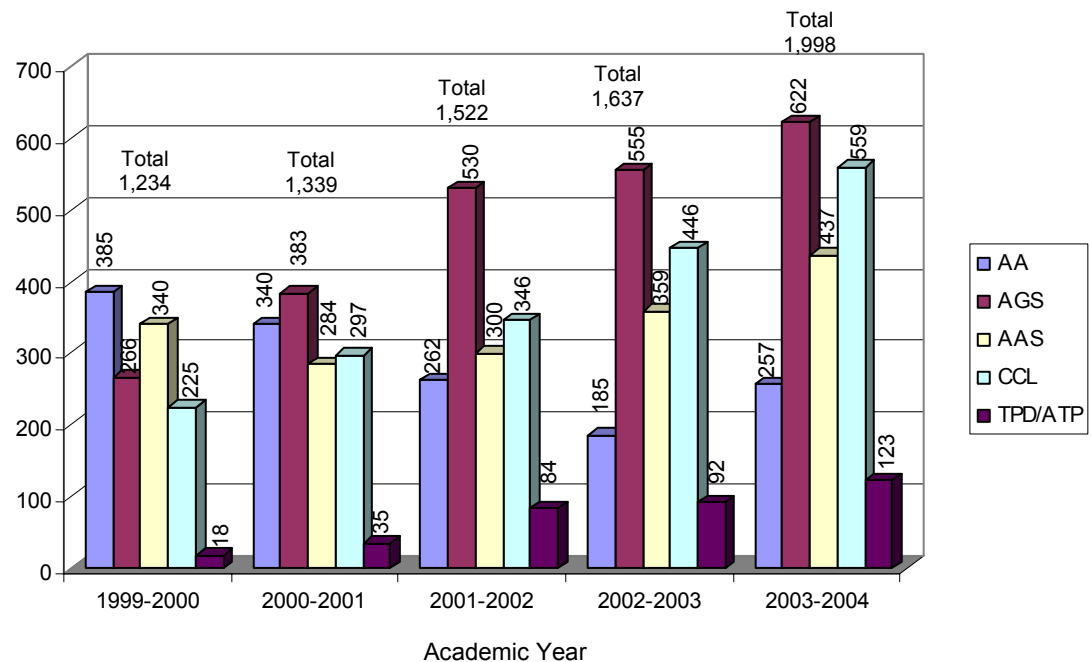


Goal Attainment: Degrees and Certificates

The number of Associate in General Studies (AGS) degrees and Certificates of Completion (CCL) awarded has increased dramatically over the last five academic years while Associate in Arts (AA) degrees decreased for four years and increased in the last year. Associate in Applied Science (AAS) degrees remained relatively stable for four years and increased in 2003-2004.

The number of Transfer Partnership Degrees (TPD/ATP) granted has gradually increased over the past five years. Not shown are the Associate in Science (AS) and the Associate in Business (ABUS) degrees with fewer than 10 degrees each.

