

THE Bulletin

April 4, 2001

BRAVE NEW WORLD... One College, Two Campuses



Dr. Larry Christiansen led the discussion at the March 22 Lunch/Conversation with the President. Topic: Red Mountain campus. He said the dream for a second campus began with a 1982 decision of the Governing Board to purchase land. By 1995, the plan to make Mesa the first city in the District to have two campuses was officially presented to the Board.

Creating a second campus of equal quality requires regular tweaking of the plan. Dr. Christiansen offered this analogy: "It's like building the Golden Gate Bridge, starting from the bank, and then beginning to drive across the bridge before it is even completed."

Red Mountain is atypical of a second campus on two counts: (1) When the campus opens in the fall, it will have more full-time faculty than is the norm—21 to be exact; and (2) the yearly cost per full-time student, which can run as high as \$10,000, will be \$4,200 at Red Mountain.



Is Red Mountain ready for 5,000 students on Opening Day? Red Mountain associate deans **Jesse De Anda** and **Dr. Joe Pearson** say Yes. "We have spent almost four years building a structure and a community of people," Jesse said, "and we continue to build a community of learners." Joe noted that faculty staffing has gone very smoothly; and regarding technology readiness, a major



issue for both campuses, Dr. Christiansen affirmed that the pieces are all coming together. The President attributed technological success to the use of collegewide teams and operational success to the leadership of MCC's department chairs.

Attendees discussed Red Mountain's "value added": The new campus (1) opens opportunities for sharing programs; (2) creates a presence in East Mesa; (3) provides special appeal because of its size/location; (4) contributes to the integrity of the initial campus.



Counterclockwise from top:
At Red Mountain, **Jesse De Anda** shows an outdoor classroom to **Kent Duffy** and **Jill Seymour**. Engaged in active conversation at the President's Lunch on March 22 are **Rajinder Kalia** and **Arunee Grow**; **Gwen Argersinger** and **Joe Pearson**; and **Gayla Preisser**.

Additional questions, answers, and comments follow:

Q: Why does the Red Mountain campus need to be visited by the North Central Accreditation Committee if it is part of MCC?

MCC LAUNCHES NEW MARKETING CAMPAIGN

With the opening of our new MCC at Red Mountain campus, MCC has launched a new marketing campaign targeting the East Valley community. The theme—Destination MCC—is carried out on all MCC marketing materials, along with the new graphic design shown on the print ad to the right. Print ads in the *East Mesa Independent*, *Red Mountain Times*, *Las Sendas News*, *North East Mesa Lifestyle*, *Arizona Senior World*, *Apache Wells*, *Dreamland Villa Citizen*, *Leisure World News*, *Easy Valley Senior News* and the *MCC Legend* focus on the opening of our new MCC at Red Mountain campus and will run from March through August, 2001. Theatre screen ads will also be placed in several Harkins theatres located in the East Valley. In addition, a series of two postcards and MCC at Red Mountain schedules will be sent to more than 100,000 homes and apartments that surround the six-mile radius of our Red Mountain campus over the next several months.

The goal of our marketing campaign is to bring awareness to the East Valley community that MCC's second comprehensive campus is opening this fall, as well as increase MCC's enrollment for the Fall 2001 semester.

For more information on MCC's Marketing Campaign, contact the Office of Institutional Advancement at 461-7445.

D E S T I N A T I O N M C C

Looking to Fit Education into Your Work Schedule?

We have a very adult solution.

Mesa Community College's second campus is opening in August—so close and so comprehensive in classes and services that now you can work school into your life.

- MCC's tradition of educational excellence
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You've never been closer to achieving your dreams.

**The New MCC at Red Mountain Campus
Opening
Fall 2001**

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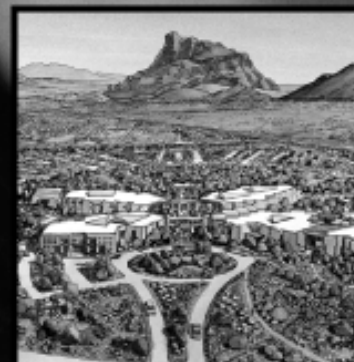
For more information

480-654-7200

To register call

480-461-7700

www.mc.maricopa.edu/redmountain



A Maricopa Community College.

