

# Maricopa County Community College District 2012 Monitoring Report Executive Summary

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# Section 1:

## Progress Report on Governing Board Metrics

### Background

Since 2011, new MCCCCD policies have been introduced, including the development of new Governing Board outcome statements and related outcome metrics. See <http://www.maricopa.edu/publicstewardship/governance/boardpolicies/metrics.php>. MCCCCD also has a new integrated planning model and reporting process.

The new outcomes replace those last amended in 2004 as well as the institutional effectiveness measures used in the Governing Board Monitoring Report since 2006. New metrics were established to gauge the extent to which the District as a whole achieves outcomes in the areas of university and transfer education, workforce and economic development, developmental education, community development, and civic and global engagement. The new Governing Board outcomes and related metrics were adopted in Spring 2011 and form the basis of this new Governing Board Monitoring Report.

This Executive Summary focuses on the 11 “Key Metrics” but includes other select metrics when noteworthy. For details on how each metric was calculated, see the Technical Guide.

### University Transfer Education and General Education

#### Key Metrics

Many of the University Transfer Education and General Education outcome key metrics have been steady over the past three years. Across the District there was consistency in college-level course success rates, retention rates, and graduation rates. Results from the key metrics were as follow:

- The college-level course success rate was constant at 68% over the past three years.
- The Fall-to-Fall retention rate peaked at 56% for the Fall 2009 cohort and declined to 54% for the Fall 2010 cohort (returning in Fall 2011).
- System-wide, the six-year graduation rate varied little over the past three years. It was 20% for the Fall 2006 cohort (ending time frame of Fall 2012).
- The percent of full-time students who made satisfactory progress within two years (as measured by the completion of 42 credit hours) declined slightly from 39% for the Fall 2008 cohort to 36% for the Fall 2010 cohort. Approximately 20% of part-time students met a 24-credit-hour threshold in each of the last three years.
- For the most recent cohort, the percent of students with a transfer intent who earned an AGEC or Transfer degree (AA, AS, or ABUS) within three years (Fall 2009) has increased to 8% and within six years (Fall 2012) to 15%.

## Other Select Metrics

- The system-wide 6-year graduation rate of students seeking a degree or certificate was 20% for the most recent cohort (Fall 2006 cohort as of Summer II 2012).
- Approximately 90% of recent transfers from MCCCDC to one of the Arizona public universities have earned a transfer award or transferred at least 80% of their college-level MCCCDC credits.
- The percentage of students who earned an MCCCDC degree or AGECE prior to transfer increased from 27% in FY 2008-09 to 31% in FY 2010-11.
- Overall, the number of transfer associate degrees has increased by 28% in the past three years from 11,986 in 2009-10 to 15,286 in 2011-12. AGECE degrees accounted for 48% of this growth and AA degrees accounted for another 36% of the increase.
- The percent of students achieving a successful outcome within six years increased from 62% to 64% over the past three years. This definition includes earning an award, transferring, continued enrollment at MCCCDC, or earning 30+ credits with a 2.0+ GPA.

## **Workforce and Economic Development**

### Key Metrics

Although MCCCDC awarded more occupational degrees and certificates in each of the last three years, the graduation rates for the most recent cohort of new students seeking an occupational degree/certificate have declined.

- The number of occupational degrees and certificates (AAS and CCL) awarded annually increased 36% from 8,606 in FY 2009-10 to 11,638 in FY 2011-12.
- The occupational graduation rates declined slightly for the most recent student cohort. It declined from a 16% to a 14% graduation rate within three years and from a 21% to 18% graduation rate within six years.

### Other Select Metrics

- MCCCDC offered credit programs in 95% of the highest-demand occupations in the greater Phoenix metropolitan area. The highest ranking high-demand occupation is nursing. MCCCDC offered credit programs in 75% of the fastest-growing occupations in the greater Phoenix metropolitan area. The highest ranking fastest-growing occupation is diagnostic medical sonographers.

## **Developmental Education**

### Key Metrics

The MCCCDC success rate in developmental courses has improved over the past three years from 62% for the Fall 2009 and 2010 cohorts to 64% for the Fall 2011 cohort, but the success

rate in subsequent college-level math and English courses has not improved. For subsequent success rates, students were tracked for one year after completing the developmental education course.

- The success rate in a college-level math course following the completion of a developmental math course declined from 65% for the Fall 2008 cohort to 61% for the Fall 2009 cohort but improved to 65% again for the Fall 2010 cohort.
- The success rate in a college-level English course following the completion of a developmental English course declined from 74% for the Fall 2008 cohort to 71% for the Fall 2009 and 2010 cohorts.
- The six-year graduation rate for students who enrolled in developmental courses remained steady at 16% for the last three cohorts.