Degrees & Certificates Awarded at MCC



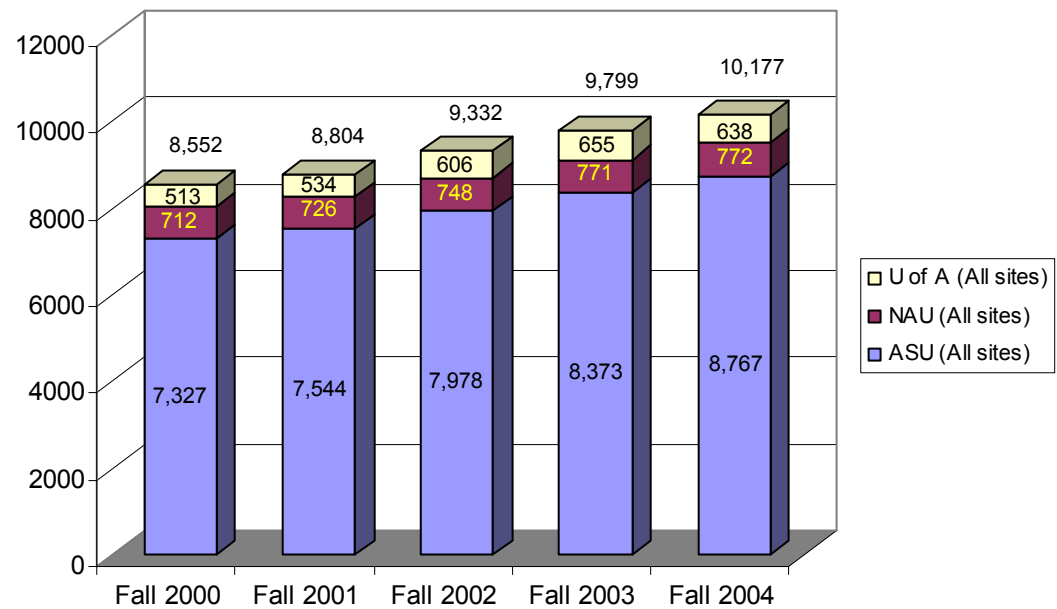
Source: MCCD Data Warehouse



Goal Attainment: University Transfer

The number of undergraduate students with MCC transfer credits enrolled at Arizona universities has increased modestly over the last five years.

Undergraduate Enrollment of Students with MCC Transfer Credits at Arizona Universities



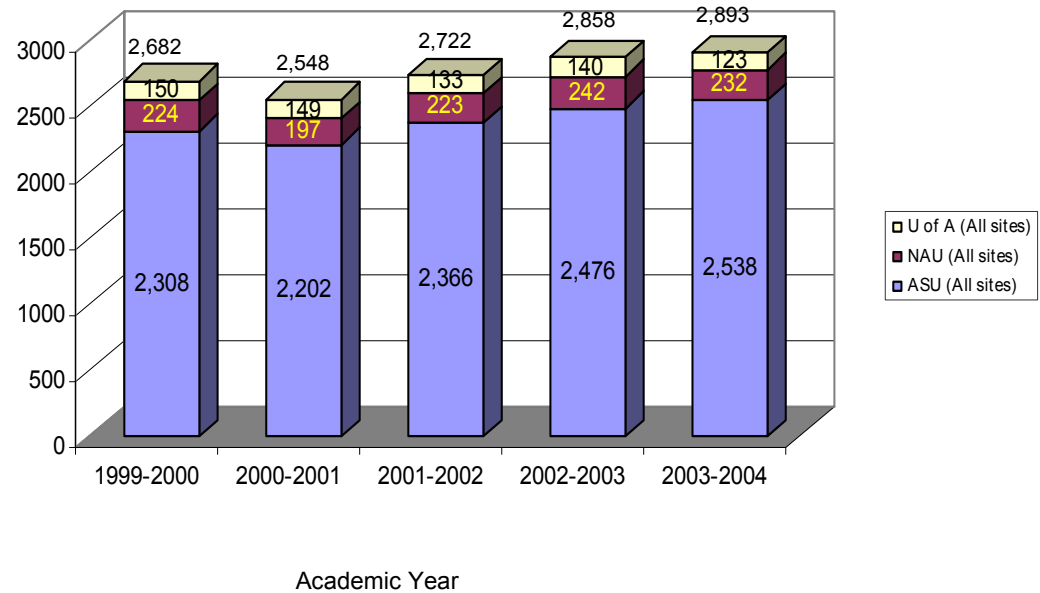
Source: Assist Data Warehouse



Goal Attainment: Success After Transfer

The number of students with MCC transfer credits that earned degrees from Arizona's public universities remained relatively stable over the last five academic years.