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TECHNOLOGY SUB-TEAM TO MAKE RECOMMENDATION

Dr. Mike Sims, chair of the Physical Science Dept., is the man who has been selected to lead Mesa Community College's

Technology Management Sub-Team. The Team's charge is to evaluate the technology needs for the MCC campuses and make a recommendation to the President for developing the necessary planning, operation, and organizational structures to deliver and

support effective, consistent information technology (IT) services to MCC students and employees. No mean feat.

A first step is to collect information, but to ensure adequate input from all of the various MCC technology users is a monumental

challenge. Staff, faculty, distance learners, computer lab users, students, and each of the various departments have different IT needs. The Sub-Team membership list has not yet been finalized because Mike is still requesting from department chairs and directors the names of people who can offer the broad range of input he seeks. "The goal," Mike said, "is not to exclude anybody."

Why all the fuss about information technology? "It's a hot issue at most colleges because the significant infrastructure is not in place," Mike said. "We really are not unique." Mike explained that an increasing number of college faculty are using technology in their instructional programs, and they expect the infrastructure to be in place for them. "They want to be able to go into their classrooms and have everything work," he said.

Once the Sub-Team members have been selected and input has been solicited, the group will get to work identifying critical need processes, services, etc.—a prerequisite for developing their recommendation. The Sub-Team's target date for forwarding their recommendation to President Christiansen is June 2001.



INNOVATIONS PROJECT UPDATE

For academic year 2000-2001, President Christiansen released \$200,000 from entrepreneurial earnings to jump-start nearly two dozen Innovative Projects. Following is an update on one of the projects that was selected for funding:

Applied Component to Sociology Courses

Mona Scott and Vanessa Wilson-Ford, Social and Cultural Sciences faculty, are working to develop some exercises and projects that will offer students practical, real-life experience in doing what sociologists do.

The two instructors began developing this project during Spring Break, so they do not, as yet, have the projects totally defined. Mona said they plan to focus primarily on research, evaluation, and assessment skills. "We are looking at coupling with Service Learning and having our students evaluate some of the programs we already work with," she said. (MCC Service-Learning students volunteer with various organizations in the community.)

Since Sociology is traditionally taught from a highly theoretical perspective, this project will expose the students to the more practical side of the field. Students will learn theory and then be able to apply the principles they have learned within the workplace and in everyday life.



*Pictured above and at left is the League of Innovations Project Team that coordinated MCC's Student Assessment Program (see insert). Left: **Jeff Andelora** and **Mark Gooding**, English Dept. Above, l-r: **Jeff, Andrea Greene** (Dir. of Research & Planning), **Harold Cranswick** (Social Sciences chair), and **Chris Osgood** (Dir. of Early Childhood Development).*

Calendar

Sun.-Sat., April 1-7 – National Library Week

See the Library Week display in the entry of the Paul A. Elsner Library. On Fri., April 6, at 1 p.m., Professor Emeritus **Jeanette Daane** will lead a roundtable discussion on good books for summer reading. The location for this discussion will be posted on an easel near the Library display. Open to everyone.

Tues., April 10 – Duties Beyond Borders: The Expanding Ethical Universe, 2-4 p.m., Paul A. Elsner Library and High Technology Complex, 3rd Floor Reading Room, Southern/Dobson campus. Political Science Prof. Terence Ball will discuss reasons for and against including future generations and animals within the “universe of moral considerability.” An open forum will follow.

Wed., April 11 – Spring Bash, 10 a.m. - 2 p.m., Courtyard, Southern/Dobson

ASMCC Elections

National Volunteer Week. Mon.-Fri., April 16-20

Project Citizen, Fri., April 27, sponsored by the Center for Service-Learning. MCC will be hosting middle school students from Chandler who will present their ideas (portfolios) for solutions to various community issues. MCC students from **Jonelle Moore's** English 102 honors classes have been mentoring the younger students and will serve as judges during the all-day event. Middle school students presenting the most promising solutions will be receiving special recognition and the opportunity to present their portfolios regionally and perhaps even statewide and nationally.

