

MCCCD Governing Board Metric Methodology

Definitions

The “new-student cohort” is based on that created for the Arizona Community Colleges: Long-Term Strategic Vision ([V2020](#)) document: learners who entered any Maricopa college during the fall term for the first time since leaving high school, and who were enrolled in one or more credit courses in that term. A student can only belong to one V2020 cohort term and is associated with only one college for that cohort. This definition is broader than the “credential-seeking sub-cohort” of learners who had completed 12 or more credits by their second year, used in the V2020 document.

“Successfully completed” means that the student received a grade of A, B, C, or P for the course.

University Transfer Education and General Education

- 1A1 College-Level Course Success Rate. Percentage of college-level credit hours successfully completed by students in the new-student cohort in their first fall and spring semesters.
- 1A2 Fall-to-Fall Retention Rate. Percentage of students in the new-student cohort enrolled in the fall term who persisted to the subsequent fall term. The denominator is the size of the original cohort, less completers and students who transferred away from MCCCD.
- 1A3 Graduation Rate within Six Years (Degree and Certificate). Percentage of students in the new-student cohort seeking a degree/certificate who earned an award within six years from any MCCCD college.
- 1A4 College-Level Math And English Course Success Rate. Percentage of successfully completed credit hours in ENG101, MAT14X, and MAT150 courses, in the fall and spring terms only.
- 1A5 Percent of Learners Achieving Credit Hour Thresholds within Two Year. Percentage of students in the new-student cohort who successfully completed a minimum number of credits within two years. The credit thresholds were 42 credits for full-time students and 24 credits for part-time students. For this metric, grades of A, B, C, D, and P, or the earning of an award, count toward satisfactory academic progress.
- 1A6 Semester-to-Semester Retention Rate. Percentage of students in the new-student cohort enrolled in the fall term who persisted to the subsequent spring term. The denominator is the size of the original cohort, less completers and students who transferred away from MCCCD.
- 1A7 Percent of Students who Achieve Their Stated Education Goals. Percentage of new students in the fall term, with an original intent to seek an award or to transfer, who received an award and/or transferred by the end of the summer II term three and six years later. The students with successful achievement within three years are included in the achievement within six years.
- 1A8 Percent of Students Achieving a Successful Outcome within Six Years. Percentage of students in the new-student cohort, with a degree, certificate, or transfer intent, who achieved a successful outcome. A successful outcome was defined as one of the following:

1. Received an award (degree or certificate),
2. Transferred to another university/college (outside of the MCCCCD system),
3. Still enrolled at an MCCCCD college in year 6, or
4. No longer enrolled but earned at least 30 credits at MCCCCD with a GPA of 2.0 or higher.

- Students may have met more than one of these outcomes, but each student is counted only once in the priority of the above list (i.e. receiving an award is the highest priority).
- 1A9 Year-End Full-Time Student Equivalent (FTSE) Enrollment. Audited fiscal-year FTSE numbers reported by the colleges after manual adjustments.
 - 1A10 Cost of Attendance. The net price of attendance (tuition, books, and supplies, less scholarships or grants), for new, full-time students. This is the median of the 10 college net prices, as reported to the National Center for Education Statistics.
 - 1A12 Percent of Credits Completed of Credits Attempted. Percentage of credit hours successfully completed, out of credit hours attempted, for fall and spring terms only, excluding high school dual enrollment credit hours.
 - 1Bi1 AGEC Courses Completion Rate. Percentage of successfully completed credit hours in AGEC courses, in the fall and spring terms only.
 - 1Bii1 Seamless Transfer to State Public Universities. Percentage of MCCCCD students in a given academic year who were new transfers to an Arizona public university with a transfer degree or transfer certificate (AA, AS, ABUS, ATP, AGS, AAS, or AGEC) or transfer a minimum of 80% of the college-level credits earned at MCCCCD colleges.
 - 1Bii2 Participation in MCCCCD Signature Transfer Programs. The number of active MCCCCD students enrolled in signature transfer programs. MAPP was launched in Fall 2009 and NAU Connections was launched in Fall 2010. MCCCCD entered into a master agreement with UA for the UA Bridge Program in Spring 2012.
 - 1Biii1 AGEC and Transfer Degree Completion Rate. Percentage of students in the new-student cohort, with a transfer intent, who earned an AGEC or transfer degree (AA, AS, or ABUS) within three years and within six years. The students with successful achievement within three years were included in the achievement within six years.
 - n/a Total Annual Awards. Total number of degrees and certificates awarded annually, based on the IPEDS completion report.
 - 1Biii2 Number of Transfer Associate Degrees and AGEC Certificates Awarded Annually. Count of transfer degrees and AGEC certificates awarded annually, based on the IPEDS completion report. The awards considered were: AAS, AGS, ATP, ABUS, AS, AA, and AGEC.
 - 1Biii3 Number of Students Earning a Transfer Degree and/or AGEC. Unduplicated count of students earning a transfer degree or AGEC certificate in a given year.
 - 1Biv1 Six-Year Transfer Rate to Arizona Public Universities. Percentage of new-to-college students, with transfer behavior, who transferred to an Arizona public university within six years. Transfer behavior was defined as earning 12 or more community college credit hours, declaring an intent to transfer or to obtain a transfer degree, and completing at least one core course from the Arizona General Education Curriculum.
 - 1Biv2 Number and Percent of Students Transferring to Any Institution Granting Baccalaureate or Higher Degrees. Number and percentage of students in the new-student cohort, with a degree, certificate, or transfer intent, who enrolled in a four-year institution before June 1, three and six years later. The students who enrolled in a four-year institution

