



North Central Association
of Colleges and Schools

Commission on Institutions
of Higher Education

30 North LaSalle Street, Suite 2400
Chicago, Illinois 60602-2504
312/263-0456; 800/621-7440
FAX: 312/263-7462; Internet: Info@ncacihe.org

June 24, 1999

Dr. Homero López
President
Maricopa County Community College—
Estrella Mountain Community College
3000 N. Dysart Rd.
Avondale, AZ 85323-1000

Dear President López:

The report you submitted to our office has now been reviewed. A staff analysis of the report is enclosed.

On behalf of the Commission, I accept the report on the plan for Assessment of Student Academic Achievement. No further reports are required. The institution's next comprehensive evaluation is scheduled for 2001-02.

I am also enclosing a copy of the institution's Record of Status and Scope, which reflects the actions I have taken on behalf of the Commission. If you have any questions about this analysis or any other evaluation matters, please let me know.

Sincerely,

A handwritten signature in cursive script that reads 'Cecilia L. López'.

Cecilia L. López, Ph.D.
Associate Director

CLL/mls

Enclosures



STAFF ANALYSIS OF INSTITUTIONAL REPORT

DATE: June 24, 1999

STAFF: Cecilia L. López, Ph.D., Associate Director

REVIEWED BY: Dr. Barbara Taylor

INSTITUTION: Maricopa County Community College—Estrella Mountain Community College, Avondale, AZ

EXECUTIVE OFFICER: Dr. Homero López, President

PREVIOUS COMMISSION ACTION RE: REPORT: a report due on 12/1/98 focused on the plan for the Assessment of Student Academic Achievement

ITEMS ADDRESSED IN REPORT: The Commission received the required report on 11/1/98. The progress report on the Student Academic Achievement Plan provided a revised assessment model that included information about processes for assessing student learning outcomes, data analysis, recommendations, and future assessment plans.

STAFF ANALYSIS: The Estrella Mountain Community College progress report on its Student Academic Achievement Plan is a response to the evaluation team recommendation that the assessment model did not “fully articulate a comprehensive assessment of student academic achievement across all areas of the curriculum.” To address this recommendation, the following changes were incorporated into the revised plan:

- Assessment occurs at the academic program level in General/Transfer Education, Developmental Education, and Workforce Development programs
- Student learning outcomes are identified and defined in measurable terms
- Leadership structure of the Assessment Plan is defined
- Assessment tools are identified from the literature or created
- Relationship of assessment to strategic planning and institutional effectiveness is clarified.

EMCC’s assessment of institutional effectiveness occurs on three levels—Core Indicators of Effectiveness, Student Academic Achievement, and Program Review. The Core Indicators are the outputs expected by the stakeholders of the college such as university transfer rates, promotion, student satisfaction, and student persistence. Results of core

indicators are summarized and distributed to students and community leaders annually, and faculty and staff implement recommendations for improvement throughout the year. At the start of each year the process begins again--identifying or readopting core indicators of effectiveness.

Program Review focuses on specific programs of the College, assessing the degree to which an individual program achieves stated goals and objectives. The Program Review model incorporates components of institutional effectiveness outcomes, program specific outcomes, and student learning outcomes. The Program Review process will be piloted during the 1998-99 academic year.

The Student Academic Achievement outcomes are a faculty-driven assessment of student learning in the three academic areas of General Education/Transfer Education, Developmental Education, and Workforce Development. Communication and critical thinking abilities were identified as student learning outcomes to be assessed at the academic program level. *Tasks in Critical Thinking (ETS)* was identified as the assessment tool for measuring these abilities in the General Education/Transfer Education area. The Developmental Education and Workforce Development program areas developed their own assessment tools using case-studies.

At the time of this report EMCC had piloted the assessment activities in each program area. In the General Education/Transfer Education programs, the *Tasks in Critical Thinking* test was piloted with forty-two students and normed for EMCC's educational program. The Developmental Education program's faculty-developed assessment measure was piloted with eight students. In the Workforce Development program, assessment occurred on two program levels, Total Quality Management and Organizational Leadership. Faculty-developed case studies were piloted at both levels. Because of the small cohorts of students completing the three program assessments, no statistical significance could be established on the data obtained from these pilots.

The leadership structure of assessment at the College is made up of:

- A Student Academic Achievement Committee that disseminates and determines the uses of the assessment data;
- A SAAC Steering Team that guides and coordinates the implementation of the assessment plan;
- Academic Program Level Assessment Teams that develop assessment tools, coordinate, analyze, and communicate assessment results; and
- A Methods and Measures Subcommittee that assists each assessment team with selection and design of assessment tools and the analysis of the results.

The guidelines for the assessment process require the following:

- A pilot of the assessment instruments and data collection processes
- Administration only once to any individual student
- Campus-wide assessment administered yearly

- Administration outside of class time
- Flexibility in the timing of the assessment
- Inclusion of information on assessment in college literature.

Data-use guidelines were faculty determined. The guidelines address the analysis and interpretation of the data and how to communicate the assessment results to stakeholders and to internal and external audiences. A part of the feedback loop to increase institutional effectiveness is the faculty dialogues, which were held to discuss the integration of communication and critical thinking abilities into the teaching-learning process. Assessment results have also resulted in recommendations made to improve teaching and learning.

Future work on the assessment of institutional effectiveness at EMCC includes the identification of multiple measures of assessment and development of feedback loops for disseminating information for continuous improvement in teaching and learning and the continuous involvement and support of faculty and students in the assessment processes.

Staff commends the EMCC faculty and administrative staff for their comprehensive and effective response to the concerns raised by the 1996 Comprehensive Team Report.

STAFF ACTION: Accept the report focused on the plan for Assessment of Student Academic Achievement. No further reports are required. The College's next comprehensive evaluation is scheduled for 2001-02.

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RECORD OF STATUS AND SCOPE

**MARICOPA COUNTY COMMUNITY COLLEGE—ESTRELLA MOUNTAIN
COMMUNITY COLLEGE**

3000 N. Dysart Rd.
Avondale, AZ 85323-1000

Statement of Affiliation Status

Status: Accredited (1997- .)

Highest degree awarded: Associate's.

Most recent action: June 24, 1999.

Stipulations on affiliation status: None.

New degree sites: Prior Commission approval required.

Progress reports required: None.

Monitoring reports required: None.

Contingency reports required: None.

Other visits required: None.

Last comprehensive evaluation: 1996-97.

Next comprehensive evaluation: 2001-02.

Statement of Institutional Scope and Activities

Legal status: Public institution.

F/97 undergraduate enrollment: 3007(h); 1269(f).

Number of degree programs: Associate's (6).

Full service degree sites other than home campus: None.

Other degree sites: None.

Course sites:

— In state: 5 sites.

Distance education: Courses are offered through Internet/Modem connection.



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Other degree sites: None.
Course sites:
— In state: 5 sites.
Distance education: Courses are offered through Internet/Modem connection.