Students with MCC Transfer Credits Receiving Undergraduate Degrees at Arizona Universities



Source: Assist Data Warehouse

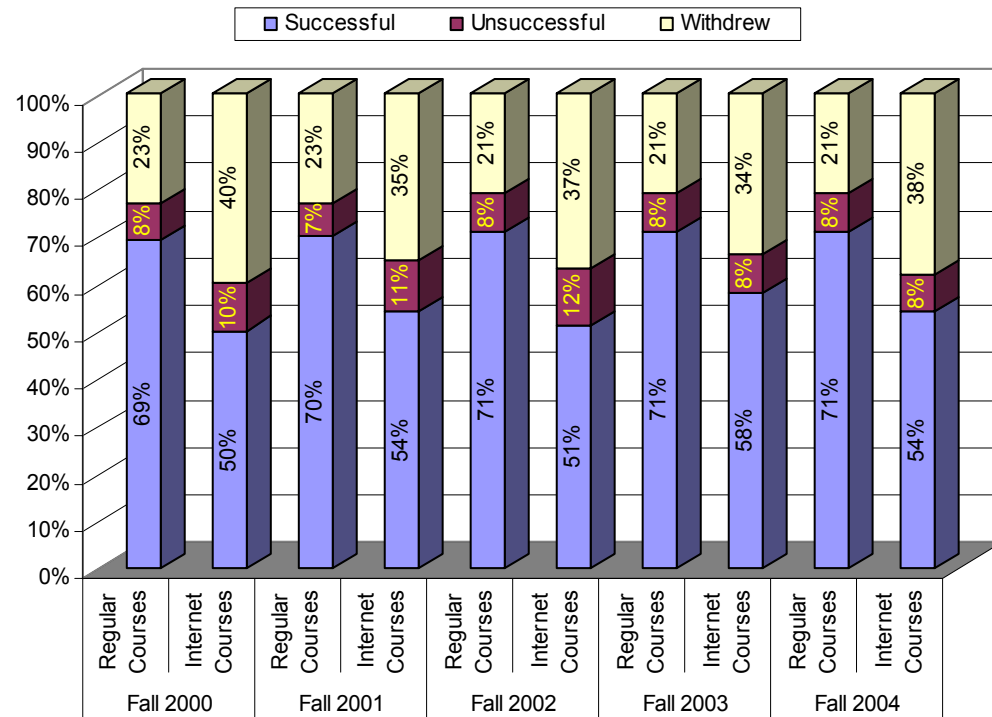


Regular and Internet Course Completion

Course Completion

Course completion for both regular 16-week courses and Internet courses has risen since Fall 2000. For Fall 2004, 71% of the 67,290 grades in regular courses reflect successful completion and 54% of the 4,407 internet grades reflect successful course completion.

Successful course completion represents a grade of A, B, C, or P. A student who completes a course but earns a D, F, or Z grade has unsuccessfully completed the course. Course withdrawals include students who received W and Y grades.



Source: MCCD Data Warehouse






























Student Learning

Student learning is central to the college mission. Student outcomes assessment measures the extent to which students attain college-wide learning outcomes in general education and career and technical programs.

The chart displays the overall results of student assessment at the college over the last three years. Results from students beginning their studies at the college are compared with results from students completing a program of study at the college. Annual reports on student outcomes assessment provide complete results and are available from the Office of Research and Planning.

Student Outcomes Assessment

Outcome	Spring 2003	Spring 2004	Spring 2005
<i>Arts & Humanities</i>			
<i>Cultural Diversity</i>			
<i>Oral Communication</i>			
<i>Written Communication</i>			
<i>Numeracy</i>			
<i>Scientific Inquiry</i>			
<i>Problem Solving/Critical Thinking</i>			
<i>Information Literacy</i>			
<i>Workplace Skills</i>			



