Assessment
Annual Report
2012 - 2013

Moberly Area Community College
**TABLE OF CONTENTS**

Table of Contents.................................................................................................................. 2
Purpose of Assessment.......................................................................................................... 3
History of Assessment at MACC.......................................................................................... 3
Relationship to Mission and Purposes.................................................................................. 6
Assessment Activities 2012-2013 ....................................................................................... 10
  Professional Development.................................................................................................................. 10
  Communication and Awareness-Building Strategies................................................................. 10
  Assessment of General Education.............................................................................................. 11
  Assessment of Career and Technical Programs ......................................................................... 11
  Assessment of Support Services................................................................................................. 11
  Other Assessment Activities ...................................................................................................... 12
Budget Summary 2012-2013 ............................................................................................... 12
Entry-Level Assessment of Student Learning ....................................................................... 12
  Placement Testing ......................................................................................................................... 12
  Student Advisement .................................................................................................................... 13
  Class Profile Report .................................................................................................................... 14
  Student Profile ........................................................................................................................... 15
Mid-Level Assessment of Student Learning ......................................................................... 17
  Course Grades ............................................................................................................................. 17
  Academic Probation ................................................................................................................... 18
  Classroom Assessments ........................................................................................................... 18
  Comprehensive Final Examinations ......................................................................................... 18
  Developmental Education ........................................................................................................ 19
  Course Evaluations ................................................................................................................... 19
  Assessment of Support Services Surveys ............................................................................... 19
  Student Retention ..................................................................................................................... 21
Exit-Level Assessment of Student Learning ....................................................................... 22
  CAAP Test ................................................................................................................................ 22
  Capstone Courses ..................................................................................................................... 24
  Essential Skills .......................................................................................................................... 24
  Licensure, Certification, and Exit Exams .................................................................................. 25
  Degrees Conferred .................................................................................................................... 26
Follow-Up Assessment ........................................................................................................ 26
  180-Day Placement Survey ....................................................................................................... 27
  Student Transfer ......................................................................................................................... 28
Other Assessment Efforts ....................................................................................................... 29
  Program Review ........................................................................................................................ 29
  Internal Patron Satisfaction....................................................................................................... 29
Conclusion............................................................................................................................... 30
2012-2013 Assessment Annual Report

PURPOSE OF ASSESSMENT

Accountability is at the forefront of higher education, and assessment is an integral component of demonstrating institutional effectiveness. Postsecondary institutions are expected to provide a framework to encourage, cultivate, and nurture student success.

Assessment provides an opportunity for feedback, reflection, and improvement of teaching and learning across multiple levels, including at the classroom, program, and institution level. The Missouri Assessment Consortium identifies three major purposes of assessment:

- Improvement of student learning and instruction
- Achievement of institutional mission
- Accountability for achievement of educational goals

Although assessment should be fully integrated into the institution’s entire operational system, including academic services, administration, student affairs, institutional planning, and resource allocation, the focus of institutional assessment must be on student learning (Missouri Assessment Consortium, Handbook of Assessment).

The Higher Learning Commission of the North Central Association of Colleges and Schools has also heralded the importance of assessment. Assessment is embedded within the criteria for regional accreditation. The Commission’s Statement on Assessment of Student Learning states that “assessment of student achievement is essential for each higher learning organization that values its effect on the learning of its students.” The Higher Learning Commission expects organizations to have structured assessment processes that are continuous, that involve a variety of institutional constituencies, and that provide meaningful and useful information to the planning processes as well as to students, faculty, staff and administration. Organizations should be able to document the relationship between its assessment processes and its improvement of institutional effectiveness.

HISTORY OF ASSESSMENT AT MACC

An Assessment Advisory Committee was named in fall 1997 for the purpose of developing an Institutional Effectiveness Plan, i.e., to develop processes and procedures to monitor factors affecting how well MACC is accomplishing its mission. The goal of the committee was to produce a written, comprehensive plan containing two primary components: an assessment of student learning and an assessment of support services. In its initial year, the committee published its purpose, goal, guiding principles, and other information.

In 1998-1999, the committee continued building on the work of year one, specifically increasing awareness campus-wide about assessment, furthering the work of the general education subcommittee, increasing committee members’ knowledge of assessment, and drafting assessment plans for each degree and certificate program offered by MACC.
In 1999-2000, the committee focused on identifying strategies and measures to determine accomplishment of learning outcomes; evaluating, revising, and finalizing assessment plans; developing an administrative evaluation process; collecting and evaluating data according to assessment plans already adopted; developing a systematic review of educational programs; and providing conference and workshop opportunities for faculty and staff.

In 2000-2001, the committee concentrated on assessing general education; collecting and analyzing data; educating faculty and staff about assessment issues; and using the results of assessment to improve student learning.

Assessment efforts begun in previous years and continued in 2001-2002 culminated with the re-accreditation visit by the Higher Learning Commission in March 2002. Staff development opportunities in assessment practices were offered, and a group of general education faculty studied and experimented with classroom assessment techniques. The student newspaper featured several articles on assessment and accreditation, and a student was appointed to the Assessment Advisory Committee. Additionally, the first assessment stipend was offered to assist faculty with assessment efforts. Course syllabi were revised to include assessment practices, and the Administrative Evaluation Process was piloted.

In 2002-2003, following a study by two MACC faculty, the Assessment Advisory Committee recommended that the CAAP (Collegiate Assessment of Academic Proficiency) exam continue as the exam of choice to assess general education knowledge and skills, but that the administration of the exam be restructured. Additionally, the Assessment Advisory Committee recommended that the WorkKeys assessment replace the CAAP exam for career and technical graduates. President’s Council adopted these recommendations for implementation in 2003-2004. An Institutional Effectiveness website was developed, faculty-authored articles were included in the assessment newsletter, and two student positions were permanently added to the Assessment Advisory Committee. In addition, the Assessment of Support Services committee implemented an annual faculty/staff satisfaction survey.

In 2003-2004, the first annual student satisfaction survey was developed and administered, revealing that students are generally satisfied with the quality of service MACC provides. The faculty evaluation process was revised and MACC joined the Missouri Consortium for Value-Added Learning. The CAAP general education Writing and Critical Thinking subtests were imbedded into related subjects. MACC students scored above the national norms on both tests. Students completing AAS degrees participated in WorkKeys assessments. In fall 2003, some career and technical programs began pre-testing student samples using the WorkKeys test. Four nursing instructors – Mary Easley, Kelli Schnell, Sue Snyder and Rosa Valdez – completed a critical thinking project supported by an assessment stipend.

While many assessment activities were continued in 2004-2005, there were new projects as well. MACC participated in a pilot program to measure value-added learning by giving the Collegiate Learning Assessment (CLA) to a sampling of students in spring 2005. Paula Glover wrote and received a grant to support a statewide consortium of community college faculty and staff to study and make recommendations about developmental education in Missouri. Professor Kristin Wilson received an assessment stipend to purchase software to analyze the relationship between students’ self-reported information about attendance and study habits to their responses about teaching effectiveness on faculty evaluations. The 2005-2010 Master Plan was completed and approved by the Board of Trustees.

During the 2005-2006 academic year, technology was utilized to make assessment activities simpler and more effective. The fourth annual Faculty/Staff Satisfaction Survey was administered during spring 2006 in an online format. Employees received a link to the survey via an email message. Responses were automatically entered into a downloadable spreadsheet, which saved hours of staff time in data entry.
paper and pencil ASSET test was phased out and the College began using COMPASS, an Internet-based placement exam. With COMPASS, students can be placed in courses the same day because results are received immediately. MACC also began administering the CBASE exam as an exit assessment for all students completing the Associate of Arts in Teaching (AAT) degree. Traditional assessment activities such as the Assessment in Action newsletter and the assessment stipend were continued.

