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ABSTRACT

In response to an accreditation requirement, this report describes Mohave Community College's plan for assessing student achievement. Section I, "History of Plan Development," outlines the process used to develop a comprehensive, institutional plan for assessing student outcomes. In section II, "Institutional Effectiveness and Student Outcomes," a description is provided of how the institution evaluates its effectiveness and the role of student outcomes in the evaluation. Section III, "Plan for Assessing Student Outcomes," presents the rationale for the student outcomes used and describes how those indicators are used to measure the institution's success in accomplishing its purposes. A matrix is provided outlining specific outcomes, related standards, and indicators for basic skills, general education, programs for degree-seeking students, occupational programs, occupational continuing education; personal interest courses; and student development. Section IV, "Assessment and Institutional Improvement," explains how student outcomes data are used to promote institutional improvement. In Section V, "Implementation of Assessment Plan," a detailed year-by-year schedule for implementing the assessment of student outcomes is presented. Section VI, "Administration of Assessment," describes how the plan is being administered and supported. Section VII summarizes the report and reviews how the plan and its implementation meet the criteria set forth by the North Central Association. (KP)

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Focus Report on Plan to Assess Student Outcomes

Mohave Community College

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Introduction

The following report describes the plan for assessing student achievement at Mohave Community College. As a result of the October 19-21, 1992 comprehensive North Central Association evaluation, the institution received continued accreditation with the next comprehensive evaluation scheduled for 2002-03. In the interim, the institution was required to submit a report on its plan for assessing student achievement. According to the Statement of Affiliation of Status, "the College is to file a report by July 1, 1994, focused on the refinement and the full implementation of the assessment program of student academic achievement." This report describes the assessment plan and its implementation and is divided into the following sections:

Section I: History of Plan Development

Outlines the process used to develop a comprehensive, institutional plan for assessing student outcomes.

Section II: Institutional Effectiveness and Student Outcomes

Describes how the institution evaluates its effectiveness and the role of student outcomes in the evaluation.

Section III: Plan for Assessing Student Outcomes

Presents the rationale for the student outcomes used and describes how those indicators are used to measure whether the institution is accomplishing its purposes.

Section IV: Assessment and Institutional Improvement

Explains how student outcomes data is used to promote institutional improvement.

Section V: Implementation of Assessment Plan

Details a year-by-year schedule for implementing the assessment of student outcomes.

Section VI: Administration of Assessment

Describes how the plan is being administered and supported on an on-going basis.

Section VII: Conclusion

Summarizes the report and reviews how the plan and its implementation meets the criteria set forth by North Central Association.

Section I: History of Plan Development

Over the years, institutional effectiveness has been evaluated in a number of ways at Mohave Community College. Evaluations were made sporadically and the types of measures used depended on the purpose of the evaluation. During academic year 1991-92, a faculty committee began developing a plan for student assessment. While the committee was making steady progress, it had not completed a plan for assessment when the institution was evaluated for continued accreditation in October 1992. As a result, the institution received a ten-year accreditation with a focused report related to the "assessment program of student achievement."

In February 1993, the original faculty committee was dissolved and replaced by a faculty and staff task force comprised of four faculty members, the Vice President (academic), Vice President for Student Services, Coordinator of Retention and Outcomes and the Director of Research and Special Projects. Members of the Task Force were:

Dina Glasser	Faculty member-Business
Tom McKinney	Faculty member-Science
Don Plantz	Faculty member-Science
Becky Radkte	Faculty member-Office Information Systems
Mike Tacha	Vice President (academics)
Robin Walsh	Vice President for Student Services
Haul Reddick	Director of Research and Special Projects
Don Tucker	Coordinator of Retention and Outcomes

The Task Force was charged with developing a plan for assessing institutional effectiveness which would meet the following criteria:

1. Define institutional effectiveness in terms of mission and purposes.
2. Measure and analyze student outcomes.
3. Identify areas where the institution needed to improve.
4. Provide data upon which to base plans for institutional improvement.

During the spring and summer of 1993, the Task Force met regularly and drafted a proposed model and plan for measuring institutional effectiveness, including the assessment of student outcomes. In August, a draft proposal entitled "Assessing Student Outcomes" was completed. In September, the proposal was distributed to all full-time faculty, curriculum program coordinators and academic administrators for review and comment. All faculty were given the opportunity to comment on the proposal individually in writing or as part of a forum. Forums were conducted by the faculty members of the Task Force on all three of the College's campuses. Forums were conducted by Tom McKinney on the Kingman Campus, Becky Radkte on the Havasu Campus and by Don Plantz on the Mohave Valley Campus. In addition, faculty were able to participate in a college-wide forum conducted by Haul Reddick and Don Tucker. The forum was conducted over the interactive television system to enable everyone to attend.

The Curriculum Program Coordinators (faculty selected by their peers to coordinate curriculum and recommend academic policy) reviewed the proposal at their October meeting. The following Coordinators participated in the review:

<u>Coordinator</u>	<u>Curriculum Area</u>
Dina Glasser	Business
Ron Lenhart	Computer Information Systems
Antoninette Robinson	English/Communications
Jay Burnham-Kidwell	Fine Arts
Marty Ottenschot	Health Science
Wulf Bisse	Math/Science
Jeri Hofmeier	Office Information Systems
Gail Salmon	Social and Behavioral Science
Thomas Gibson	Technology

The Planning and Development Council, which is comprised of a cross section of the staff and responsible for master planning, also reviewed the proposal in October. Members of the Council who participated in the review were:

Jackie Binenfeld	Financial Aid Advisor
Wulf Bisse	Faculty member-Mathematics
Karen Fairleigh	Community Instructional Coordinator
Mary Griffis	Receptionist/Switchboard
Bob Hall	Faculty member-Electronics/Refrigeration
Rick Hibbard	ABE/GED Instructional Assistant
Julie Hoetschl	Executive Secretary to Dean
Jeanette Kilman-Smith	Food Services Manager
Ingrid Lee	Dean, Kingman Campus
Tom McKinney	Faculty member-Life Sciences
Dan Messersmith	Director of Financial Aid Services
Mary Jane Pattillo	Secretary to Associate Dean
Becky Radtke	Office Information Systems
Haul Reddick	Director of Research and Special Projects
Bill Tilton	Vice President for Business services

In October 1993, staff input was used by the Task Force as the basis for revisions to the proposal. In the same month, a final draft was submitted to the College Council and formally adopted.

In January 1994, the Curriculum Program Coordinators, Coordinator of Retention and Outcomes and the Director of Research began to implement the plan and the progress to date is described in Section V: Implementation of Assessment Plan.

Section II: Institutional Effectiveness and Student Outcomes

The following briefly outlines how institutional effectiveness is evaluated and the role of student outcomes assessment in that evaluation. Assessing student outcomes is one of the three major components in evaluating institutional effectiveness. In evaluating institutional effectiveness we are trying to determine how well the institution is performing and whether it is accomplishing its mission. The three dimensions considered in evaluating whether the institution is accomplishing its mission are: planning and development, student achievement and the effectiveness of college services. All three dimensions are needed, as each dimension is like a leg on a three-legged stool. If any of the legs are missing, the stool is useless as a seat. Likewise, all three dimensions are necessary to provide a comprehensive assessment of the institution's performance.