Significant Results



No Significant Results



Pilot Year or In Development



Not Assessed This Academic Year

Source: Student Outcomes Assessment Annual Reports, 2003 through 2005

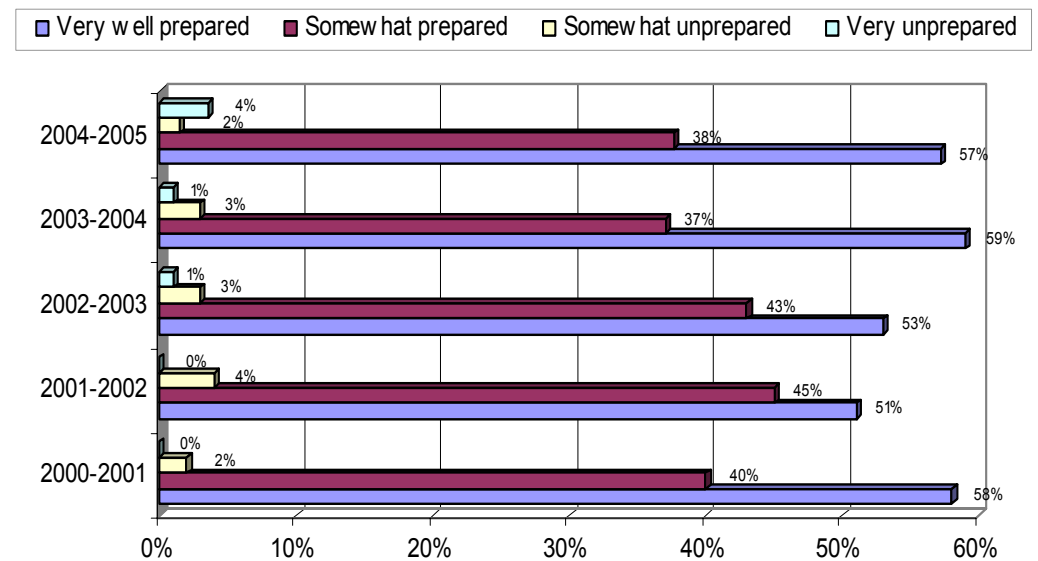


Workforce Preparation

Upon application for graduation, students complete a graduate exit survey.

The survey asks students to indicate how well the college prepared them for entering the workplace. Of students applying to graduate with a Certificate of Completion or an Associate in Applied Science degree in 2004-2005, 95% indicated that they feel somewhat to very well prepared to enter the workforce.

Graduating Student Perceptions: Preparation for the Workplace



Source: Student Outcomes Assessment Annual Reports, 2001 through 2005

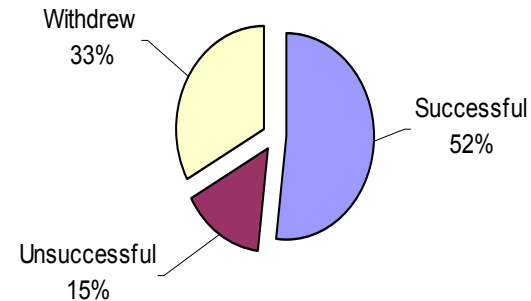


Developmental Education

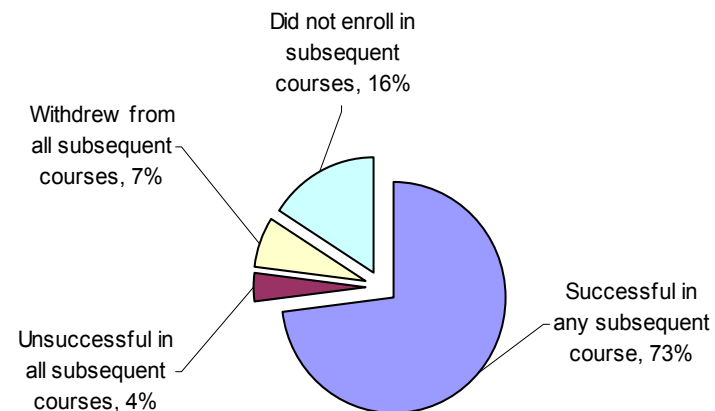
Enrollment in developmental education courses (below 100 level English, reading, and math courses) for the Fall of 2004 was 5,080. Course completion for the Fall 2004 semester is shown at top right.

A common indicator of effectiveness tracks the success of developmental education students in 100 level and above courses. A cohort of successful completers of a developmental education course during Fall 2003 are tracked (bottom right) during the Spring, Summer, and Fall of 2004. 16% did not subsequently enroll in a 100 level or above course, 73% successfully completed (A,B,C,P), 4% unsuccessfully completed (D,F, Z), and 7% withdrew (W or Y) during the subsequent three semesters (Spring, Summer, or Fall of 2004).