In 2006-2007, it was decided that comparing entrance and exit WorkKeys scores did not prove to be an effective method of measuring value-added learning in the career and technical programs. Pre-testing of career and technical students was discontinued, and the Dean of Career and Technical Education began research into other assessment options. The program review processes for General Education and Career and Technical programs was revised, and an assessment plan was developed for the Medical Laboratory Technician program. Administration began researching the PEAQ and AQIP accreditation processes in preparation for the College’s pending accreditation visit in 2012. The 2007-2012 Master Plan was completed and approved by the Board of Trustees with a renewed focus on assessment activities at the College.

In 2007-2008, examination and revision of the career and technical education plans began in an effort to bring current departmental practices in line with the goals and objectives of the plans, and to determine best practices for each department. Revision of the plans will continue during the 2008-2009 academic year. Lucile Martin completed an Early Childhood capstone portfolio project funded by the assessment stipend. In spring 2008, it was decided after campus-wide discussion through the Assessment Advisory Committee that MACC would continue using the PEAQ (traditional) accreditation process for the next accreditation cycle. Traditional assessment activities such as the Assessment in Action newsletter were continued.

In fall 2008, MACC began administering the Noel-Levitz Student Satisfaction Inventory to solicit student feedback about the quality of instruction provided by the College. Revision of the career and technical education program assessment plans continued throughout 2008-2009 year with the goal of implementing the revised plans during the spring 2010 semester. In January 2009, MACC joined the National Community College Benchmarking Project (NCCBP) in order to better gauge College performance among peer institutions and determine future standards of achievement. The 2009-2014 Master Plan was completed and approved by the Board of Trustees. The plan contained the new mission and vision documentation adopted by the Board in November 2008, and the entire plan was reformatted and rewritten to better reflect College practices and future plans.

In 2009-2010, an increased focus on College-wide assessment practices led to several changes in traditional assessment instruments and methods. The Student Satisfaction Survey was completely updated and redesigned to better reflect current practices and to include the assessment of additional college support services. Select course sections test-piloted an electronic version of the survey, and feedback was so positive that plans were made to greatly increase the number of students taking the survey electronically in 2011. Additional communication questions were added to the Staff Satisfaction Survey to gauge the effectiveness of current communications practices at MACC. Feedback from these questions was distributed to administration and was incorporated into the College’s Master Planning efforts. The Office of Academic Affairs, in conjunction with MACC English faculty reviewed and revised the current developmental English placement score cutoffs.

During 2010-2011, the 2011-2016 Master Plan was completed and approved by the Board of Trustees. For the first time, stakeholder feedback for the plan was collected online via Survey Monkey. The change in data collection methods was successful, increasing the number of responses received to over 800 (compared to 354 responses collected for the 2009-2014 Master Plan). Also in 2010-2011, the Missouri Department of Higher Education (MDHE) began actively developing a plan to implement a Performance-Based funding model for all Missouri colleges based on requests by the legislature for increased data accountability.
In fall 2011, the College underwent a comprehensive accreditation review and site visit by the Higher Learning Commission (HLC). MACC received the Commission’s top rating - full ten-year accreditation with no additional follow-up visits or reports. Also in 2011-2012, the annual student satisfaction survey was delivered almost entirely online and the employee satisfaction survey was rewritten and reorganized to gather more relevant data about employee concerns. Better methods were developed to more accurately track retention and graduation rates, as well as distance education enrollment patterns. Enhanced datasets were distributed college-wide through appropriate committees for additional discussion and review. The Missouri Department of Higher Education began implementation of state-wide Performance Funding measures, leading to significantly increased reporting burdens for the College.

In 2012-2013, an increased call for transparency and accountability at the national and state levels led to significantly increased reporting requirements for the College. Additional sections on consumer information were added to the college catalog and the website, and a college-wide compliance committee was formed and will begin meeting regularly in fall 2013 to ensure the College is fulfilling its compliance obligations. The student satisfaction survey was updated to include questions about student activity preferences and a question asking students to direct their comments towards a specific site was added to give data recipients more site-specific feedback. Faculty groups met throughout the year to continue ongoing assessment projects, and several MACC administrators participated in state-wide assessment initiatives and groups. The 2011-2016 Master Plan was updated and presented to the Board of Trustees in summer 2013. In fall 2013, a committee will evaluate MACC’s current strategic planning process and make updates as needed.

**RELATIONSHIP TO MISSION AND PURPOSES**

MACC is dedicated to accomplishing its mission statement. To gauge MACC’s progress, measures of institutional effectiveness are in place and are reviewed regularly. The tables on the following pages describe assessment processes and tools that have been implemented to evaluate specific components of MACC’s mission statement and institutional purposes. The first column lists key areas of MACC’s mission statement and institutional purposes. The second column identifies specific components of the mission statement and purposes. The remaining columns list the assessment measure and tool, the responsible person or department, and the primary use of the results.
## Measures of Institutional Effectiveness 2012-2013