within three years were also included in the six-year category.

- 1C1 Percent of Students Enrolled in Academic, College-Level Course Delivered in a Non-Traditional (Alternative) Format. Percentage of students enrolled in an academic, college-level course delivered in an alternative format, excluding high school dual enrollment courses. Alternative course formats included: online, hybrid, and accelerated classes of eight weeks or less.

Workforce and Economic Development

- 2A1 Highest-Demand Occupations with MCCCDC Degrees/Certificates. List of the 20 highest-demand occupations with indication of those for which MCCCDC offers credit programs. Highest-demand occupations were those in the greater Phoenix metropolitan area with the largest projected 10-year increase in employment (as reported by the Arizona Department of Administration) and not requiring education at the baccalaureate level or higher.
- 2A2 Fastest-Growing Occupations with MCCCDC Degrees/Certificates. List of the 20 fastest-growing occupations with indications of those for which MCCCDC offers credit programs. Fastest-Growing occupations were those in the greater Phoenix metropolitan area with the largest projected 10-year percentage increase in employment (as reported by the Arizona Department of Administration) and not requiring education at the baccalaureate level or higher.
- 2Bi1 Number of Occupational Program Completers Passing a Licensing Exam or Earning an Industry-Recognized Credential. Data collection related to this metric is put on hold pending a methodological review.
- 2Bi2 Occupational Degrees and Certificates Awarded Annually. Count of occupational degrees and certificates (AAS and CCL awards) awarded during the fiscal year, based on the IPEDS Completion Survey.
- 2Bii1 Occupational Graduation Rate. Percentage of students in the new-student cohort, seeking an occupational certificate or degree, who earned an occupational award (AAS or CCL) within three and six years from any MCCCDC college. The students with successful achievement within three years are included in the achievement within six years.
- 2C1 Percent of Students Enrolled in an Occupational Course Delivered in a Non-Traditional (Alternative) Format. Percentage of students enrolled in an occupational course delivered in an alternative format, excluding high school dual enrollment courses. Alternative course formats included: online, hybrid, and accelerated classes of eight weeks or less.

Developmental Education

- 3A1 Success Rate in College-Level Math after Completion of Developmental Math. Percentage of students in a cohort who successfully completed a college-level math course within one year. The cohort was defined as new students who successfully completed the highest level developmental math course (MAT09x) in their first term and then enrolled in a college-level math course (MAT120 or higher) within one year.
- 3A2 Success Rate in College-Level English after Completion of Developmental English.

- Percentage of students in a cohort who successfully completed a college-level math course within one year. The cohort was defined as new students who successfully completed the highest level developmental English course (ENG091) in their first term and then enrolled in a college-level English course (ENG101 or ENG107) within one year.
- 3A3 Success Rate in Subsequent Reading Course after Developmental Reading. This metric is not being reported, due to inconsistencies between its definition and established Reading curriculum.
- 3A4 Success Rate in Developmental Education Courses. Percentage of math, English, and reading developmental credit hours successfully completed by students in the new-student cohort in their first fall and spring semesters.
- 3A5 Graduation Rate of Students who were ever Enrolled in a Developmental Course. Percentage of the cohort who completed an award at any MCCCDC college within six years. The cohort was defined as new, degree- or certificate-seeking students who ever enrolled in a developmental course.
- 3B1 Developmental and Subsequent College-Level Course Completion Rates across Demographic Variables. The new-student cohort was broken into demographic groups. The gap is the difference between the percentages of students in two groups of the cohort who successfully completed developmental math in their cohort term. The demographic variables of interest were gender (female and male), Pell grant recipient (No Pell and Pell), and ethnicity (not an under-represented minority and under-represented minority). “Under-represented minority” was Native American, Black, Hawaiian, or Hispanic. This methodology was applied for students taking developmental math, developmental English, and developmental reading courses.
- 3C1 Percent of Students Enrolled in Non-Traditional (Alternative Delivery) Developmental Courses. Percentage of students enrolled in a developmental course delivered in an alternative format, excluding high school dual enrollment courses. Alternative course formats delivery methods included: online, hybrid, and accelerated classes of eight weeks or less.