Course Completion
Fall 2004



Subsequent Success in a 100 Level or Above Course



Source: MCCD Data Warehouse



Community Education

MCC serves as a community resource for continuing education. The number of individuals enrolling in non-credit courses increased by 28% from 2001-2002 to 2004-2005.

Over 300 different non-credit courses are offered each semester at four locations throughout the community the college serves.

Community Education Enrollment

<i>Unduplicated Enrollment in Non-credit Courses</i>				
	<i>Academic Year</i>			
Non-credit Course Type	2001-2002	2002-2003	2003-2004	2004-2005
Avocational	3,038	3,677	3,746	3,718
Vocational	706	771	718	1,056
<i>Total</i>	3,744	4,448	4,464	4,774

Source: SIS and Community Education Department



Student Satisfaction

The *Student Assessment of the College Environment (SACE)** is administered every three years. In the Fall of 2003, SACE was administered to 3,183 students enrolled in 125 randomly selected day and evening sections at MCC's Dobson and Southern and Red Mountain campuses. A total of 2,110 (66.3%) students completed the survey.

The survey asks students to rate their level of satisfaction with five areas of service: Instructional Services, Student Services, Administrative and Physical Services, Student Focus, and Social and Cultural Services.

Ratings indicate that students perceive a "healthy climate" at Mesa Community College, according to the climate categories developed by the survey publisher.

Student Satisfaction

<i>Service Area</i>	<i>Average</i>
Instructional Services	3.93
Student Services	3.40
Administrative and Physical Services	3.52
Student Focus	3.68
Social and Cultural Services	3.84
<i>Total Overall</i>	3.68

Scale: 1=Very Dissatisfied
 2=Dissatisfied
 3=Neither satisfied—Nor dissatisfied
 4=Satisfied
 5=Very Satisfied

*The SACE was developed by the National Initiative for Leadership and Institutional Effectiveness (N.I.L.I.E.) of North Carolina State University.



Community Satisfaction

In the Spring of 2004, a survey was administered to 770 individuals identified as leaders and partners within the communities that MCC serves. A total of 263 (34%) completed surveys were returned. The items in the chart at the right asked respondents to evaluate how well MCC carries out several key mission components. Respondents indicated that MCC is doing a very good job at carrying out these key mission components.

Community Perceptions of Key Mission Components

<i>Please rate how well the college performs in each of the following areas:</i>	<i>Average Rating</i>
Providing a quality education	4.15
Providing life-long learning opportunities	4.14
Preparing students to transfer to four year institutions	4.06
Enabling students to improve skills for career change or advancement	4.02
Contributing to the economic development of the community	3.95
Preparing students to enter the workforce	3.93
Providing opportunities for academically under prepared students	3.79

Scale: 1=Poor
 2=Fair
 3=Good
 4=Very Good
 5=Excellent



Community Satisfaction

In the Spring of 2004, a survey was administered to 770 individuals identified as leaders and partners within the communities that MCC serves. A total of 263 (34%) completed surveys were returned. The items in the chart relate to the college's responsiveness to the community. Respondents indicated that MCC is responsive to the communities it serves.

Responsiveness to Community Needs

<i>Please indicate the level to which you agree or disagree with the following:</i>	<i>Average Rating</i>
MCC is a valuable asset to the community.	4.78
The college enhances the quality of life in the local community.	4.63
The college meets the needs of diverse constituents.	4.33
The college develops services and programs in accordance with community needs.	4.25
MCC appropriately seeks feedback from the community about college directions, initiatives, and activities.	4.22
MCC contributes to the economic development of the community.	3.95

Scale: 1=Strongly Disagree
 2=Disagree
 3=Neutral
 4=Agree
 5=Strongly Agree

Focus on Effectiveness



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MCC at Red Mountain
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A Maricopa Community College

The Maricopa County Community College District is an EEO/AA institution.