<table>
<thead>
<tr>
<th>Mission and Purposes</th>
<th>Specific Components</th>
<th>Indicator</th>
<th>Assessment or Measurement Tool</th>
<th>Responsibility</th>
<th>Action</th>
</tr>
</thead>
</table>
| Quality of Educational Programs and Services | Career and Technical Programs (AAS, ADN, and Certificates) | Occupational Skills          | • Essential Skills Attainment  
• Capstone Courses  
• Certification and Licensure Exams  
• Post Testing  
• Student Portfolios  
• TSA Exam  
• National Career Readiness Workforce Certificate | Faculty  
• Program Coordinators  
• Director of Career and Technical Programs  
• Testing Services Personnel | • Program Advisory Committee Review  
• Program Reviews  
• Curriculum Revision  
• National, State, and Local Benchmarking |
| General Education Competencies       | • WorkKeys Assessment (AAS, Cert)  
• CAAP Exam  
• Capstone Courses  
• COMPASS/CAAP linkage report  
• ACT/COMPASS linkage report | Job Placement                  | • Follow-Up Surveys  
• Placement Rates | Testing Services Personnel  
• Faculty  
• Office of Academic Affairs  
• Director of Institutional Effectiveness and Planning | • Program Improvement  
• Curriculum Revision  
• Teaching/Learning Improvement  
• Program Reviews |
| Student Retention                    | • Retention Rates  
• Graduation Rates | Student Satisfaction          | • Course Evaluations  
• Follow-Up Surveys  
• Noel-Levitz Student Satisfaction Inventory  
• Career and Technical Student Satisfaction Survey  
• Student Satisfaction Survey  
• Graduate Satisfaction Survey | Dean of Career and Technical Education  
• Placement Coordinator  
• Faculty  
• Dean of Student Services  
• Office of Academic Affairs  
• Director of Institutional Effectiveness and Planning | • Teaching/Learning Improvement  
• Curriculum Revision  
• Departmental Self-Studies  
• Program Reviews  
• College Assessment Committees |
| Student Success                      | • Post-Testing  
• Grades  
• Transfer follow-up studies | Program Value                  | • Program Review Process | Testing Services Personnel  
• Faculty  
• Program Coordinators | • Curriculum Revision  
• Teaching/Learning Improvement |
| Program Certification                | • State Agency Review  
• State and National Certification Exams | Program Certification        | • Program Coordinators  
• Dean of Career and Technical Education | • Program Improvement  
• National and State Benchmarking | • Program Improvement  
• Resource Allocation |
<table>
<thead>
<tr>
<th>Mission and Purposes (What areas are critical to mission fulfillment?)</th>
<th>Specific Components (What specific components of these areas will be evaluated?)</th>
<th>Indicator (What will be measured?)</th>
<th>Assessment or Measurement Tool (How will it be measured?)</th>
<th>Responsibility (Who directs or implements the process?)</th>
<th>Action (How are results reviewed and used?)</th>
</tr>
</thead>
</table>
| General Education (AA, AAT and AS) | General Education Competencies | • CAAP Exam  
• Student Artifacts/Institutional Portfolio  
• General Education Rubrics  
• ACT/CAAP Linkage reports  
• COMPASS/CAAP Linkage report  
• C-Base Exam (AAT) | • Testing Services Personnel  
• General Education Assessment Panel  
• Faculty  
• Dean of Academic Affairs  
• Director of Institutional Effectiveness and Planning | • Program Improvement  
• Curriculum Revision  
• Teaching/Learning Improvement  
• Program Reviews | |
| Transfer Success | | • Transfer Studies  
• Student Tracking  
• Transfer Rates  
• State Reports  
• Articulation Agreements | • Dean of Student Services  
• Vice-President for Instruction  
• Dean of Academic Affairs  
• Director of Institutional Effectiveness and Planning | • Program Improvement  
• Curriculum Revision  
• Student Support Services Improvement  
• Program Reviews | |
| Student Satisfaction | | • Course Evaluations  
• Noel-Levitz Student Satisfaction Inventory  
• Student Satisfaction Survey  
• Graduate Satisfaction Survey | • Dean of Academic Affairs  
• Faculty  
• Dean of Student Services  
• Director of Institutional Effectiveness and Planning | • Teaching/Learning Improvement  
• Curriculum Revision  
• National and State Benchmarking  
• Departmental Self-Studies  
• College Assessment Committees | |
| Student Retention | | • Retention Rates  
• Graduation Rates | • Director of Institutional Effectiveness and Planning  
• Retention Committee | • Improvement of Retention Programs (SMART)  
• Program Reviews | |
| Student Academic Gains | | • Pre/Post Testing  
• Final Exams  
• Grades/Grade Distribution  
• ACT Linkage Reports  
• Follow-Up Studies | • Faculty  
• Dean of Academic Affairs | • Teaching/Learning Improvement  
• Curriculum Revision | |
| Program Value | | | | | | |
| Developmental Education | Student Academic Gains | | | | | |
| Student Satisfaction | | • Course Evaluations  
• Student Survey/Comments  
• Noel-Levitz Student Satisfaction Inventory  
• Graduate Satisfaction Survey  
• Student Satisfaction Survey | • Dean of Academic Affairs  
• Department  
• Director of Institutional Effectiveness and Planning  
• Office of Academic Affairs | • Curriculum Revision  
• Teaching/Learning Improvement  
• Departmental Self-Studies  
• College Assessment Committees  
• Program Reviews | |
| Student Retention | | • Retention Rates  
• Graduation Rates | • Director of Institutional Effectiveness and Planning  
• Retention Committee | • Improvement of Retention Programs (SMART)  
• Program Review | |
<table>
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<th>Mission and Purposes</th>
<th>Specific Components</th>
<th>Indicator</th>
<th>Assessment or Measurement Tool</th>
<th>Responsibility</th>
<th>Action</th>
</tr>
</thead>
</table>
| **Quality of Support Services for Students** | Student Support Services (departments closely aligned with student learning) | User Satisfaction | • Student Satisfaction Survey  
• Faculty/Staff Satisfaction Survey  
• Departmental Self-Studies | • Assessment of Support Services Committee  
• Department | • Service Improvement  
• Resource Allocation |
| **Quality of College Personnel** | Faculty, Staff, and Administrators | Professional Competencies | Faculty  
• Faculty Portfolios  
• Administrative Observation and Evaluation  
• Course Evaluations  
• Staff Development Participation Supervisor  
• Staff Development Participation Administrators  
• Administrative Evaluation Surveys  
• Supervisor Evaluation  
• Staff Development Participation | • President  
• Vice-president for Instruction  
• Dean of Academic Affairs  
• Dean of Career and Technical Education  
• Department Supervisors  
• Administrative Evaluation Committee | • Teaching/Learning Improvement  
• Departmental Improvement  
• Administrative Improvement |
| **Quality of Collegiate Environment** | Student Support Services | User Satisfaction | • Student Satisfaction Survey  
• Faculty/Staff Satisfaction Survey  
• Service Area Self-Study  
• Course Evaluations  
• Noel-Levitz Student Satisfaction Inventory | • Assessment of Support Services Committee  
• Department Heads | • Service Improvement  
• Teaching/Learning Improvement |
| **Quality of Community Partnerships and Cooperative Efforts** | Workforce Education | Client Satisfaction | • Certification Rates  
• Course Evaluation | • Entrepreneurship and Business Development Center | • Program Improvement |
| | | | | | |
| Accessibility | • Numbers Served  
• Fiscal Year Report | • Entrepreneurship and Business Development Center | • Advisory Committee Review  
• Program Improvement |
| Fiscal Responsibility | • Fiscal Year Activity Report | • Entrepreneurship and Business Development Center  
• Finance Office | • Program Improvement  
• Resource Allocation |
| Educational Partnerships | Partnerships | • Articulation Agreements  
• Dual-Credit Agreements | • VicePresident for Instruction  
• Dean of Academic Affairs  
• Dean of Career and Technical Education | • Program Improvement  
• Curriculum Revision |
The following narrative highlights assessment accomplishments and activities for the 2012-2013 academic year.

**Professional Development**

- Faculty assessment days were held in October 2012 and March 2013. All classes were cancelled to allow for faculty attendance and participation. AA faculty focused on implementing additional assessment measures in all academic disciplines, and CT faculty reviewed and analyzed program assessment plans. Adjunct faculty were encouraged to attend workshop sessions. English faculty also hold separate assessment days each semester and adjuncts are encouraged to participate.

- Deanne Fessler served as the MACC representative to the Missouri Community College Association (MCCA) Research Council consisting of institutional research representatives from all Missouri community colleges. This group met regularly throughout 2012-2013 to discuss increased federal and state reporting requirements and ensure consistent data reporting at the state and federal levels.

- Paula Glover served on a statewide college readiness task force created by the Missouri Department of Higher Education. Among other things, this group worked on developing minimum competency standards for students attending community colleges in Missouri.

- An adjunct stipend program was developed to encourage adjunct attendance at and participation in college-wide professional development workshops and events.

**Communication and Awareness-Building Strategies**

- The 2012-2013 Assessment Annual Report was presented to the Board of Trustees in October 2013.

- Valerie Darst, Deanne Fessler, and Lloyd Marchant worked on further expanding the institutional data library to include additional college artifacts such as Board Agendas, catalogs and promotional materials, and annual data reports.

- Deanne Fessler began distributing detailed information about developmental education enrollment to appropriate college departments and committees for additional discussion.

- Additional data and supporting materials were delivered via email with the President’s Council minutes to provide additional background information about administrative discussions to faculty and staff.

- Deanne Fessler shared feedback from the employee and student satisfaction surveys in real-time via college-wide email during the survey period to encourage participation in the survey process.
Assessment of General Education

- The Associate of Arts in Teaching (AAT) and Associate of Science (AS) degree programs completed program reviews.

- Deanne Fessler developed a comprehensive developmental enrollment report based on census-day data. This report allows administration and faculty to look at specific developmental enrollment trends by age, race, gender, and academic major.