One of the three dimensions of institutional effectiveness is how well the institution is planning and accomplishing the goals it sets for itself. When the institution is setting goals and objectives related to accomplishing its mission, and those goals and objectives are being accomplished, the institution is effective. A second dimension is student achievement. When the College is effective, students are achieving appropriate levels of intellectual and social growth and they are satisfied with their instructional and social experience at the institution. The third dimension measures how effectively the institution is serving students, community and/or staff. When the institution is performing well, services are effective and efficient, and students, community and staff are satisfied with those services. The diagram on page 8 illustrates the institutional effectiveness model. The shaded portion of the

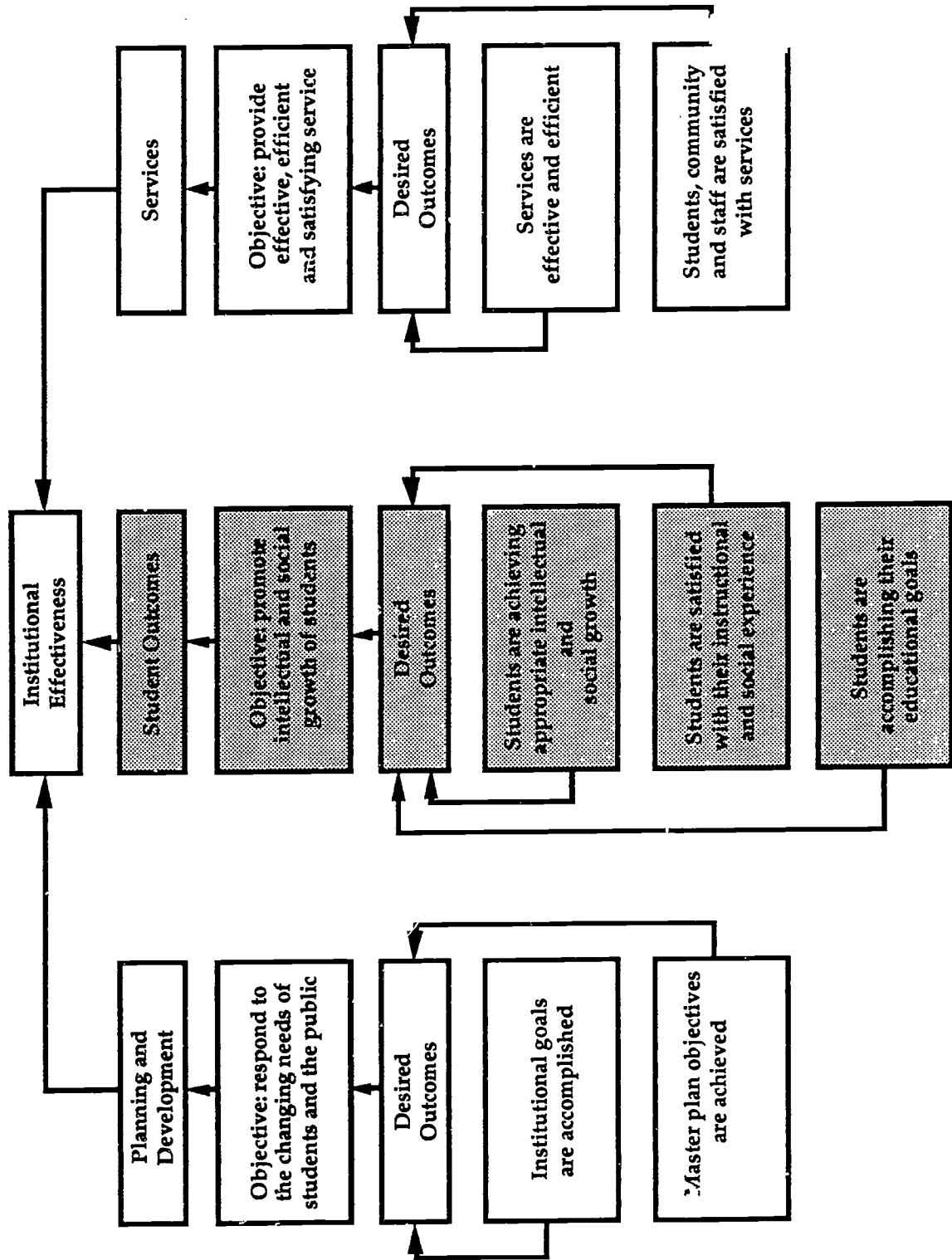
diagram highlights the assessment of student outcomes which is the focus of this report.

Because the primary purpose of the institution is to help students grow intellectually and socially, student achievement is an essential outcome. The three student outcomes the institution seeks to measure are: student achievement, completion of goals and satisfaction. Student achievement is defined as how much students learn and develop while they are attending the institution. Student satisfaction and completion of goals are also important. Students are free to attend or not; they will continue to attend only if they are satisfied with their experience and the institution helps them achieve their goals.

In summary, institutional effectiveness is how well the institution is accomplishing its mission and purposes. When the institution is effective:

1. Institutional goals are being accomplished.
2. Master plan objectives are being achieved.
3. Students are achieving intellectual and social growth.
4. Students are accomplishing their educational goals.
5. Students are satisfied with the instructional and social experience.
6. Services to students, community and staff are effective and efficient.
7. Students, community and staff are satisfied with the services received.

Model for Evaluating Institutional Effectiveness



Section III: Plan for Assessing Student Outcomes

In this section, the College's plan for assessing student achievement is described. The first part of the section explains the rationale of the plan. The second part of the section consists of a table which outlines the measures used to assess whether the institution is accomplishing each of its academic purposes. In addition, the table outlines the assessment instruments used and the schedule and responsibilities for the collection, analysis and distribution of data. The third part of the section contains a table showing the annual cycle of assessment activities and the individuals responsible.

Mission and Purposes

The assessment of student achievement is tied directly and explicitly to the institution's statement of purposes. The College's official statement of Mission and Purposes is found on the following page. Assessment of student achievement is divided into seven areas, each of which corresponds to one of the institution's purposes. The two purposes not covered by student assessment relate to student and community services and are evaluated as part of the institution's assessment of the effectiveness of its services.

Does the College make a difference in students' lives? Student outcomes are divided into three separate factors: student achievement, goal completion and student satisfaction. Each factor provides a different perspective and it is necessary to consider all three factors to gain a full picture of institutional effectiveness in educating and developing students. The following subsections discuss each of these factors in turn.

Student Achievement

Student achievement is how much students learn and develop while they are at the institution. Measuring student achievement provides a means

Mission and Purposes

Mission:

Committed to the concept that education is a life-long process, Mohave Community College provides opportunities and access for individuals to further their education, acquire and enhance skills, and develop their potential as individuals and participating members of the community.

Purposes:

The purposes of Mohave Community College are to offer educational programs and services in the areas of:

Advising

To provide information about educational services and financial assistance; to inform students of educational programs of transfer; to assess their occupational interests, abilities, and career potential; to recommend the most appropriate courses.

Basic Skills

To provide students with math, reading, writing, and other cognitive skills for personal success.

Community Services

To provide the use of personnel and college resources for the enhancement of the community for educational, social, and cultural purposes.

Continuing Education

To promote the student's intellectual, social, and recreational growth.