Into the Streets, Sat., April 28, 8 a.m., Navajo Room.

ASMCC and Student Activities invites anyone who would like to volunteer with a community organization for the day to join them in the Navajo Room to register and enjoy a continental breakfast. Open to employees, students, and all interested parties. Registration forms will be available

by the end of this week (call Nora in Student Activities, 461-7277).

Wed. April 18 – Student Art Reception, 6-8 p.m., Navajo Room

Mon.-Fri., April 16-27 – Student Art Show, Navajo Room

Fri., April 20 –

On-Campus Speech Tournament, Southern/Dobson

Employee Enrollment Benefits Day

Sun., April 22 – Earth Day

Tues., April 24 – District Innovation Awards

Wed., April 25 – Water Safety Day, 9 a.m. - 3 p.m., Southern/Dobson, to promote drowning prevention. (For more information, visit the following Web sites: www.mc.maricopa.edu/watersafety.html and www.mc.maricopa.edu/waterwatchers.)

Wed., Thurs., April 25-26 – Library Book Sale,

9 a.m.-2 p.m. and 5-7 p.m., first-floor lobby of the Library (proceeds fund scholarships for the Library Tech Program)

Thurs., April 26 – Nancy Stein on Campus, 2 -4 p.m.

And at the Theatre Outback . . .

Thurs.-Sat., April 5-7 – Love, Sex and the IRS, 8 p.m. (Matinee Sat., April 7, at 2 p.m.), ASMCC and The MCC Film Club fundraiser

Thurs.-Sat., April 12-14 – Stagedoor Players Showcase, 8 p.m. (three original one-act plays), student written and directed scholarship fundraiser, seating limited to 75.

(For tickets to the above performances, call 461-7170.)

Brave New World...continued from page one

- A:** In order to receive federal money, any new comprehensive campus must be visited.
- C:** Average age of the population within the six-mile radius of Red Mountain is 10 years older than the Southern/Dobson area.
- C:** Student populations of the two campuses are probably not as diverse as we think; some students currently attend classes at both campuses.
- Q:** Will there be cooperation, financial or otherwise, between Pinal and Maricopa counties since Red Mountain and Central Arizona campuses are so close? (Nearly equal numbers of students from each county attend schools in the other county.)
- A:** We hope so. County lines are likely to blur in the future.
- Q:** Should we hire a campus dean?
- A:** The roles of the Red Mountain associate deans will be redefined.
- Q:** Is it true that 49-percent faculty can teach only at the Southern/Dobson campus?
- A:** No. In fact, we are recruiting experienced faculty members to Red Mountain.

Better Late Than Never



Left, photo of Lori Robinson, which unfortunately was not available for the March 21 issue. Congratulations to Lori, February's Catch of the Month, who works at Grounds for Thought, the coffee bar in the Kirk Center.

The Bulletin is published on the first and third Wednesdays of each month, during the fall and spring semesters, for employees of Mesa Community College. Deadline for submissions is the Monday after publication (for the next issue). Send articles for submission to the Office of Institutional Advancement, e-mail ia@mccmail.maricopa.edu, phone 480-461-7445.

FOCUS ON STUDENT LEARNING

Assessment 2001:

Faculty, Administration, Staff, Students Make Program a Huge Success

The final numbers are in, and Assessment Week 2001 can now be officially pronounced a huge success. In the final tally, 3,053 students participated this spring in the program intended to assess student learning and help MCC faculty examine and improve the college's general education curriculum.

Because the measures were given in classrooms this year, instead of on the students' own time, the amount of data that can be gleaned from the assessment program should be significantly greater this year than in previous years. Of course, giving the outcomes measures in class depended on the willingness of MCC faculty to support their program by providing class time to administer the outcomes measures. They responded with a tremendous show of support. In all, 136 residential and adjunct faculty members volunteered their classes, and 116 were chosen because their students met the selection criteria for the outcomes program. A total of 163 class sections in 15 different departments or programs took the learning outcomes measures.