- The General Education Assessment Panel met throughout the year to discuss general education assessment topics including the Classroom Level Assessment, Writing Across the Curriculum, Online Course Assessment, Gen Ed Outcomes Cycle, General Education Rubric Revision, HLC Accreditation, and Assessment Software Research.

- Deanne Fessler developed a more comprehensive student retention report that allows administrators to look at full and part-time retention rates separately and to compare retention rates by race.

Assessment of Career and Technical Programs

- WorkKeys was given to summer 2012, fall 2012, and spring 2013 career and technical graduates.

- The Entrepreneurship and Business Development Center was added to the program review process.

- Career and Technical Education faculty groups met throughout 2012-2013 to continue revisions of the CTE program assessment plans. Assessment plans were revised to include the following: Technical Skill Attainment (TSA) measures; assessment data, now reported as end-of-course grades instead of individual project grades (i.e. report end-of-course grade for capstone course rather than report grade earned on the capstone project); and finally clinical performance data for clinical assessment items in the Allied Health programs rather than a report of theoretical classroom performance as clinical performance.

- Program reviews were conducted for the Medical Laboratory Technology and Business Office Technology programs and the Entrepreneurship and Business Development Center (EBDC).

Assessment of Support Services

- The twelfth annual Student Satisfaction Survey was administered during the spring 2013 semester. Over 250 responses were collected from students on the Main Campus and over 450 responses were collected from students at MACC’s off-campus sites.

- In 2013, the Student Satisfaction Survey was administered entirely online via Survey Monkey, saving a significant amount of staff time and materials costs in addition to gathering more meaningful data from online students.

- The twelfth annual Faculty/Staff Satisfaction Survey was administered as an online survey during spring 2013.
Other Assessment Activities

☐ The College’s Master Plan was updated and presented to the Board of Trustees in fall 2013.

BUDGET SUMMARY 2012-2013

The assessment budget for 2012-2013 was $10,500. This budget supported additional assessment activities not already embedded within other departments’ budgets and expenses incurred by the Assessment Advisory Committee and the Assessment of Support Services Committee. Faculty and staff attend assessment-related conferences, but these expenses are sometimes deducted from individual travel budgets rather than the assessment budget. Below is a summary of expenditures supported by the assessment budget for the 2013 fiscal year.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Meetings</td>
<td>$29.64</td>
</tr>
<tr>
<td>Conferences/Travel</td>
<td>$798.94</td>
</tr>
<tr>
<td>Copies/Supplies</td>
<td>$371.81</td>
</tr>
<tr>
<td>External Data/Subscriptions</td>
<td>$2050.00</td>
</tr>
<tr>
<td>SurveyMonkey.com</td>
<td>$276.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$3526.39</strong></td>
</tr>
</tbody>
</table>

Due to increased reporting requirements and data needs, additional funds have been allocated during the past several years for the purchase of external research reports, survey instruments, and data processing software.

The assessment budget has been adjusted in recent years to reflect additional expenses incurred by the College as it continues to place more emphasis on assessment and to respond to significantly increased reporting burdens at the state and federal levels. The assessment budget will continue to be closely monitored and adjustments in funding made as needed.

ENTRY-LEVEL ASSESSMENT OF STUDENT LEARNING

As an open admission institution, MACC often finds students enrolling at the College without the necessary skills to succeed in college-level courses. Through appropriate and effective placement, MACC students are given the opportunity to enhance their skills and to be challenged at a level equitable to their current ability.

Placement Testing

MACC uses the COMPASS and ACT exams to place new students into English and mathematics classes. These tests assess language usage, math, algebra, and reading skills. Placement assessments enable MACC to place students appropriately and are required of all students who

- Are certificate- or degree-seeking, or
- Wish to enroll in any math or composition/technical writing course

Approximately two-thirds of MACC students who take a placement exam are required to take one or more developmental courses. In fall 2012, 1,261 students were enrolled in developmental courses. This represents a slight increase from the 1,240 students enrolled in developmental classes during fall 2011.
In fall 2009, the Office of Academic Affairs in conjunction with MACC English faculty developed new cutoff score levels for placement in developmental English courses. The new cutoff scores are more consistent with current ACT/COMPASS guidelines and will increase student success rates by ensuring that students are better prepared for the rigors of college work. All students taking a placement test after September 1, 2009 were evaluated and placed using the updated scoring guidelines.

In fall 2010, the Missouri Community College Association Presidents and Chancellors group charged community college Chief Academic Officers to determine a set of common placement scores to better streamline student articulation and to allow for easier data comparison at the state level. These revised scores were adopted by the Presidents and Chancellors group in spring 2011 and were fully implemented by all Missouri community colleges by fall 2012. In 2012-2013, 4-year institutions in Missouri adopted a comparable set of placement scores to be implemented by all 4-year schools by July 2015.

During the 2012-2013 academic year, Dean of Academic Affairs Paula Glover served on the Taskforce on College and Career Readiness (TCCR) created by the Missouri Department of Higher Education. This group was created to assist Missouri colleges with the implementation of HB1042, specifically the development and replication of best practices in remedial education and the implementation of a minimum threshold placement score for college attendance. This task force continues to meet, with plans to implement minimum placement scores thresholds at all community colleges by July 2015. A list of best practices in remedial education was presented to the Missouri Coordinating Board of Higher Education in September 2013.

**Student Advisement**

Students are provided with advisement that focuses on academic achievement upon entry to MACC and throughout their educational experience. A revised advising checklist guiding faculty through the advising process was developed in fall 2008 and is provided to all advisors each semester to ensure consistent and accurate advisement. In fall 2009, a nursing faculty advising handbook was developed to meet the unique advising needs of nursing students. In spring 2010, degree audit forms for all MACC programs were posted to the MACC website to allow for greater access by students.

In fall 2011, MACC purchased Academic Planner software from Jenzabar. This software will allow students to register for courses online after completing a degree audit with an MACC advisor. It is anticipated that use of this software will significantly reduce the amount of time it takes students to register for courses while still ensuring that they meet all requirements of their degree program. Plans are to implement this software during the summer 2013 semester for use by all students in College Orientation during the fall 2013 semester.

In 2012-2013, efforts focused on improving the College’s advising infrastructure. An advisor position was created specifically for career and technical education, and this advisor is housed in the career center to allow for easier access by students. In addition, an advising and enrollment guide called the redbook was created for students that contains policy information as well as advising checklist and instructions for accessing online coursework.
Class Profile Report

ACT’s Class Profile Service Report provides a comprehensive summary of the College’s entering freshman class and a parallel description of ACT-tested students who were admitted but did not enroll. The fall 2012 Class Profile Report included 636 ACT-tested students who enrolled at MACC. In all, 1,375 students who took the ACT requested that their scores be sent to MACC. Below are descriptors of the students who ultimately enrolled at the College.

- Average ACT score of MACC incoming full-time freshmen in fall 2012: 19.5
- Most popular planned educational major: Health Sciences and Technologies
- Percent of students completing core high school curriculum: 57%
- Percent of students ranking in top quarter of high school class: 27%
- Percent reporting minority racial/ethnic background: 20%
- Percent planning to apply for financial aid: 79%
- Percent planning to work while attending classes: 71%
- Percent needing math skills: 40% (self-reported)
- Percent needing study skills: 43% (self-reported)
- Percent needing assistance with educational/occupational plans: 47% (self-reported)
- Percent needing reading skills: 19% (self-reported)

The following graphs illustrate a five-year trend in the characteristics of MACC’s ACT-tested freshmen.