#### Other Select Metrics

Over the past three years, performance gaps in developmental education at MCCCCD were present on the basis of gender, Pell Grant status, and ethnicity. Females consistently outperformed males and students who were not under-represented minorities (Non-URM) had higher success rates than under-represented minority students (URM). With a few exceptions, students who did not receive a Pell Grant had higher success rates in developmental and subsequent courses than students who received a Pell Grant.

- Performance gaps decreased in developmental math over the past three years on the basis of gender.
- Performance gaps in developmental English increased over the past three years on the basis of URM status and Pell Grant status.

### **Community Development and Civic and Global Engagement**

#### Key Metric

- Headcount in non-credit courses has declined over the past three years for both vocational and avocational courses. In FY 11-12, total non-credit headcount was 19,064, down from 22,502 in FY 09-10.
  - In FY 2011-12, vocational headcount was 5,775 and avocational headcount was 13,289, falling from 5,909 and 16,593, respectively, in FY 2009-10.

#### Other Select Metrics

- The number of returning adults over the age of 24 with prior college experience but no degree increased over the past three years, representing 18% of the total student population in Fall 2011.

## Section 2: Detailed Analysis of Two Key Metrics Related to Completion Agenda

The college-level course success rate and Fall-to-Fall retention rate are two key metrics because if students do not return to MCCCDC nor successfully complete college-level courses, they will not progress to completion. There are differences in performance based on gender and race/ethnicity that are obscured when reviewing results in the aggregate so they are reported below. MCCCDC strives to reduce these performance gaps.

### College-Level Course Success Rates by Gender and Race/Ethnicity

- The college-level course success rates by gender were stable from 2009 through 2011. The college-level course success rate of females remained at 70% during that timeframe, which was about 4% higher than males. However, there was more fluctuation by racial/ethnic group.
- The college-level course success rates for Asian, Native Hawaiian/Pacific Islander, and Hispanic students increased over the past three years. The college-level course success rate of Asian students increased from 74% in 2009 to 78% in 2011 and the college-level course success rate of Hispanic students increased from 66% in 2009 to 69% in 2011. Although the numbers of Native Hawaiian/Pacific Islanders are relatively small, the college-level success rate for that group increased from 53% in 2009 to 64% in 2011.
- The college-level course success rate for Black students decreased from 49% in 2009 to 44% in 2011.
- Success rates for American Indian and White students varied over a relatively narrow range during the same time period.

### College-Level Course Success Rates by Gender

	Female	Male
<b>Fall 2009</b>	70%	66%
<b>Fall 2010</b>	70%	65%
<b>Fall 2011</b>	70%	66%

### College-Level Course Success Rates by Race/Ethnicity

	American Indian	Asian	Black	Native Hawaiian/ Pacific Islander	Hispanic	White	Not Specified
<b>Fall 2009</b>	62%	74%	49%	53%	66%	73%	66%
<b>Fall 2010</b>	59%	74%	47%	62%	66%	72%	67%
<b>Fall 2011</b>	61%	78%	44%	64%	69%	73%	64%

## Fall-to-Fall Retention Rates by Gender and Race/Ethnicity

- From 2009 through 2011, the 1-year (Fall-to-Fall) retention rate of females exceeded males by about 4%.
- The 1-year retention rates for American Indian and White students varied over a relatively narrow range during the same time period.
- From 2009-2011, the 1-year retention rates for Asian and Hispanic students increased, while retention rates for Black and Native Hawaiian/Pacific Islander students decreased.
- The 1-year retention rate of Asian students increased from 60% in 2009 to 65% in 2011 and the retention rate of Hispanic students increased from 52% in 2009 to 55% in 2011.

### Fall-to-Fall Retention Rates by Gender

	Female	Male
<b>Fall 2008 Cohort to Fall 2009</b>	56%	53%
<b>Fall 2009 Cohort to Fall 2010</b>	58%	54%
<b>Fall 2010 Cohort to Fall 2011</b>	57%	52%

### Fall-to-Fall Retention Rates by Race/Ethnicity

	American Indian	Asian	Black	Native Hawaiian/ Pacific Islander	Hispanic	White	Not Specified
<b>Fall 2008 Cohort to Fall 2009</b>	47%	60%	49%	N/A*	52%	58%	44%
<b>Fall 2009 Cohort to Fall 2010</b>	54%	63%	44%	71%	55%	61%	44%
<b>Fall 2010 Cohort to Fall 2011</b>	48%	65%	38%	47%	55%	59%	46%

\* The category for Native Hawaiian/Pacific Islander was not separate from Asian for the Fall 2008 cohort.