So what happens now? The results will be analyzed to determine if students who have completed most of their general education hours perform better on the measures than students who are just entering the college. The results will be released, probably early in the fall semester, in a report by MCC's Office of Research and Planning.

Once the report is released, it will be disseminated to the MCC faculty so that they can make decisions about areas to focus on to improve student learning. It's this spirit of continuous improvement that drives MCC's student outcomes assessment program. Without full cooperation from students and faculty members, and support from the administration and staff, this program could not succeed. Thank you to all who have participated for ensuring that it has succeeded.

Beyond the Call



Imagine the time and effort involved in administering more than three thousand learning outcomes measures on the multiple campuses of one of the largest community colleges in the country. First, the measures themselves have to be devised and written by faculty members, or selected from measures used across the country (in the case of our problem-solving measure). Then the measures have to be analyzed to see that they truly measure the intended learning objectives. Then they have to be pilot tested on a small sampling of students to see how long the students take to complete them and whether the students make suggestions on how to clarify directions, change formatting, etc.

And then the real fun begins. Our researchers identify two "cohorts" of students: students who have completed most of their general education courses at the college, and those who are essentially just starting out. The researchers determine in which class sections most of these students can be found, and the faculty who teach those classes are asked to administer learning outcomes measures during a particular week toward the beginning of the spring semester.

The process of educating both students and faculty about the assessment program is long and meticulous. Fliers have to be sent out, and banners hung. Packets have to be prepared so that students who participate in the program receive the proper materials and the directions for using them. Packets also have to be prepared for the faculty members who will administer the outcomes measures to ensure that they as proctors know what is expected of both them and the students. And then, of course, all of these materials have to be returned to our research office once the measures are completed. For some measures, results are machine-scored; results from other measures have to be redistributed to be scored by faculty. Finally, the results have to be analyzed, and a final report must be written.

Without the collaboration of our students, faculty, and staff, and without vital support from the college administration, none of this could take place. The Faculty Senate Student Outcomes Committee, a subcommittee of the Faculty Senate that directs and oversees MCC's student outcomes program, wants to express its gratitude to all of you who contributed to the enormous success of this year's Assessment Week. We'd also like to identify a few people in particular whose efforts went above and beyond the call of duty.

To student workers **Missy Murphy** and **Phil Dalcin**, thanks for your patience in compiling and distributing all those packets, as well as for sorting the completed packets when the outcomes measures were returned.



Thanks also to **Ken Costello** for a variety of services rendered. MCC's arts/humanities outcomes measure utilizes an audiovisual presentation prepared by music, theatre, and religious studies faculty. Ken transferred that presentation to CD ROM for us. He also helped to coordinate the distribution of audiovisual equipment so that the measure could be successfully given in more than 20



different classrooms in the course of a week, working with media services' **Jan Coolman** and **Gary Gonzales** to see that our technology needs were met.

A very special thanks, also, to **Mike Sims**, chair of the Physical Science department, who, when we needed another computer and projector to administer the arts/humanities measure, actually borrowed his daughter's home computer and brought it to the school for our use. Without his help and his daughter's generosity, it would have been impossible to gather enough data in arts/humanities this year to provide reliable results.

Finally, a very special thanks to the college administration, and especially Dean of Instruction **Gail Mee**, for supporting the faculty-driven student outcomes assessment program over the years. Dean Mee's faith in and support for this program, in the form of staff support (especially from the Office of Research and Planning), reassign time and professional development opportunities for the faculty chair, and funds when necessary to administer and grade the outcomes measures, have nurtured the continued growth and stability of this program since its inception six years ago. Without that faith and support, the program could not survive, much less establish the national reputation it has achieved.



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Faculty Feedback About Assessment

Virtually every participating faculty member provided valuable written comments about the new assessment process. Comments overall indicated that the process worked well – most students reacted favorably and gave their best effort. Faculty comments were analyzed, and some of the common themes from those comments are highlighted below. Specific comments regarding particular measures will be used to make necessary revisions.