The national average of ACT-tested freshmen enrolling in two-year colleges in the fall of 2012 was 19.5. The following chart illustrates by year the average ACT score of MACC students who submit scores through the ACT Class Profile Service and the national average ACT score of freshmen enrolling in two-year colleges. The national data is one year behind the institution-specific data.
Student Profile

Each fall, the Director of Institutional Effectiveness and Planning compiles a Student Profile Report, a summary of enrolled students. This report is distributed to deans, division chairs, and faculty for their review. The ethnic/racial composition of MACC students tends to be rather homogeneous, although the percentage of minority students has been inching upward in the last decade. According to enrollment data, 84.5% of MACC students are Caucasian, 8.5% are African-American, 2.5% are Multi-race, 2% are Hispanic, and 1.5% are Asian. Native Americans, Non-Resident Aliens, Pacific Islanders and Unknown/Other each comprise less than 1% of the student population.

In fall 2012, 51% of MACC students had accumulated less than thirty hours. MACC’s dual-credit and dual-enrolled students make up 12% the student population.

The distribution of full-time and part-time students has been equalizing over the past decade. In fall 1998, over 60% of MACC students attended part-time. In fall 2012, that number fell to 50%. Nearly two-thirds of MACC students are female.
The average age of all fall 2012 students was 23.9. Without dual-credit students, who are usually in the 18 and under age range, the average age was 24.8. The average of MACC college-level students (excluding dual-credit) steadily decreased from 1999-2005, then began increasing slightly as more non-traditional students enrolled in classes due to negative economic conditions. This trend is illustrated by the chart below (right). In fall 2012, the largest student categories were those students aged 24 or less. Approximately 29% of MACC’s students are non-traditional students (aged 25 and above).
The most popular areas of study in fall 2012 were Liberal/General Studies (1,475 students), Business and Management (445 students), Associate Degree Nursing and Pre-Associate Degree Nursing (633 students), Education (341 students), and STEM (518 students).

**MID-LEVEL ASSESSMENT OF STUDENT LEARNING**

Formative evaluation plays an important role at MACC in determining ways to improve the teaching/learning process. Mid-level assessment of student learning occurs at the course level through course grades, individual classroom assessments, final examinations, pre- and post-testing, retention studies, and student evaluations of teaching.

**Course Grades**

Faculty issue final course grades at the end of each semester. These grades are used to indicate student mastery of the objectives of the course and are used to determine grade points students receive for individual courses that are then used in computation of cumulative grade point averages. Faculty are expected to evaluate students frequently enough to get a sound measure of the quality of their work and to give them ample opportunity to improve their grades. Grades are issued at the close of each semester on a letter basis indicating quality of academic work as follows:

A  Superior Work:  excellence in originality of work; accuracy and grasp of content; independence in completing work; and literate expression of ideas, imagination, and initiative

B  Above Average Work:  high achievement in knowledge and grasp of work, effective use of knowledge, independence of work, and competence in expression

C  Average Work:  average attainment in familiarity with course content, participation in class work, evidence of intellectual growth and thinking, and intelligible expression of ideas

D  Below Average Work:  meager achievement in both quantity and quality of work, difficulty in understanding principles, slow progress, and instructor direction needed to meet requirements
F  Failing Work: failure to achieve the minimum requirements for passing, inaccurate results, faulty reasoning, irresponsible, vague, disorganized, and lack of initiative

I  Incomplete Work: unable to complete the required work by the close of the semester; approved only when student has maintained a pass grade prior to the incomple. No incompletes will be approved for students who have not completed work through three-fourths of a session; all incomplete grades must be completed within the next semester of the regular academic year.

W  Withdraw

P  Pass: Pass/Fail; the grading policy for some courses

Letter grades earned in developmental courses are by designation only and are not computed when figuring grade point average.

In summer 2008, the grading scale policy was amended to eliminate the Withdraw – Satisfactory (WS) and Withdraw – Unsatisfactory (WU) options. The single designation of Withdraw (W) for students who drop a course is preferred by faculty and is consistent with the practices of other postsecondary institutions.

Academic Probation

Prior to fall 2010, students who attempted six or more credit hours and fell below a 1.60 grade point average were placed on academic probation for one semester. Effective fall 2010, the GPA cutoff for academic probation was raised to 1.75. This change was suggested by MACC’s retention committee and will allow administration to identify a greater number of at-risk students and begin intervention measures earlier to increase student success rates.

Students not showing improvement during a probationary semester may request permission to continue from the Dean of Academic Affairs or the Dean of Career and Technical Education, as determined by the student’s major. No student placed on academic probation will be allowed to carry over sixteen hours. Tutoring and mentoring services are available for students who need help in achieving academic success.

Classroom Assessments

Assessment involves both instructors and students in the continuous monitoring of student learning. Individual classroom assessments are conducted by faculty through various means at the course level. These assessments provide faculty with useful information on what, how much, and how well students are learning throughout the semester. Instructors are encouraged to allow for daily or weekly input from students concerning their learning progress. Weekly participation points for learning progress reports, “one-minute” assessments, and journaling are some examples of the ways MACC instructors have encouraged feedback from students. Course portfolios and student exhibits and demonstrations are being utilized in several classes to provide instructors with an additional assessment of student progress.

Comprehensive Final Examinations

Students are given comprehensive course finals at the end of each semester. The course final enables faculty to assess how students have progressed toward meeting course goals.
Developmental Education

MACC’s commitment to open admission is made possible by a strong developmental education program. The college has established developmental courses which concentrate on student writing skills, reading skills, math skills, and algebra skills: Fundamentals of Writing, Fundamentals of Critical Reading, Fundamentals of Math, Fundamentals of Algebra, Computer Assisted Pre-Algebra, Developmental Technical Mathematics, Technology Enhanced Fundamentals of Writing, and Reading in the Content Area.

Assessment of developmental education centers on the use of pre- and post-tests. All students scoring into Fundamentals courses are given a pre- and post-test to determine progress in the course. Student success is also assessed through journals and surveys. Results of the pre- and post-tests and surveys are reviewed by administration, faculty, and Learning Center staff to develop recommendations for curricular improvement.

In 2011, MACC math faculty reviewed and redesigned the College’s developmental math coursework based on the model provided by the National Center for Academic Transformation. Studies have shown that this model, which allows students greater freedom to complete developmental coursework at their own pace, greatly increases student success rates. The newly redesigned math courses were offered in fall 2011. The College’s developmental English course was redesigned during the 2011-2012 academic year. Data is currently being gathered and reviewed to determine the success of these redesign efforts.

In spring 2012, Instructor Angela Walker and Associate Professor Nancy Ketchum from the Mathematics Department along with Assistant Professor Tarasa Gardner of the Language and Literature Department won the College’s Innovation Award for their work in redesigning the College’s developmental math and English courses. Initial feedback from students enrolled in the redesigned math courses have been very positive and data is currently being collected to determine student success rates in the redesigned courses as compared to the College’s traditionally structured courses. In fall 2012, the first sections of MACC’s redesigned developmental English course were offered to students.

Course Evaluations

The primary purpose of course evaluations by students is to improve teaching and learning. These evaluations provide feedback to instructors and administrators concerning student perceptions of the effectiveness of instructional methods and procedures used in the course. The course evaluation form was revised during 2003-2004, and the form was implemented in fall 2004. The form collects demographic information on each student, so that evaluation results can be interpreted more meaningfully.