General Education

To provide a curriculum which fosters a student's accumulation of knowledge by developing his/her critical inquiry and global awareness.

Occupational

To provide training, retraining, and upgrading of skills; to act as an economic development agent by developing and providing the training programs needed by business and industry.

Transfer

To enable a student to complete the first two years of a baccalaureate degree by offering courses which will transfer to a four-year college or university; to assist in bringing upper-level and graduate courses to the county.

of evaluating whether the institution is continuing to provide quality instruction.

Student achievement is measured both while a student is attending and after he or she leaves the institution. Ongoing evaluation is accomplished by evaluating the achievement of students as they complete benchmark courses which signal the completion of part of a certificate or degree program. At graduation, the cumulative knowledge and skill level of students in a degree or certificate program is evaluated.

Ongoing evaluation recognizes the reality of community college students and provides timely data. For various reasons, many community college students do not complete a formal program of study and those who do, often take years to graduate. Ongoing assessment provides a means of assessing the achievement of students who do not graduate. By monitoring the progress of students throughout a program, the institution acquires timely data upon which to base improvements.

In each academic area, a common assessment instrument is used to measure student achievement in terms of knowledge and skills. Assessment instruments are being developed by faculty and as students complete a benchmark course or a program they will be required to take the appropriate exit assessment. Assessments can consist of standardized tests, departmentally developed examinations, portfolios, student demonstrations and performances, boards of review, etc. Using a common instrument for each area insures that variations in student achievement are real rather than the effect of inaccurate or inconsistent measurement. Common assessments will provide valid and reliable measurements of student achievement which can be compared across the institution.

To increase confidence in the results of assessment, additional measures of student achievement are used. To corroborate the results of knowledge and skill assessment, the performance of former students is evaluated. Various measures of performance are used, such as, performance after transfer, employer satisfaction and performance on certification and licensure examinations. By using multiple measures, the institution gains greater confidence in the findings.

Goal completion rate

Community college students are not compelled to attend college; they choose to attend college as a way to accomplish their individual goals. The completion rate measures how well the institution is helping students reach their educational goals. Moreover, it is a measure of the institution's productivity. The completion rate measures whether the institution is effective in converting the input of enrolling students into the output of students who have accomplished their goals. The completion rate is the percentage of students who successfully accomplish their goals.

Evaluating the institution in terms of individual student-defined goals, rather than formal programs of study, has both a philosophical and empirical basis. Philosophically, the institution is committed to helping students achieve their goals as epitomized by the College's slogan, "Your Success Is Our Goal." A review of historical enrollment data shows that many students complete a substantial number of credits, but relatively few set their goal as the completion of a formal course of study. As a result, the institution uses two measures of goal completion. The graduate completion rate is calculated by comparing the number of students who graduate with the number of students who had set graduation as their goal. For students who have not de-

clared a formal program of study, it is assumed that their immediate goal is to complete the course in which they are enrolled.

Student Satisfaction

The institution exists to serve students; therefore, students' perceptions of the institution are of paramount importance. Student satisfaction is students' perception that their experience at the institution has been pleasing and that the institution has contributed to the achievement of their goals. Data on student attitudes is collected by asking the students themselves through surveys.

Data from both current and former students is collected. The perceptions of current students are useful because they reflect the institution as it is and provide timely data for institutional improvement. Former students provide an additional perspective as they can evaluate their education from the standpoint of how well it prepared them for their personal and professional lives. To obtain a complete picture, the category of former students includes not only those who graduated or fulfilled their goals, but also those who left before graduating or fulfilling their goals.

Standards or Objectives

Standards or objectives are set to give measurements meaning by providing a comparison. Standards are used to determine whether levels of student achievement, completion rates and student satisfaction are insufficient, adequate or exceptional. Initial standards have been set based on government regulations, available institutional data and planning objectives.

Assessment Matrix and Annual Calendar

The following assessment matrix is divided into seven sections each of which corresponds to one of the institution's purposes. Shown in the matrix are the student outcomes, outcome measures, standards, assessment tools and data sources. Also shown in the matrix is the schedule for collection of data and the individuals responsible.

Following the assessment matrix is an annual calendar which displays the yearly assessment activities month-by-month along with the responsible individuals.

Basic Skills

Mission purpose To provide students with math, reading, writing and other cognitive skills for personal success.

Objective To provide instruction for students deficient in the skills of reading, writing and mathematics which will enable students to bring their skills up to a collegiate level.

Notes A basic skills program is defined as the basic skills courses a student should take based on his/her performance on the ASSET exam. Programs are individualized and could range from one course to several courses.

Student Outcomes	Questions	Outcome Measures	Standards or Objectives	Assessment Tool/Data Source	Responsible for Assessment/Data Collection	Assessment/Data Collection Schedule
Achievement Knowledge and skill level at the completion of each of the benchmark courses (ENG 085, ENG 089, and MAT 031).	Did students who passed benchmark courses have the knowledge and skills expected of students reaching this educational level?	Percentage of students passing the departmental benchmark course examination.	95% of the students who received a passing grade in a benchmark course will pass the appropriate common examination.	Common final examination for benchmark courses.	Program Coordinator English and Program Coordinator Mathematics	At the end of a benchmark course, the common final exam is taken by each student.
Achievement Performance after leaving the program.	How did the classroom performance of former basic skills students compare with the performance of students who had collegiate level skills when they were admitted?	Comparison of grade distributions of former basic skills students who did not take basic skills courses.	The grades of former basic skills students will be equal to or better than the grades of students who did not take basic skills courses.	Data from the student records database.	Director of Institutional Research and Special Projects	Data compiled annually at the end of the spring semester.

Basic Skills

Student Outcomes	Questions	Outcome Measures	Standards or Objectives	Assessment Tool/Data Source	Responsible for Assessment/Data Collection	Assessment/Data Collection Schedule
Goal Completion Course completion.	How many students successfully accomplished their goal of completing a basic skills course?	Percentage of students who complete the basic skills course in which they were enrolled.	70% of the students will pass the basic skills course in which they were enrolled.	Data from the student records database.	Director of Institutional Research and Special Projects	Data compiled annually at the end of the spring semester.
Satisfaction Current students.	What were the perceptions of current students about the quality, effectiveness and relevance of the education received?	Percentage of current students who rated the quality, effectiveness and relevance of the education received as above average or excellent.	90% of the respondents will rate the quality, effectiveness and relevance of the education received as above average or excellent.	<i>Student Satisfaction Questionnaire</i>	Coordinator of Retention and Outcomes	Survey administered annually during alternately the fall or spring semester to a random sample of students in Basic Skills courses.
Satisfaction Former students (both students who completed a course and those who did not).	What were the perceptions of former students about the quality, effectiveness and relevance of the education received?	Percentage of former students who rated the quality, effectiveness and relevance of the education received as above average or excellent.	90% of the respondents will rate the quality, effectiveness and relevance of the education received as above average or excellent.	<i>Student Follow-up Questionnaire</i> or <i>Non-completer Questionnaire</i>	Coordinator of Retention and Outcomes	Survey administered each semester to students who were taking Basic Skills courses and have not enrolled for two consecutive semesters. Survey administered each semester to a random sample of students who did not complete the Basic Skills course in which they were enrolled.