- Provide more information to students prior to Assessment Week to prepare them for the assessment, including the reason for having an assessment program and how results are used.
- Consider providing a small incentive for student participation. (Some faculty chose to provide an incentive such as extra credit or lab credit.)
- Plan for the fact that some students may have already taken the same assessment in a previous class.
- Ensure that the final assessment results are widely shared both with students and faculty.

The Student Outcomes Committee will use this feedback to make adjustments to the assessment process for next year.

Faculty Volunteers Assessment Week 2001

Erin Adams, Emi Ochiai Ahn, Steve Bass, Ray Benoit, Donna Benson, Virginia Betz, Prem Bhardwaja, Dan Brendza, Peter Brown, Jeremy Buegge, Wynn Call, Sue Canasi, Sarah Capawana, Joanne Caroselli, Juan Carrejo, Jesus V. Carreon, Fred Carrington, Heather Cate, Jim Cervantes, Madeline Chowdhury, Judy Christensen, Richard Clement, Roy Cohen, Linda Collins, Doug Conway, Harold Cranswick, Jay Dikkers, Brian Dille, Courtney Dowrick, Durrell Duce, Van J. Dunham, Jorge Eagar, Pat English, Ann Ewing, Carolyn Fay, Marcella Fierro, Joseph Finkel, Tim Florschuetz, Frederick Forney, Kelly Frei, Allen Galliard, Bob Galloway, Maria Gardeta-Healey, Jorge Garzon-Forero, Paul Gilletti, Eliza Gonzalez, Raymond Grant, Bonnie Gray, Jayne Halterman, Geraldine Harrison, Rose Ann Haw, Nancy Hellner, Betsy Hertzler, Suzie Horton, Larry Jacobs, Garry Jagers, Aaron James, Peggy Johnson, Barbara Jordan, Mangala Joshua, Raj Kalia, Jane Kelsey-Mapel, Glenn Kennedy, Jack Kepper, Brad Kincaid, Michael Kraft, Linda Larson, Robert Leighty, Shereen Lerner, Ladonna Lewis, Edmund Lipinski, Hugh Lovelady, Kristina Makris, Richard Malena, James Mancuso, Juan Marquez, Bud Martin, Sam Martinez, Kathie May-Updike, Sue McAleavey, Barb McGaughey, Ron McIntyre, Neil Merrell, Darin Merrill, Allen Meyer, Sandra Minckley, Walter Newman, Merry Nowicki, Paul Nunez, Anthony Occhiuzzi, Alan Patton, John Payne, Yolanda Penley, Jesus Peralta, Bruce Peterson, Ray Pharr, Ban Phung, Susan (Skip) Pollock, Greg Pratt, Gayla Preisser, Leslie Reeves, Danene Richardson, Daphne Rossiter, John Rotter, Raye Rush, Yvonne Rutland, Mike Sanders, Joanna Scheffler, Fred

Schineller, Mona Scott, Alan Sheffield, Eric Shelton, Tom Shoemaker, Mike Sims, Dorothy Sisulak, Linda Speranza, Gary Stephens, Mary Stewart, Maurice Stump, George Summers, Darlene Tjader, Ann Tolzman, Ly Tran-Nguyen, Kaatje Van Der Hoeven, Heidi Van Tassell, Jeremy Venema, Carmen Vigo-Acosta, Mitch Webster, John Weide, Larry Wiggs, Ellen Williams, Dalaine Wood, Margaret Wooldridge, Donald Yee, Dave Yount, John Zikopoulos.

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Problem Solving Cluster

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Communication Cluster

Jeff Andelora, Jim Mancuso.

Numeracy Cluster

Peter Brown, Fred Schineller.

Cultural Diversity Cluster

Maria Chavira, Nora Reyes, Mona Scott, Naomi Story.

Information Literacy Cluster

Mark Gooding, Florence Landon, Marcia Melton, Greg Pratt.

Scientific Inquiry Cluster

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Arts and Humanities Cluster

Judy Christensen, Lynn Dutton, Sue Anne Lucius, Tom Shoemaker.

Program Review/Workplace Skills

Bonnie Black, Joe Neglia, Ellyn Ness, Chris Osgood, Yolanda Penley, Tom Taggart.

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