All full-time and part-time instructors administer course evaluations each semester. Typically, a student representative distributes the survey in class, collects the responses, and returns them to the appropriate dean’s office. Survey responses are tabulated and a summary report is prepared for each course section. Faculty members receive a typed list of the written comments and the summary form. The deans monitor survey results to detect any potential issues that should be addressed. Results are also included in the faculty member’s teaching portfolio.

Assessment of Support Services Surveys

As part of its institutional effectiveness plan, MACC has implemented an assessment of support services process. According to the schedule of departmental program reviews, each support service department conducts a self-study, identifying its strengths and weaknesses. Information from annual Student and Faculty/Staff Satisfaction Surveys and the self-study is compiled in a final report by a Peer Review Committee and is presented to the department and the President. Departments use the results of this evaluation to set
goals and devise strategic plans to strengthen the services they offer. In 2011-2012, the Activity Center and the Office of Access and ADA Services were added to the departmental self-study schedule to ensure that those areas receive timely and relevant feedback to use in strategic planning.

In spring 2013, the Assessment of Support Services Committee conducted comprehensive Student Satisfaction Surveys regarding the quality of support services. Over 800 students were surveyed at the Moberly (256), Mexico (52), Columbia (262), Kirksville (41), and Hannibal (56) sites along with 135 online students. The following departments were evaluated: Activity Center, Bookstore, Business Office, Financial Aid, Food Services, Instructional Technology, Learning Center, Library, New Traditions, Placement Services, Plant Operations, Computer Services, and Student Services. For the first time, the student satisfaction survey was administered entirely online to all students via Survey Monkey. In addition to saving significant staff time and materials cost, surveying students online allowed the Assessment of Support Services committee to gather data from exclusively online students. This change in surveying methods has been very successful and committee plans are to administer the survey entirely online from this point forward.

In 2011-2012, the student satisfaction survey was completely updated and reorganized in an effort to gather more relevant data for administration. New items added to the 2012 survey included questions about usage of social media/networking sites, satisfaction with Activity Center services, and awareness of and familiarity with available Instructional Technology resources. In addition, several questions about student textbook preferences were added to the survey to gauge student response to the College’s decision to sell binder books at the MACC bookstore.

In 2013, questions about student activity preferences were added to the survey based on feedback gathered from student comment cards. Feedback gathered from this section of the survey was distributed to administration for use in future planning efforts. The marketing section of the survey was completely redesigned with an eye towards gathering data about the specific social, print, and television media outlets students use to interact with the college. Finally, to better identify areas of concern, a question asking students to direct their comments towards a specific MACC site was added to each page.

Below is the student satisfaction survey trend comparisons between the Moberly Campus and the College’s other off-campus sites.
Student Retention

MACC defines retention as the return of full-time, certificate/degree-seeking freshmen from fall to fall as measured on census date. Students are considered retained even if they attend on a part-time basis. ACT reports the national retention rate for public two-year community colleges with open admission policies to be 55.3%. MACC’s retention rate for first-time full-time freshman from fall 2011 to fall 2012 was 45%.

In spring 2009, MACC’s retention committee piloted a Campus-wide retention program, Students Monitored by Academic Retention Teams (SMART), focusing on at-risk students. SMART is an intervention strategy designed to assist students who are exhibiting academic deficiencies or other behaviors impeding their success in the classroom. Faculty members were asked to identify at-risk students in their classes and then submit an electronic referral form noting specific concerns for each student. Upon the instructor’s submission of this form, the identified student was contacted by an advisor via phone within 48 hours of the initial faculty request to discuss issues jeopardizing his or her academic performance, to strategize potential solutions, and to identify useful resources. After a student received assistance, a follow-up email was sent to the reporting faculty member outlining the assistance offered and strategies recommended to the student. Initial feedback from this program was very positive and led to the permanent adoption of this program for the fall 2009 semester. In 2012-2013, increased focus was placed on promoting the program and increasing faculty member participation.

In an area related to retention, the Default Prevention Grant previously awarded to the Financial Aid Office by the Missouri Department of Elementary and Secondary Education was renewed for the 2012-2013 academic year. The funds will be used to implement strategies to decrease MACC’s student loan default rate and educate students about financial responsibility. The national average community college default rate for FY10 is 14.65%. MACC’s default rate is 13.4%. Due to unfavorable economic conditions, this rate has increased by several percentage points in the few years and is expected to remain higher than normal for the foreseeable future.
EXIT-LEVEL ASSESSMENT OF STUDENT LEARNING

The ability to measure student achievement contributes to improving programs and services. Assessing outcomes will also help the College respond to accountability requirements from its constituents and other external agencies.

CAAP Test

The CAAP (Collegiate Assessment of Academic Proficiency) test is designed to measure general education competencies typically attained in the first two years of college. MACC used to require all graduates to take the CAAP exam; thus, a significant population of students, such as certificate and AAS completers, was being tested for content which was not the focus of their programs. Thus, MACC graduates typically scored below the national mean on most subtests.

Beginning in spring 2004, subtests of the CAAP exam were embedded into related general education courses. The Critical Thinking subtest will be administered every year, while the other four subtests – Math, Writing, Reading, and Science – will be used alternately. MACC felt this change in the administration of the exam would more accurately assess general education competencies and provide more useful data. Additionally, MACC anticipated better student performance on the exam. As anticipated, student performance was above the national mean for the embedded subtests in 2004, 2005, and 2006. Since 2007, student scores on the Critical Thinking, Science and Writing subtests have been slightly below the national average. In 2013, student scores on the writing subtest were the same as the national average and critical thinking scores were slightly below the national average. The following charts present a fifteen-year history of student performance on the CAAP subtests.

Writing Scores

* Indicates the first year the subtest was embedded. The Writing and Critical Thinking Subtests were given that year.
Math Scores

Critical Thinking Scores

* Indicates the first year the subtest was embedded. The Writing and Critical Thinking Subtests were given that year.
Capstone Courses

MACC has added capstone courses to many of the Associate of Applied Science degree programs, including Business Accounting Technology, Marketing and Management, Business and Office Technology, Computer Information Technology, Early Childhood, and Graphic Arts Technology.

Each capstone course requires a culminating project in which the student demonstrates mastery of essential skills within the program. Results of each capstone course are used in the program’s assessment plan and are reviewed by faculty, division chairs, the Dean of Career and Technical Education, the program advisory committee, and various other college-wide assessment committees.
Essential Skills

Each Career and Technical Education Program has its own Assessment Plan, and one portion of that plan is mastery of Essential Skills. The goal for this assessment component is that 80% of AAS program completers achieve 80% mastery of all Essential Skills in that program area. Previously, under the Federal Perkins III legislation, results of this assessment were reported annually to the Missouri Department of Elementary and Secondary Education (DESE). Since the implementation of Perkins IV in 2006, this data is no longer reported to the state but is still used for internal program assessment. Results are used in each program’s assessment plan and are reviewed by faculty, division chairs, the Dean of Career and Technical Education, each program’s advisory committee, and the Assessment Advisory Committee. The following table reflects Essential Skill attainment of 2012-2013 Associate of Applied Science graduates.