Community Development and Civic and Global Engagement

- 4A1 Percent of High School Graduates who Enroll Directly in Community College. Percentage of graduates from public and private high schools in the MCCCDC service area (primarily Maricopa County) who enrolled at one of the MCCCDC colleges within the next academic year after high school graduation.
- 4A2 Enrollment of Underserved Populations. Enrollment rates of Black, Hispanic, Native American, and Male students, as well as those receiving Pell grants and those older than 24 with no prior college experience. The ethnicity percentages are based on Fall 45th day; the percentage of Pell Grant recipients is calculated as of the end of term, and the age percentage is based on students in the new-student cohort.
- 4A3 Enrollments of Returning Adults who have Completed Some College. Count and percentage of adults in the total student population who: were over the age of 24, had some prior college or university credits, and had no degree.
- 4B1 Unduplicated Annual Headcount in Non-Credit Courses. Annual headcount for non-credit vocational and avocational courses. Values were totals of college-reported counts, across the system.

- 4A4 Number of Programs, Events, and Activities Open to the Community. Totals of college-reported counts of activities in FY 2011 – 12 that were open to the community. The classifications of such activities varied from college to college and included such things as lectures, theater performances, and sporting events.
- 4C2 The Number of Activities Held on Campus that Address Political or Global Subjects. Totals of college-reported counts of activities in FY 2011 – 12 that addressed political or global subjects. The classifications of such activities varied from college to college.
- 4D2 The Number of Students Participating in Study-Abroad Programs. Totals of college-reported counts of students participating in study-abroad programs for FY 2011 – 12.
- 4D3 Participation in Service-Learning Opportunities. Totals of college-reported counts of students participating in service-learning opportunities (outside of the classroom) for FY 2011 – 12.
- 4D4 The Number Of Students Registered To Vote As Measured By A Custom Question on CCSSE and Noel-Levitz. Data collection related to this metric is put on hold pending a review of the methodology needed to include a count of voter registrations.

Survey Data and Focus Group Information

- 1A11 Selected Items from the Noel-Levitz Student Satisfaction Inventory. These are selected results from the Spring 2010 administration of the Noel-Levitz Student Satisfaction Inventory. The survey was completed by 5,098 students system-wide. Colleges participating in the survey were: Chandler-Gilbert, Estrella Mountain, GateWay, Glendale, Mesa, Paradise Valley, Phoenix College, Scottsdale, and South Mountain. Rio Salado administered the Priorities Survey for Online Learners instead of the Noel-Levitz survey.
- 1Bi2 Selected Items from the Community College Survey of Student Engagement. These are selected results from the Spring 2011 administration of the Community College Survey of Student Engagement. The survey was completed by more than 7,100 students. Colleges participating in the survey were: Chandler-Gilbert, Estrella Mountain, GateWay, Glendale, Mesa, Paradise Valley, Phoenix College, Scottsdale, and South Mountain.
- 1Bii3 Selected Items from the Community College Survey of Student Engagement. These are selected results from the Spring 2011 administration of the Community College Survey of Student Engagement. The survey was completed by more than 7,100 students. Colleges participating in the survey were: Chandler-Gilbert, Estrella Mountain, GateWay, Glendale, Mesa, Paradise Valley, Phoenix College, Scottsdale, and South Mountain.
- 1Bii4 Survey and Focus Group Results about the Transfer Experience from MCCC. A transfer experience survey was sent to all former MCCC students attending an partner university in 2011. These surveys were sent via the partner universities, and 13 of the 31 institutions participated, yielding 500 student surveys.
- 1C2 Selected Survey Items on Information Technology Usage and Resources. These are selected results from the Noel-Levitz and CCSSE surveys and from The Educause Center for Applied Research (ECAR) student information technology survey. The ECAR survey was administered in Spring 2011 at all MCCC colleges and responses were obtained from more than 1,600 students. National comparisons were not available. The

ECAR results indicate the percentage of respondents who endorsed the top two response categories for each item.

- 4C1 Responses to Selected Community Service and Awareness Items on the Community College Survey of Student Engagement. These are selected results from the Spring 2011 administration of the Community College Survey of Student Engagement. The survey was completed by more than 7,100 students. Colleges participating in the survey were: Chandler-Gilbert, Estrella Mountain, GateWay, Glendale, Mesa, Paradise Valley, Phoenix College, Scottsdale, and South Mountain.
- 4D1 Responses on the Community College Survey of Student Engagement on Democratic Processes through Community, Civic, and Global Learning. These are selected results from the Spring 2011 administration of the Community College Survey of Student Engagement. The survey was completed by more than 7,100 students. Colleges participating in the survey were: Chandler-Gilbert, Estrella Mountain, GateWay, Glendale, Mesa, Paradise Valley, Phoenix College, Scottsdale, and South Mountain.