General Education

Mission purpose To provide a curriculum which fosters a student's accumulation of knowledge by developing his/her critical inquiry and global awareness.

Objective To provide for all degree and certificate seeking students an integrated common core of instruction which teaches verbal and numerical literacy, provides a scientific, historical and social perspective, fosters an appreciation of the arts, teaches students to think critically and prepares them to participate in a global society.

Notes General education refers to the "General Education Core Curriculum" required as part of a certificate or degree program.

Student Outcomes	Questions	Outcome Measures	Standards or Objectives	Assessment Tool/Data Source	Responsible for Assessment/Data Collection	Assessment/Data Collection Schedule
Achievement Knowledge and skill level at completion of benchmark points. (ENG 102, MAT 135, at completion of humanities requirement; completion of social science requirement; and completion of science requirement)	Did students who reached benchmarks have the knowledge and skills expected of students reaching this educational level?	Percentage of students passing the departmental benchmark assessment.	95% of the students who complete benchmarks will pass the departmental benchmark examinations.	Common benchmark examinations.	Program coordinator for each general educational area	All students will take the appropriate benchmark examination in the semester in which they reach the benchmark.
Goal Completion Rate Course completion.	How many students successfully accomplished their goal of completing a general education course?	Percentage of students who passed general education courses.	80% of the students will pass the general education course in which they were enrolled.	Data from the student records database.	Director of Institutional Research and Special Projects	Data compiled annually at the end of the spring semester.

General Education

Student Outcomes	Questions	Outcome Measures	Standards or Objectives	Assessment Tool/Data Source	Responsible for Assessment/Data Collection	Assessment/Data Collection Schedule
<p>Satisfaction Current students.</p>	<p>What were the perceptions of current students about the quality, effectiveness and relevance of the education received?</p>	<p>Percentage of current students who rated the quality, effectiveness and relevance of the education received as above average or excellent.</p>	<p>90% of the respondents will rate the quality, effectiveness and relevance of the education received as above average or excellent.</p>	<p><i>Student Satisfaction Questionnaire</i></p>	<p>Coordinator of Retention and Outcomes</p>	<p>Survey administered annually during alternately the fall or spring semester to a random sample of students in General Education courses.</p>
<p>Satisfaction Former students who have completed a course and those who did not).</p>	<p>What were the perceptions of former students about the quality, effectiveness and relevance of the education received?</p>	<p>Percentage of former students who rated the quality, effectiveness and relevance of the education received as above average or excellent.</p>	<p>90% of the respondents will rate the quality, effectiveness and relevance of the education received as above average or excellent.</p>	<p><i>Student Follow-up Questionnaire or Non-completer Questionnaire</i></p>	<p>Coordinator of Retention and Outcomes</p>	<p>Survey administered each semester to students who were taking General Education courses and have not enrolled for two consecutive semesters. Survey administered each semester to a random sample of students who did not complete the General Education course in which they were enrolled.</p>

Degree Seeking

Mission purpose To enable a student to complete the first two years of a baccalaureate degree by offering courses which will transfer to a four-year college or university; to assist in bringing upper-level and graduate courses to the county.

Objective To provide courses beyond general education which will enable students to earn a two-year degree at the College and/or earn credits toward a four-year degree.

Notes To be counted as degree seeking, a student must have elected a two-year degree designed for transfer and have completed 12 hours toward the degree.

Student Outcomes	Questions	Outcome Measures	Standards or Objectives	Assessment Tool/Data Source	Responsible for Assessment/Data Collection	Assessment/Data Collection Schedule
Achievement Knowledge and skill level at completion of degree.	Did the students who completed a degree have the required knowledge and skill levels described in the degree objectives?	Percentage of students passing the exit assessment.	95% of the students who take the exit assessment will pass.	Common degree exit assessments prepared by faculty.	Program coordinator for each degree area	All students who complete a degree will take the exit assessment in the semester in which they take their last course.
Achievement Performance after transfer.	How did the performance of former students compare with the performance of the other students at the transfer institution?	Comparison of grade point average between former students and the other students at the transfer institution.	The grade point average of former students will be equal to or better than the grade point average of other students at the transfer institution.	Data supplied by the Arizona universities.	Coordinator of Retention and Outcomes	Annually, spring of each year.
Goal Completion Rate Degree completion.	How many students successfully accomplished their goal of completing a degree?	Percentage of students who declared an intent to earn a degree and subsequently graduated.	60% of the students who declare their intent to earn a degree will subsequently graduate.	Data from the student records database.	Director of Research and Special Projects	Annually, spring of each year.

Degree Seeking

Student Outcomes	Questions	Outcome Measures	Standards or Objectives	Assessment Tool/Data Source	Responsible for Assessment/Data Collection	Assessment/Data Collection Schedule
Satisfaction Students who completed a degree.	What were the perceptions of the students who completed a degree about the quality, effectiveness and relevance of the education received?	Percentage of current students who rated the quality, effectiveness and relevance of the education received as above average or excellent.	90% of the respondents will rate the quality, effectiveness and relevance of the education received as above average or excellent.	<i>Graduate Questionnaire</i>	Coordinator of Retention and Outcomes	Survey administered in the spring to all graduates.
Satisfaction Students who did not complete degrees.	What were the perceptions of the students who did not complete a degree about the quality, effectiveness and relevance of the education received?	Percentage of former students who rated the quality, effectiveness and relevance of the education received as above average or excellent.	90% of the respondents will rate the quality, effectiveness and relevance of the education received as above average or excellent.	<i>Non-completer Follow-up Questionnaire</i>	Coordinator of Retention and Outcomes	Survey administered each June to a random sample of students who did not complete the degree or certificate they were seeking.

Occupational

Mission purpose To provide training, retraining and upgrading of skills; to act as an economic development agent by developing and providing the training programs needed by business and industry.

Objective To provide occupational training which will enable individuals to gain entry level employment in selected occupations.

Notes Occupational students are those who have declared an intent to complete a state vocationally approved certificate or degree program.

Student Outcomes	Questions	Outcome Measures	Standards or Objectives	Assessment Tool/Data Source	Responsible for Assessment/Data Collection	Assessment/Data Collection Schedule
Achievement Knowledge and skill level at the completion of a degree or certificate.	Did the students who completed a degree have the required knowledge and skill levels described in the degree objectives?	Percentage of students passing the exit assessment.	95% of the students who have completed certificate and degree programs will pass the appropriate exit assessment.	Common degree or certificate exit assessments prepared by faculty.	Program coordinator for each occupational area	All students who complete a degree or certificate will take the exit assessment in semester in which they take their last course.
Achievement Performance of graduates: certification and licensure.	Of the students who took certification or licensing examinations, how many passed?	Percentage of students who passed certification or licensure examinations.	95% of the students who took certification or licensure examinations will pass.	State or national certificate or licensure examinations.	Coordinator of Retention and Outcomes	Results are collected annually each spring.
Goal completion Employment.	How many former students successfully gained employment in the field in which they trained?	Percentage of graduates who gained employment in the field in which they trained.	Meet state mandated standard of 95% of former students successfully employed in the field in which they trained.	<i>Occupational Questionnaire</i>	Dean of Community and Occupational Services and Coordinator of Retention and Outcomes	Administered each July to all graduates of Occupational programs.