<table>
<thead>
<tr>
<th>Essential Skills Attainment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program</strong></td>
</tr>
<tr>
<td>Business Accounting Technology</td>
</tr>
<tr>
<td>Business and Office Technology</td>
</tr>
<tr>
<td>Computer Information Technology</td>
</tr>
<tr>
<td>Drafting Design Technology</td>
</tr>
<tr>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>Graphic Arts Technology</td>
</tr>
<tr>
<td>Industrial Technology</td>
</tr>
<tr>
<td>Law Enforcement</td>
</tr>
<tr>
<td>Marketing/Management Technology</td>
</tr>
<tr>
<td>Medical Laboratory Technician</td>
</tr>
<tr>
<td>Nursing – Associate Degree</td>
</tr>
<tr>
<td>Nursing – Practical</td>
</tr>
<tr>
<td>Welding and Metals Technology</td>
</tr>
</tbody>
</table>

Licensure, Certification, and Exit Exams

Additional measures of student outcomes in place at MACC include licensure, certification, and exit examinations. Currently, completers of five career/technical programs take either national or state competency examinations. Associate Degree of Nursing students take the NCLEX-RN exam and Practical Nursing students take the NCLEX-PN. Business and Office Technology completers take the Office Proficiency Assessment and Certification (OPAC) exam. Occupational Therapy Assistant completers take the National Board for Certification in Occupational Therapy (NCBOT) exam. Completers of the Law Enforcement Training Certificate take the Missouri State Certification Exam for Basic Peace Officers.

Results of these exams are reported in each program’s assessment plan, reviewed by faculty and program advisory committees, and are used in curriculum revision. Results of these outcome exams are cited in the following table for the 2012-2013 academic year.
### Program Outcomes Assessment

<table>
<thead>
<tr>
<th>Program</th>
<th>Outcomes Assessment</th>
<th>Number Tested</th>
<th>Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Degree in Nursing</td>
<td>NCLEX-RN Exam</td>
<td>32</td>
<td>100%</td>
</tr>
<tr>
<td>Certificate in Practical Nursing</td>
<td>NCLEX-PN Exam</td>
<td>49</td>
<td>96%</td>
</tr>
<tr>
<td>Business and Office Technology</td>
<td>OPAC Exam</td>
<td>18</td>
<td>85%</td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>Basic Peace Officers (POST) Exam</td>
<td>23</td>
<td>100%</td>
</tr>
<tr>
<td>Occupational Therapy Assistant</td>
<td>NBCOT Exam</td>
<td>17</td>
<td>94%</td>
</tr>
</tbody>
</table>

### Degrees Conferred

The number of degrees and certificates conferred is one indicator of successful student academic achievement and goal attainment. The following table lists the number of graduates by program over the last five years.

<table>
<thead>
<tr>
<th>Degrees</th>
<th>2008-2009</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA</td>
<td>329</td>
<td>379</td>
<td>467</td>
<td>507</td>
<td>481</td>
</tr>
<tr>
<td>AAT</td>
<td>15</td>
<td>38</td>
<td>27</td>
<td>34</td>
<td>41</td>
</tr>
<tr>
<td>AS</td>
<td>7</td>
<td>6</td>
<td>9</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>ADN</td>
<td>28</td>
<td>28</td>
<td>28</td>
<td>32</td>
<td>46</td>
</tr>
<tr>
<td>AAS-Accounting</td>
<td>5</td>
<td>10</td>
<td>9</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>AAS-Bus/Off Tech</td>
<td>10</td>
<td>9</td>
<td>13</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>AAS-Comp Info Sys</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>AAS-Comp Info Tech</td>
<td>1</td>
<td>2</td>
<td>12</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>AAS-Draft/Design Tech</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>AAS-Early Childhood</td>
<td>12</td>
<td>9</td>
<td>4</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>AAS-Graphic Arts Tech</td>
<td>5</td>
<td>6</td>
<td>13</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>AAS-Ind El Technology</td>
<td>7</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>**</td>
</tr>
<tr>
<td>AAS-Ind Technology</td>
<td>7</td>
<td>11</td>
<td>14</td>
<td>13</td>
<td>5</td>
</tr>
<tr>
<td>AAS-Law Enforcement</td>
<td>3</td>
<td>1</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>AAS-Med. Lab Tech</td>
<td>8</td>
<td>**</td>
<td>5</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>AAS-Mkt/Mgmt Tech</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>AAS-Occu Therpy Asst</td>
<td>**</td>
<td>**</td>
<td>13</td>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td>AAS-Welding/Metal Tech</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Degrees</strong></td>
<td>446</td>
<td>513</td>
<td>627</td>
<td>680</td>
<td>659</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Certificates</th>
<th>2008-2009</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus Accounting Tech</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>1</td>
</tr>
<tr>
<td>Bus/Office Technology</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>**</td>
</tr>
<tr>
<td>Comp Info Technology</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Early Learning Assistant</td>
<td>**</td>
<td>**</td>
<td>1</td>
<td>1</td>
<td>**</td>
</tr>
<tr>
<td>Graphic Arts Technology</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Industrial El Technology</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>**</td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>2</td>
<td>**</td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>47</td>
<td>47</td>
<td>42</td>
<td>46</td>
<td>32</td>
</tr>
<tr>
<td>Mkt/Mgmt Technology</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>**</td>
</tr>
<tr>
<td>Practical Nursing</td>
<td>34</td>
<td>37</td>
<td>38</td>
<td>52</td>
<td>45</td>
</tr>
<tr>
<td>Welding/Metals Tech</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>1</td>
<td>**</td>
</tr>
<tr>
<td><strong>Total Certificates</strong></td>
<td>84</td>
<td>84</td>
<td>87</td>
<td>103</td>
<td>84</td>
</tr>
<tr>
<td><strong>Total–All Programs</strong></td>
<td>530</td>
<td>597</td>
<td>714</td>
<td>781</td>
<td>743</td>
</tr>
</tbody>
</table>
According to the Missouri Department of Higher Education, the statewide graduation rate for public community colleges in Missouri is 18.1%. MACC’s graduation rate is 24.3%. The graduation rate reflects the number of students who completed their program of study within three years. The rate includes full-time certificate-seeking or degree-seeking students who were not previously enrolled in any institution. The table below indicates the total number of students who enrolled at MACC in fall 2009 and completed their program by August 2012.

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Non-Resident Alien</th>
<th>Black, Non-Hispanic</th>
<th>American Indian or Alaskan Native</th>
<th>Hispanic</th>
<th>White, Non-Hispanic</th>
<th>Asian</th>
<th>Two or more Races</th>
<th>Native Hawaiian or other Pacific Islander</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Cohort</td>
<td>2</td>
<td>73</td>
<td>5</td>
<td>12</td>
<td>852</td>
<td>11</td>
<td>5</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>Completers of Programs</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>2</td>
<td>225</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

**FOLLOW-UP ASSESSMENT**

180-Day Placement Survey

MACC’s Job Placement Office conducts an annual 180-day follow-up study – as required by DESE – for all career program graduates each year. The basic intent is to report the employment status, continued education patterns, and salaries of the graduates by program.

The following table indicates the results of the follow-up study for 2011-2012 MACC career program graduates. As shown, 80.6% of MACC graduates were positively placed (ER, CER, and MR). MACC had an overall placement rate (includes positive placement plus ENR and CENR) of 93.9%. *(Source: MACC Placement Office)*

<table>
<thead>
<tr>
<th>Program</th>
<th>Grads</th>
<th>ER</th>
<th>ENR</th>
<th>CER</th>
<th>CENR</th>
<th>MR</th>
<th>NP</th>
<th>UNK</th>
<th>Avg Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADN</td>
<td>32</td>
<td>29</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>$21.78</td>
</tr>
<tr>
<td>Bus Acct Tech</td>
<td>6</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>$10.00</td>
</tr>
<tr>
<td>Bus Office Tech</td>
<td>21</td>
<td>11</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>$12.27</td>
</tr>
<tr>
<td>Comp Info Tech</td>
<td>13</td>
<td>8</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>$14.00</td>
</tr>
<tr>
<td>Drafting</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>$12.00</td>
</tr>
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<td>Early Child</td>
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<td><strong>157</strong></td>
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<td><strong>3</strong></td>
<td><strong>10</strong></td>
<td><strong>4</strong></td>
<td><strong>$15.21</strong></td>
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</table>
The Placement Coordinator mails a survey to the previous year’s graduates asking them to rank support services, evaluate their educational experience at MACC (as related to instruction within their program), and suggest changes for improvement. The following chart illustrates 2011-2012 graduates’ ratings by program on a scale of 1 to 4, with 4 being excellent.

