

Maricopa Community Colleges



Indicator Report

November 2004

Prepared by the
Maricopa Community Colleges
Institutional Effectiveness Office



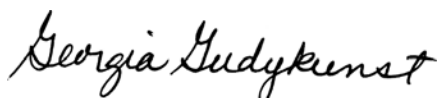
Forward

Community colleges are faced with ever-increasing mandates for accountability. Assessment of institutional effectiveness indicators is one critical component of this accountability. The Maricopa Community Colleges Office of Institutional Effectiveness and Outcomes Assessment is pleased to provide this report on indicators related to Maricopa's Mission Areas. It is a tool to help examine our success and identify opportunities for improvement.

Last year most of the Maricopa Colleges participated in the National Community College Benchmark Project (NCCBP). The NCCBP is a national consortium of two-year colleges that enables participating institutions to contribute to the creation of national institutional effectiveness measures and subsequent benchmarks. We have incorporated a number of the NCCBP indicators in this year's indicator report by deriving "district" composite figures based on the Maricopa colleges' data. Each indicator is denoted with the symbol \diamond .

Participating in the new national study is one way that Maricopa can begin to use consistent indicators not only within district, but also to align with indicators that community colleges nationally are beginning to use. The Maricopa Colleges began participating in the indicator project as a member of the NCCBP Advisory Board, through the district Office of Institutional Effectiveness. This project provides a basis to begin looking at how Maricopa succeeds on various indicators as compared to other community colleges. It will be increasingly important for us to develop and publish indicators that are comparative and easy to understand so that the public as well as internal groups can easily see the value that the Maricopa Community Colleges bring to the community. This also enables us to begin to set some target levels for the coming years.

Our thanks go to various groups that provided input on transitioning last year's full report into this year's brief indicator report. They include the dean's councils (Instruction, Occupational, and Student Services) and the Strategic Planning Advisory Council/Strategic Planning Support Team. Thanks also go to the Office of Governance with their assistance with logistics and cover design.



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Maricopa Overview

The Maricopa Community Colleges (MCCD) are located throughout the valley and provide in-classroom as well as distance learning opportunities. The MCCD policy of open admission provides higher education that is accessible and affordable to the community. Our doors are open to all, whether it is the high school student transitioning to college, the adult returning to college, or the individual taking a course for personal or professional gain. Skills and interests of students vary. The majority of students enroll in credit courses, but also take advantage of the opportunity for Adult Basic Education, Skill Center, and non-credit offerings.

Indicator: Total Student Enrollment for Maricopa

Trend: The Maricopa Colleges enroll over a quarter million students* during the year in credit courses, Adult Basic Education, Skill Center, and non-credit courses. The enrollment continues to grow each year (averaging in the 4 - 5% range).
*Students enrolled in credit, ABE/GED, Skill Center, and/or non-credit courses may be counted in more than one category.

Fiscal Year Student Enrollment in Maricopa Community Colleges

	Credit Courses	ABE/GED	Skill Center	Non-credit Courses
2003-04	219,268	14,636	3,019	41,170
2002-03	212,991	17,747	2,599	35,389
2001-02	204,701	16,401	2,917	34,483

Indicator: Number of Students in First English Course

Trend: Recent high school graduates were considerably more likely to take a college level English course (70%) than a pre-college level English course (20%) in the year following high school graduation. (There were 12,200 Arizona high school graduates who obtained their diplomas in 2002-03 and enrolled at MCCD during the following year 2003-04).

Number Enrolled in First English Course in Year After High School Graduation

<i>HS Grad Yr.</i>	Pre-Freshman English	Freshman English	Advanced English	Other English
2002-03	1,795	6,260	0	845
2001-02	1,610	5,990	0	687
2000-01	1,405	5,784	0	595

Indicator: Number of Students in First Math Course

Trend: Recent high school graduates were significantly more likely to enroll in a pre-intermediate algebra course (59%) than in a College Algebra course (11%) in the year following high school graduation. The remaining students enrolled in Intermediate Algebra (17%) or Calculus/other math course (13%). (There were 12,200 Arizona high school graduates in 2002-03 who enrolled at MCCD during the following year 2003-04).

Number Enrolled in First Math Course in Year After High School Graduation

<i>HS Grad Yr.</i>	Pre-Intermed. Algebra	Intermed. Algebra	College Algebra	Calculus/ Other
2002-03	4,732	1,388	904	1004
2001-02	4,129	1,477	930	828
2000-01	3,580	1,579	935	753

Indicator: Fall 45th Day Growth

Trend: Enrollment continues to grow based on the Fall 45th Day Headcount and FTSE. From Fall 1995 to Fall 2004, headcount and FTSE have grown by 38% and 48% respectively.