Occupational

Student Outcomes	Questions	Outcome Measures	Standards or Objectives	Assessment Tool/Data Source	Responsible for Assessment/Data Collection	Assessment/Data Collection Schedule
Employer Satisfaction Performance of graduates.	Were employers satisfied with the level of skills and knowledge of graduates?	Percentage of employers responding that they were satisfied or very satisfied with the level of knowledge and skills of graduates?	95% of the responding employers will report that they are satisfied or very satisfied with the level of skills and knowledge of graduates.	<i>Employer Questionnaire</i>	Dean of Community and Occupational Services and Coordinator of Retention and Outcomes	Annually. In November questionnaire is sent to the employers of all students who graduated the previous year.
Satisfaction Current students.	What were the perceptions of current students about the quality, effectiveness and relevance of the education received?	Percentage of current students who rated the quality, effectiveness and relevance of the education received as above average or excellent.	90% of the respondents will rate the quality, effectiveness and relevance of the education received as above average or excellent.	<i>Student Satisfaction Questionnaire</i>	Coordinator of Retention and Outcomes	Survey administered annually during alternately the fall or spring semester to a random sample of students in Occupational courses.
Satisfaction Former students who have completed a program and those who did not.	What were the perceptions of former students about the quality, effectiveness and relevance of the education received?	Percentage of former students who rated the quality, effectiveness and relevance of the education received as above average or excellent.	90% of the respondents will rate the quality, effectiveness and relevance of the education received as above average or excellent.	<i>Occupational Questionnaire or Non-completer Questionnaire</i>	Coordinator of Retention and Outcomes	Survey administered annually to students who completed an Occupational program. Survey administered each semester to a random sample of students who did not complete the Occupational course in which they were enrolled.

Occupational Continuing Education

Mission purpose To provide training, retraining, and upgrading of skills; to act as an economic development agent by developing and providing the training programs needed by business and industry.

Objective To provide training which will enable individuals who are already employed to meet their individual needs for updated skills and knowledge.

Notes Continuing education students are those enrolled in state vocationally approved courses which are not part of a certificate or degree program.

Student Outcomes	Questions	Outcome Measures	Standards or Objectives	Assessment Tool/Data Source	Responsible for Assessment/Data Collection	Assessment/Data Collection Schedule
Goal Completion Rate Course completion.	How many students successfully accomplished their goal of completing an occupational continuing education course?	Percentage of students who successfully completed the course.	80% of the students will pass the occupational continuing education course in which they were enrolled.	Data from the student records database.	Director of Institutional Research and Special Projects	Data compiled annually at the end of the spring semester.
Satisfaction Current students	What were the perceptions of current students about the quality, effectiveness and relevance of the education received?	Percentage of current students who rated the quality, effectiveness and relevance of the education received as above average or excellent.	90% of the respondents will rate the quality, effectiveness and relevance of the education received as above average or excellent.	<i>Student Satisfaction Questionnaire</i>	Coordinator of Retention and Outcomes	Survey administered annually during alternately the fall or spring semester to a random sample of students in Occupational Continuing Education courses.



Occupational Continuing Education

Student Outcomes	Questions	Outcome Measures	Standards or Objectives	Assessment Tool/Data Source	Responsible for Assessment/Data Collection	Assessment/Data Collection Schedule
<p>Satisfaction Former students who (both students who have completed a course and those who did not).</p>	<p>What were the perceptions of the former students about the quality, effectiveness and relevance of the education received?</p>	<p>Percentage of former students who rated the quality, effectiveness and relevance of the education received as above average or excellent.</p>	<p>90% of the respondents will rate the quality, effectiveness and relevance of the education received as above average or excellent.</p>	<p><i>Student Follow-up Questionnaire or Non-completer Questionnaire</i></p>	<p>Coordinator of Retention and Outcomes</p>	<p>Survey administered each semester to students who were taking Occupational Continuing Education courses and have not enrolled for two consecutive semesters. Survey administered each semester to a random sample of students who did not complete the Occupational Continuing Education course in which they were enrolled.</p>

Personal Interest

Mission purpose To promote the student's intellectual, social and recreational growth.

Objective To provide opportunities for students to meet their individual goals for social and intellectual growth.

Notes Personal interest courses are those which are not part of a certificate or degree program.

Student Outcomes	Questions	Outcome Measures	Standards or Objectives	Assessment Tool/Data Source	Responsible for Assessment/Data Collection	Assessment /Data Collection Schedule
Goal Completion Rate Course completion.	How many students successfully accomplished their goal of completing a general personal interest course?	Percentage of students who passed personal interest courses.	80% of the students will complete the personal interest course in which they were enrolled.	Data from the student records database.	Director of Institutional Research and Special Projects	Data compiled annually at the end of the spring semester.
Satisfaction Current students.	What were the perceptions of the current students about the quality, effectiveness and relevance of the education received?	Percentage of current students who rated the quality, effectiveness and relevance of the education received as above average or excellent.	90% of the respondents will rate the quality, effectiveness and relevance of the education received as above average or excellent.	<i>Student Satisfaction Questionnaire</i>	Coordinator of Retention and Outcomes	Survey administered annually during alternately the fall or spring semester to a random sample of students in Personal Interest courses.

Personal Interest

Student Outcomes	Questions	Outcome Measures	Standards or Objectives	Assessment Tool/Data Source	Responsible for Assessment/Data Collection	Assessment/Data Collection Schedule
<p>Satisfaction Former students who have completed a course and those who did not).</p>	<p>What were the perceptions of the former students about the quality, effectiveness and relevance of the education received?</p>	<p>Percentage of former students who rated the quality, effectiveness and relevance of the education received as above average or excellent.</p>	<p>90% of the respondents will rate the quality, effectiveness and relevance of the education received as above average or excellent.</p>	<p><i>Student Follow-up Questionnaire</i>. or <i>Non-complector Questionnaire</i></p>	<p>Coordinator of Retention and Outcomes</p>	<p>Survey administered each semester to students who were taking Personal Interest courses and have not enrolled for two consecutive semesters. Survey administered each semester to a random sample of students who did not complete the Personal Interest course in which they were enrolled.</p>

Student Development

Mission Purpose To provide information about educational services and financial assistance; to inform students of educational programs of transfer; to assess their occupational interests, abilities and career potential; to recommend the most appropriate courses.

Objective To provide training and experiences which will enable students to: 1) gain a greater understanding of themselves; 2) develop more confidence and self-esteem; 3) increase their ability to work with others; and 4) expand their knowledge of career opportunities.

Student Outcomes	Questions	Outcome Measures	Standards or Objectives	Assessment Tool/Data Source	Responsible for Assessment/Data Collection	Assessment/Data Collection Schedule
Achievement Knowledge at completion of personal development courses and workshops (AED 058, AED 059 and workshops).	Did the students who passed the personal development courses and workshops gain a better understanding of themselves?	Percentage of students who completed the courses and workshops and reported that they: 1) gained a greater understanding of themselves; 2) developed more confidence and self-esteem; 3) increased their ability to work with others; and 4) expanded their knowledge of career opportunities.	95% of the students who completed the courses and workshops will report that they: 1) gained a greater understanding of themselves; 2) developed more confidence and self-esteem; 3) increased their ability to work with others; and 4) expanded their knowledge of career opportunities.	<i>Personal Development Questionnaire</i>	Career Services Specialists	Survey is administered to each student who completes the course.
Achievement Knowledge at completion of leadership activities.	Did the students who held leadership positions in extra-curricular activities improve their leadership skills?	Percentage of students who reported that their leadership skills had been improved significantly or very significantly.	95% of the students who completed leadership activities will report that their leadership skills had been improved significantly or very significantly.	<i>Student Leadership Questionnaire</i>	Sponsor of the leadership activity	All students surveyed at the end of each activity.