<table>
<thead>
<tr>
<th>Program</th>
<th>Average Rating: Quality of Educational Experience</th>
<th>Average Rating: Quality of Support Services</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus Accounting Tech</td>
<td>3.67</td>
<td>3.71</td>
<td>1</td>
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<tr>
<td>Bus and Office Tech</td>
<td>3.57</td>
<td>3.36</td>
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<tr>
<td>Computer Information Tech</td>
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<td>**</td>
<td>0</td>
</tr>
<tr>
<td>Drafting &amp; Design Technology</td>
<td>**</td>
<td>**</td>
<td>0</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>**</td>
<td>**</td>
<td>0</td>
</tr>
<tr>
<td>Graphic Arts Technology</td>
<td>**</td>
<td>**</td>
<td>0</td>
</tr>
<tr>
<td>Ind Elec/Elec Technology</td>
<td>**</td>
<td>**</td>
<td>0</td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>**</td>
<td>**</td>
<td>0</td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>**</td>
<td>**</td>
<td>0</td>
</tr>
<tr>
<td>Marketing/Mgmt</td>
<td>**</td>
<td>**</td>
<td>0</td>
</tr>
<tr>
<td>Medical Laboratory Technology (MLT)</td>
<td>**</td>
<td>**</td>
<td>0</td>
</tr>
<tr>
<td>Nursing (ADN)</td>
<td>**</td>
<td>**</td>
<td>0</td>
</tr>
<tr>
<td>Nursing (PN)</td>
<td>**</td>
<td>**</td>
<td>0</td>
</tr>
<tr>
<td>Occupational Therapy Assistant (OTA)</td>
<td>**</td>
<td>**</td>
<td>0</td>
</tr>
<tr>
<td>Welding</td>
<td>**</td>
<td>**</td>
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</tbody>
</table>

Results of the follow-up survey are included in each program’s assessment plan and are helpful in making program improvements.

**Student Transfer**

There are two sources of student transfer data available to MACC – the *Statistical Summary* published by the Missouri Department of Higher Education (MDHE) which presents the collective data from all of the state’s public colleges and universities, and the National Student Clearinghouse service which is used by the Financial Aid Office to track student financial aid records. MACC normally uses National Student Clearinghouse data for all internal and external reporting and comparison purposes as National Student Clearinghouse captures transfer data on students who transfer to public and private schools across the US whereas MDHE only captures transfer data on students who transfer to public institutions within the state of Missouri.

According to the National Student Clearinghouse data, in fall 2013 seven institutions accounted for approximately 80% of the 147 student transfers to four-year schools from the fall 2011 first-time full-time freshman cohort: University of Missouri-Columbia (50), Columbia College (28), University of Central Missouri (10), Truman State University (9), Northwest Missouri State University (8), Central Methodist University (7), and Hannibal LaGrange University (5). Fifty-One students transferred to another two-year
institution, with St. Louis Community College, East Central College, and State Fair Community College being the most popular transfer schools.

OTHER ASSESSMENT EFFORTS

Program Review

In fall 2013, program reviews were conducted for the Medical Laboratory Technology and Business Office Technology career and technical programs, the Associate of Science (AS) and Associate of Arts in Teaching (AAT) degree programs, and the Entrepreneurship and Business Development Center (EBDC). Results of the program reviews were presented at Board of Trustees work sessions in September and October 2013.

Internal Patron Satisfaction

In an effort to assess the satisfaction with the services provided through on-campus offices, the Assessment of Support Services Committee distributed its twelfth annual Faculty/Staff Satisfaction Survey in spring 2013. As in 2012, the survey was offered online. Respondents could conveniently access the survey from any computer and complete it in one session or multiple sessions as their schedule allowed.

The following departments are evaluated: President’s Office; Student Services; Registrar’s Office; Bookstore; Food Services; Plant Operations; Computer Services; Off-Campus Programs; Instructional Technology; Central Processing Center; Activity Center; Institutional Development and Alumni Services; Marketing and Public Relations; Law Enforcement Training Center; Entrepreneurship and Business Development Center; Library; Career and Technical Dean’s Office; Career and Placement Services; Security; Academic Affairs Dean’s Office; Learning Center; Allied Health Office; Finance; Human Resources; Financial Aid; MACC-Columbia Higher Education Center; MACC – Hannibal Higher Education Center; MACC – Kirksville Higher Education Center; Advanced Technology Center; and Business Office. In 2013, the Office of Access and ADA Services was added to the list of departments surveyed.

In 2010, an additional survey section was added to assess the Office of the Vice President for Instruction and additional questions were added to the Plant Operations survey section to allow administration to better identify and respond to concerns expressed at individual sites. In 2012, the department of Workforce and Technical Education’s title was updated to the Entrepreneurship and Business Development Center and the department of Instructional Technology was separated from the department of Off-Campus Programs and given its own page in the survey. Additional survey sections were added to assess the off-campus sites and additional questions were added to the Computer Services survey section. Also in 2012, the survey was significantly restructured to address ongoing concerns from the Assessment of Support Services committee about survey fatigue. Instead of surveying all departments every year, departments are now surveyed every other year, reducing the survey size by 50%.

The supervisor of each office received the following survey data: individual office results, college-wide results (with all scores listed, but department identity masked), an average score for each question, and a low/high range for each question. Supervisors were encouraged to share the results within their departments as appropriate and to use the results to develop goals for improvement. The following is the college-wide average rating for each survey question. (Survey respondents were asked to rate each office using the same four questions.)
Staff are generally approachable and professional. Business is generally conducted in a timely fashion. Current and accurate information is provided. Overall, I am generally satisfied with the service this department provides.

<table>
<thead>
<tr>
<th></th>
<th>College-Wide Average</th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>3.44</td>
<td>3.40</td>
<td>3.43</td>
<td>3.40</td>
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<tr>
<td>Range</td>
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<td>3.06 – 3.75</td>
<td>3.20 – 3.73</td>
<td>3.15 – 3.71</td>
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<tr>
<td>Low - High</td>
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</tr>
</tbody>
</table>

1 = Strongly Disagree    2 = Disagree   3 = Agree    4 = Strongly Agree

Due to the quality of feedback received on previous surveys, in spring 2008 the “Comments” section was replaced with two questions of a more focused nature: 1) “What are the strengths of this department?”, and 2) “What specific changes could this department make to improve services?” It was found that these questions helped elicit more constructive feedback from survey participants, making it easier for positive departmental change.

**CONCLUSION**

The *Addendum to the Handbook of Accreditation, Second Edition*, describes the levels of implementation as a tool for assisting institutions in understanding and strengthening their programs for assessment. These levels of implementation are not necessarily static or uniform; institutions may find they exhibit characteristics that cut across two or even all three levels. However, the levels provide important benchmarks for institutions to use to determine their progress in assessment program development.

In gauging its progress, Moberly Area Community College demonstrates success in continually moving assessment forward. The focus for the future is on ensuring completion of the feedback loop for all assessment processes, creating clear structures for decision-making processes as related to assessment, and using assessment results to drive improvement in student learning.