Student Development

Student Outcomes	Questions	Outcome Measures	Standards or Objectives	Assessment Tool/Data Source	Responsible for Assessment/Data Collection	Assessment/Data Collection Schedule
Goal Completion Development of personal goals.	How many students successfully accomplished their personal development goal?	Percentage of students who reported that they had successfully accomplished their personal development goal.	90% of all students completing personal development courses, workshops and leadership activities will report that they had achieved their personal development goal.	<i>Personal Development Leadership Questionnaire</i>	Career Services Specialists or sponsor of leadership activities	All students surveyed at the end of each course, workshop or leadership activity.
Satisfaction Students who completed a course, workshop or leadership activity.	What were the perceptions of the students who completed a course or leadership activity about the quality, effectiveness and relevance of the education received?	Percentage of students who reported that they were satisfied with the quality, effectiveness and relevance of the education received.	90% of the respondents will rate the quality, effectiveness and relevance of the education received as above average or excellent.	<i>Personal Development Leadership Questionnaire</i>	Career Services Specialists or sponsor of leadership activities	All students surveyed at the end of each course, workshop or leadership activity.
Satisfaction Students who did not complete a course, workshop or leadership activity.	What were the perceptions of the students who did not complete a course, workshop or leadership activity about the quality, effectiveness and relevance of the education received?	Percentage of former students who rated the quality, effectiveness, and relevance of the education received as above average or excellent.	90% of the respondents will rate the quality, effectiveness and relevance of the education received as above average or excellent.	<i>Non-completer Questionnaire</i>	Coordinator of Retention and Student Outcomes	Survey administered each semester to a random sample of students who did not complete the course, workshop or leadership activity.

Annual Calendar of Assessment of Student Outcomes

	Activity	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Faculty and Program Coordinators	Revise benchmark and exit assessments as needed.				X					X			
Director of Research and Special Projects	Identify students who will be completing benchmark courses or programs.					X					X		
Faculty and Program Coordinators	Administer and score program assessments for students graduating at the end of the semester.						X					X	
Director of Research and Special Projects	Analyze results of assessments of graduates.							X					X
Faculty and Program Coordinators	Administer and score assessments of students completing benchmark courses.						X					X	
Director of Research and Special Projects	Analyze results of benchmark assessments.							X					X
Student Services Coordinators	Administer <i>Student Leadership Questionnaire</i> to students completing leadership activities.						X					X	
Career Services Specialists	Analyze data from <i>Student Leadership Questionnaire</i> .							X					X
Student Services Coordinators	Administer <i>Personal Development Questionnaire</i> to students completing personal development course.						X					X	
Career Services Specialists	Analyze data from <i>Personal Development Questionnaire</i> .												X



Annual Calendar of Assessment of Student Outcomes

Responsible	Activity	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Director of Research and Special Projects	Compare the grade distributions of former basic skills students with students who did not take basic skills courses.												X
Coordinator Retention and Outcomes	Compile data from Arizona universities on the performance of transfer students.												X
Director of Research and Special Projects	Analyze data from Arizona universities on the performance of transfer students.												X
Dean of Community and Occupational Services	Collect data on student performance on state and national certificate or licensure examinations.										X		
Director of Research and Special Projects	Analyze data on student performance on state and national certificate or licensure examinations.											X	
Director of Research and Special Projects	Calculate goal completion rates for previous semester.							X					X
Dean of Community and Occupational	Administer <i>Occupational Questionnaire</i> .												
Coordinator of Retention and Outcomes													
Coordinator of Retention and Outcomes	Analyze results of occupational survey.		X										

Annual Calendar of Assessment of Student Outcomes

Responsible	Activity	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Coordinator of Retention and Outcomes	Identify employers of occupational graduates and obtain addresses.		X										
Dean of Community and Occupational Services													
Coordinator of Retention and Outcomes	Mail <i>Employer Questionnaire</i> to employers of previous spring graduates.					X							
Coordinator of Retention and Outcomes	Analyze results of survey of employers.						X						
Director of Research and Special Projects	Select random samples of current students in all assessment areas. Current students will be surveyed during one semester each year and the semester will alternate year-by-year.				X					X			
Coordinator of Retention and Outcomes	Prepare schedule for administering <i>Student Satisfaction Questionnaire</i> .				X					X			
Coordinator of Retention and Outcomes	Conduct Student Satisfaction survey.					X				X			
Coordinator of Retention and Outcomes	Analyze results of Student Satisfaction survey.						X				X		
Coordinator of Retention and Outcomes	Administer <i>Graduate Questionnaire</i> .						X					X	
Coordinator of Retention and Outcomes	Analyze results of survey of graduates.							X					X



Annual Calendar of Assessment of Student Outcomes

Responsible	Activity	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Director of Research and Special Projects	Select random sample of students in all assessment areas who did not complete courses during the previous semester.							X				X	
Coordinator of Retention and Outcomes	Mail <i>Non-completer Questionnaire</i> to former students.								X				X
Coordinator of Retention and Outcomes	Analyze results of survey of non-completers.	X								X			
Director of Research and Special Projects	Identify cohort of former students who have not enrolled during the previous two semesters.			X									
Coordinator of Retention and Outcomes	Mail <i>Student Follow-up Questionnaire</i> to former students.				X								
Coordinator of Retention and Outcomes	Analyze results of Student Follow-up survey.					X							
Director of Research and Special Projects	Identify cohort of students who declared degrees or certificates and who have not enrolled during the previous two semesters.											X	
Coordinator of Retention and Outcomes	Mail <i>Non-completer Questionnaire</i> to former degree and certificate seeking students.												X
Coordinator of Retention and Outcomes	Analyze data from survey of former degree and certificate seeking students.	X											

Annual Calendar of Assessment of Student Outcomes

Responsible	Activity	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Director of Research and Special Projects Coordinator of Retention and Outcomes	Compile results of all data into annual <i>Report on Student Outcomes</i> .		X										

Section IV: Assessment and Institutional Improvement

The purposes of assessing student outcomes is to evaluate the institution's performance and to provide the basis for institutional improvement. As a first step, data and analysis of student outcomes will be used by faculty and academic administrators to identify instructional areas needing improvement. Subsequently, they will develop action plans for improvement. At the end of the planning process, action plans will become part of the College's formal master plan. The following chart, "Process: Use of Student Outcomes Data for Institutional Improvement," graphically displays how student outcomes will be used to formulate action plans designed to lead to institutional improvement.

All data and analysis of student outcomes will be compiled annually and published as the *Report on Student Outcomes*. The report will be completed and distributed in August of each year to all faculty, academic administrators, executive officers and the Planning and Development Council. Others will receive copies as needed or if they request one.

The *Report on Student Outcomes* will consist of a separate section on each of the instructional areas of basic skills, general education, transfer, occupation programs, continuing occupational education, personal interest and student development. The administrator in charge of each instructional area will be responsible for conducting reviews of the report by appropriate groups. Responsible administrators and participating groups are shown in the following table, "Review and Action Responsibilities." Based on assessment results, groups will: 1) evaluate the success of previous improvement initiatives; 2) identify areas needing improvement; and 3) recommend strategies for improvement. Subsequently, on the basis of the outcomes data and the recom-

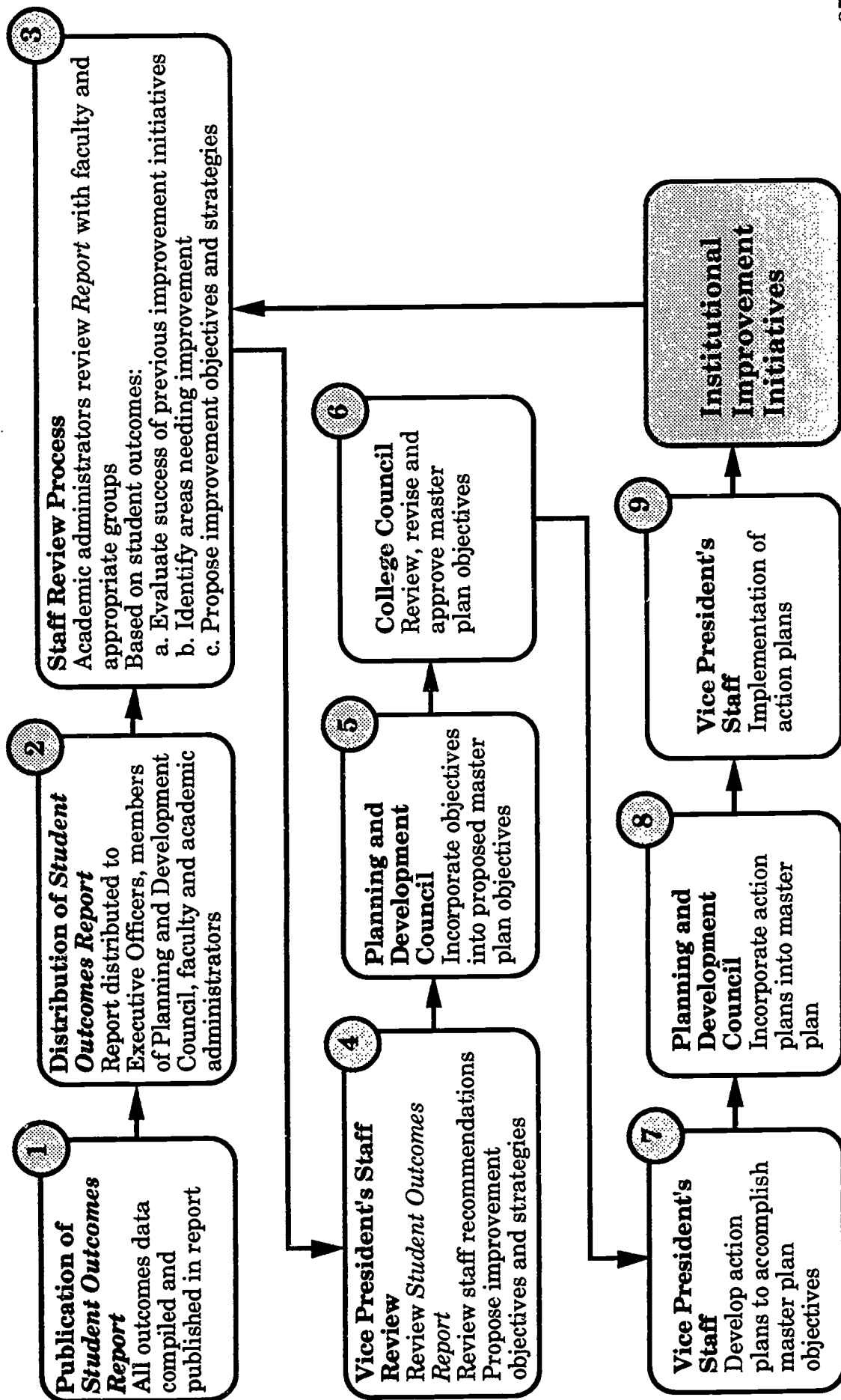
mendations of review groups, the academic administrators will submit recommendations to the Vice President's staff. In turn, the Vice President's staff will review the *Report on Student Outcomes* and propose master planning objectives which will be forwarded to the Planning and Development Council.

The Planning and Development Council will include the objectives from the Vice President's staff in its proposed master planning objectives which will be submitted to the College Council. After review, revision and adoption of objectives by the College Council, the Vice President's staff will develop action plans to accomplish the objectives and those action plans will be incorporated into the College master plan by the Planning and Development Council. The final step will be the implementation of the action plans, which when successfully implemented, should lead to institutional improvement.

Review and Action Responsibilities

Instructional Area	Academic Administrator	Review Groups
Basic Skills	Dean, Kingman Campus	<ul style="list-style-type: none"> • Subject area faculty • Curriculum Committee • Vice President's staff • Executive Officers
General Education	Dean, Mohave Valley Campus	<ul style="list-style-type: none"> • Subject area faculty • Curriculum Committee • Vice President's staff • Executive Officers
Transfer	Dean, Lake Havasu Campus	<ul style="list-style-type: none"> • Subject area faculty • Curriculum Committee • Vice President's staff • Executive Officers
Occupational	Dean, Community and Occupational Services	<ul style="list-style-type: none"> • Subject area faculty • Occupational advisory groups • Curriculum Committee • Vice President's staff • Executive Officers
Occupational Continuing Education	Dean, Community and Occupational Services	<ul style="list-style-type: none"> • Subject area faculty • Occupational advisory groups • Curriculum Committee • Vice President's staff • Executive Officers
Personal Interest	Director, North Mohave Center	<ul style="list-style-type: none"> • Subject area faculty • Curriculum Committee • Vice President's staff • Executive Officers
Student Development	Vice President for Student Services	<ul style="list-style-type: none"> • Subject area faculty • Career Services Specialists • Student Services Coordinators • Student Services Planning Council • Executive Officers

Process: Use of Student Outcomes Data for Institutional Improvement



Section V: Implementation of Assessment Plan

According to the timetable, the assessment plan will be fully implemented by June 1996. Implementation is divided into three phases. Phase I (1993-94) has already been accomplished and consisted of collection of existing data, development and administration of *Student Satisfaction* and *Graduate Questionnaires* and initial development of exit assessments. The data collected during Phase I will be analyzed during the summer of 1994 and will be published and distributed in August 1994 as the first *Student Outcomes Report*. Phase II (1994-95) involves the development and administration of remaining questionnaires. Also included is the completion of selected benchmark and exit assessments and the first administration of them. The culmination of Phase II will be the publication and distribution of an expanded *Student Outcomes Report*. Phase III (1995-96) will involve developing the remaining benchmark and exit assessments. With the first administration of the remaining benchmark and exit assessments, all data collection instruments will be in use. At the completion of Phase III, data on all indicators of student achievement, goal completion and satisfaction will have been collected. As a result, the *Student Outcomes Report* of that year will be the first complete report.

The institution is proceeding on schedule and the following table outlines what has been accomplished to date and when the remaining activities will be completed.

Schedule of Implementation of Student Assessment Plan

Activity	Actions Taken or Scheduled
1993-94 Student Assessment Plan	<ul style="list-style-type: none"> • Plan developed and approved.
Graduates Questionnaire	<ul style="list-style-type: none"> • Questionnaire was designed. • Survey of 1993-94 graduates was conducted in May 1994. • Data was analyzed in June 1994.
Student Satisfaction Questionnaire (Current students)	<ul style="list-style-type: none"> • Questionnaire was designed. • Survey of 93-94 current students was conducted in November 1993. • Data was analyzed in January 1994.
Assessment of performance of students after transfer	<ul style="list-style-type: none"> • Data from Arizona universities on the grade point averages of former Mohave students was acquired. • Data was analyzed in June 1994.
Assessment of the performance of basic skill students in collegiate level courses	<ul style="list-style-type: none"> • Data on the performance of mathematics and English basic skills students was collected and analyzed. • Interim <i>Mathematics Report</i> was published using the data. • Based on the data, changes in curriculum and the scheduling of classes were made for Fall 1994.
Goal completion rate (course completion)	<ul style="list-style-type: none"> • Data on course completion in all courses was collected and analyzed.
Performance of occupational students on state and national licensure and certification examinations	<ul style="list-style-type: none"> • Data was acquired on the performance of nursing, paramedic and emergency medical training students on licensure examinations. • Data was analyzed in June 1994.
Exit assessment for MAT 031	<ul style="list-style-type: none"> • Draft of final examination was completed in May 1994. • Examination will be used at the end of Fall 1994 term.
Exit assessment for Fire Science degrees and certificates	<ul style="list-style-type: none"> • Common written and oral examinations were completed in April 1994. • Exit assessment will be used with program graduates starting with Fall 1994 semester.

Activity	Actions Taken or Scheduled
Nursing exit assessment	<ul style="list-style-type: none"> •The development of an exit examination was completed in April 1994. •Exit examination was administered to all nursing graduates in May 1994.
<i>Student Outcomes Report</i>	<ul style="list-style-type: none"> •Initial report will be prepared in July 1994. Report will include all data and analysis done to date. •Report will be published and distributed in August 1994.
1994-95	<i>Student Follow-up Questionnaire</i>
<i>Non-completor Questionnaire</i>	<ul style="list-style-type: none"> •Design and pilot testing will be completed by May 1994. •In June 1994, survey will be administered to 1993 graduates.
<i>Personal Development Questionnaire</i> <i>Student Leadership Questionnaire</i>	<ul style="list-style-type: none"> •Design and pilot testing will be completed by October 1994. •In February 1995, survey will be administered to random sample of non-completors.
<i>Occupational Questionnaire</i>	<ul style="list-style-type: none"> •Design and pilot testing will be completed by December 1994. •Starting January 1995, survey will be administered to students who complete development courses, workshops or leadership activities.
<i>Employer Questionnaire</i>	<ul style="list-style-type: none"> •Design and pilot testing will be completed by March 1995. •In June 1995, survey will be administered to May 1995 graduates.
Basic skills benchmark assessments	<ul style="list-style-type: none"> •Design and pilot testing will be completed by May 1995. •In July 1995, survey will be administered to employers of 1995 graduates.
Basic skills benchmark assessments	<ul style="list-style-type: none"> •Common examinations will be developed for ENG 085 and ENG 089 by November 1994. •Examinations will be given to students who complete benchmark courses in Spring 1995 semester.

Activity	Actions Taken or Scheduled	
General education benchmark assessments	<ul style="list-style-type: none"> • Common assessments will be developed for ENG 102, MAT 135 and completion of humanities requirement; completion of social science requirement; and completion of science requirement by November 1994. • Examinations will be given to students who complete benchmark courses in Spring 1995 semester. 	
Exit assessments	<ul style="list-style-type: none"> • Program assessments for all certificates and degrees will be developed by May 1995. • Notice of requirement of exit assessment published in 1995-96 College catalog. 	
<i>Student Outcomes Report</i>	<ul style="list-style-type: none"> • Second (more complete) report will be produced which includes new data and analysis on available from student exit assessments in July 1995. • Report will be published and distributed in August 1995. 	
1995-96	Exit assessments	<ul style="list-style-type: none"> • Starting with Fall 1995 semester, exit assessments will be required of all graduates.
<i>Student Outcomes Report</i>	<ul style="list-style-type: none"> • Data collected and analyzed for all student achievement indicators during June 1996. • Production and publication of first complete report. • Report will be published and distributed in August 1996. 	
Student Assessment Plan	<ul style="list-style-type: none"> • Plan will be completely implemented by June 1996. 	

Section VI: Administration of Assessment

The institution has committed both human and financial resources to the implementation and ongoing administration of assessment. The Director of Research and Special Projects has been assigned the responsibility of coordinating the collection and analysis of data and co-producing the *Student Outcomes Report* with the Coordinator of Retention and Outcomes. The Director, who also serves as chairperson of the Planning and Development Council, is responsible for overseeing the incorporation of instructional objectives and action plans into the College's master plan. As his primary responsibility, the Coordinator of Retention and Outcomes has been assigned the development, administration and analysis of student surveys. The Vice President, the institution's chief academic officer, is responsible for directing the development and administration of exit assessments.

The institution has budgeted funds to support the development and administration of assessment. The Coordinator of Retention and Outcomes has been budgeted at three-quarters time devoted to the assessment of student outcomes; while the Director of Research and Special Projects has been budgeted at one-quarter time. Funds in the Retention and Outcomes budget have been earmarked for the mailing of questionnaires, purchase of standardized examinations, acquisition of software to support statistical analysis, and personnel to assist with administration of surveys and collation of results. Moreover, funds in the Vice President's instructional budget have been earmarked to support faculty focus meetings to develop exit assessments and to support the administration of these assessments.

Section VII: Conclusion

The foregoing report describes how Mohave Community College has met the requirement that it refine and fully implement a program of student academic achievement. In summary, the institution's plan for assessment has all the following "Components of Assessment Plan" as prescribed by the North Central Association.

1. The plan is linked to mission, goals, and objectives of the institution.

Each of the institutional purposes which relate to instruction is specifically evaluated in terms of student outcomes. Data from the assessment of student outcomes is used in the master planning process to formulate objectives, develop action plans and evaluate the success of improvement activities.

2. The plan is carefully articulated and is institution-wide in conceptualization and scope.

The assessment of student outcomes is a primary and integral part of a comprehensive evaluation of the institutional effectiveness. There was widespread opportunity for staff to be involved in the development and implementation of the assessment plan.

3. The plan leads to institutional improvement.

There is a fully articulated process for reviewing assessment data and formulating objectives and plans for institutional improvement on the basis of student outcomes. Use of student outcomes data is an integral part of the master planning process.

4. The plan is being implemented according to a timeline.

A timetable for the initial implementation of the assessment plan has been developed and implementation is proceeding on schedule. The assessment plan will be fully implemented by June 1996.

5. The plan is administered.

The institution has committed personnel and budgetary resources to the development and ongoing administration of student assessment.