Fall 45th Day Headcount and FTSE

	Headcount	FTSE
Fall 2004	123,274	53,261.7
Fall 2003	119,727	51,131.1
Fall 2002	117,522	48,677.9
Fall 2001	109,770	44,693.2
Fall 2000	105,890	42,319.7
Fall 1999	102,299	41,104.2
Fall 1998	96,574	39,434.8
Fall 1997	91,348	37,264.9
Fall 1996	90,471	37,063.9
Fall 1995	89,637	35,903.3

Indicator: Scholarships and Financial Aid

Trend: Scholarships and financial aid dollars continue to rise with student population growth.

Scholarships and Financial Aid

	2003-04	2002-03	2001-02
Federal	55,184,627	46,759,705	35,947,791
Institutional	3,872,887	3,375,319	3,076,507
Loan	67,460,629	47,492,095	33,326,554
Private	7,939,513	6,844,750	5,953,597
State & Local	1,136,213	1,073,218	841,653
Total Funding	135,593,869	105,545,087	79,146,102

Indicator: Staffing

Trend: Maricopa Community Colleges have over 1,200 full-time faculty, augmented by more than 3,000 adjunct faculty who are specialists in their respective fields. Faculty and staff serve increasing numbers of students, using a wide variety of services.

Residential and Adjunct Faculty

	Fall 2004	Fall 2003	Fall 2002
Residential	1,275	1,237	1,203
Adjunct	*	3,142	3,493
Total Faculty	*	4,379	4,696

*Adjunct numbers will be available in December 2004.

Indicator: Cost per Credit Hour[◇]

Trend: The cost per credit hour has remained in the \$90 range over the time period.

Cost per Credit Hour

	2003-04	2002-03	2001-02
Total Instructional Expenditures	\$191,783,755	\$175,704,409	\$163,467,951
Hours Attempted	1,979,123	1,874,621	1,711,177
FTE Students	65,971.0	62,487.4	57,039.2
Cost Per Credit Hour	\$96.90	\$93.73	\$95.53
Cost Per FTE	\$2,907.09	\$2,811.84	\$2,865.89

MISSION AREAS

General Education

Indicator: Course Retention (A, B, C, D, F, P)◇

Trend: The overall course completion rate is 83%.

Course Retention

		Total Enrollments	Completions	% Completions	Successful Completions	% Successful Completions	
Indicator: Successful Course Retention (A, B, C, P) ◇ The overall successful course completion rate is 75%.	Trend:						
		Fall 2003	309,093	256,222	83%	232,576	75%
		Fall 2002	295,899	245,910	83%	223,110	75%
		Fall 2001	277,546	227,073	82%	206,611	74%

Indicator: Persistence◇

Trend: A study of a group of students* from Fall 2002 to Spring 2003, and then to Fall 2003 revealed that about half (53%) re-enrolled for the spring semester, and about a third (34%) remained by Fall 2003. This does not take into account those who may not have returned because their goal was achieved.

*The group excludes students who have not yet graduated from high school.

Persistence: Fall to Spring to Fall

	Fall 2002	Spring 2003	Fall 2003
Students	116,138	61,876	39,789
Percent Persisted		53%	34%
	Fall 2001	Spring 2002	Fall 2002
Students	109,061	56,112	36,517
Percent Persisted		51%	33%
	Fall 2000	Spring 2001	Fall 2001
Students	104,673	53,151	33,905
Percent Persisted		51%	32%

Indicator: Degree and Certificate Completion

Trend: Degrees make up slightly more than 1/3 of the total awards, with certificates accounting for the remainder. Of the degrees awarded, the AAS and AGS account for about 72%. The AA degree awards are declining significantly, while the AGS, AAS and ATP awards are increasing steadily.

Degrees and Certificates: Six degrees were awarded during the time period: Associate in Arts (AA), Associate in Applied Science (AAS), Associate in Business (AB), Associate in General Studies (AGS), Associate in Science (AS), and Associate in Transfer Partnership (ATP). The Associate in Arts in Elementary Education (AAEE) has just come on-line, but has not yet conferred degrees. Certificates are awarded in a wide variety of areas.

Degrees and Certificates by Type

	1999-00	2000-01	2001-02	2002-03	2003-04
Associate in Arts	1,635	1,312	900	616	825
Associate in Applied Science	1,447	1,385	1,516	1,687	1,954
Associate in Business	8	35	53	99	139
Associate in General Studies	781	1,076	1,402	1,546	1,626
Associate in Science	16	15	28	44	66
Assoc. in Transfer Partnership	71	255	388	510	568
All Degrees	3,958	4,078	4,287	4,502	5,178
All Certificates	6,815	10,172	7,283	7,390	8,647
All Awards	10,773	14,250	11,570	11,892	13,825
% Degrees	37%	29%	37%	38%	37%
% Certificates	63%	71%	63%	62%	63%

Indicator: Transfer of First-Time Students to College

Trend: More full-time than part-time students completed their programs or transferred to four-year institutions within three years. More than 30% of full-time students completed or transferred (total of all categories), compared to about 12% of part-time students. Common indicators for part-time student completion are 3-year and, more typically, 6-year rates.

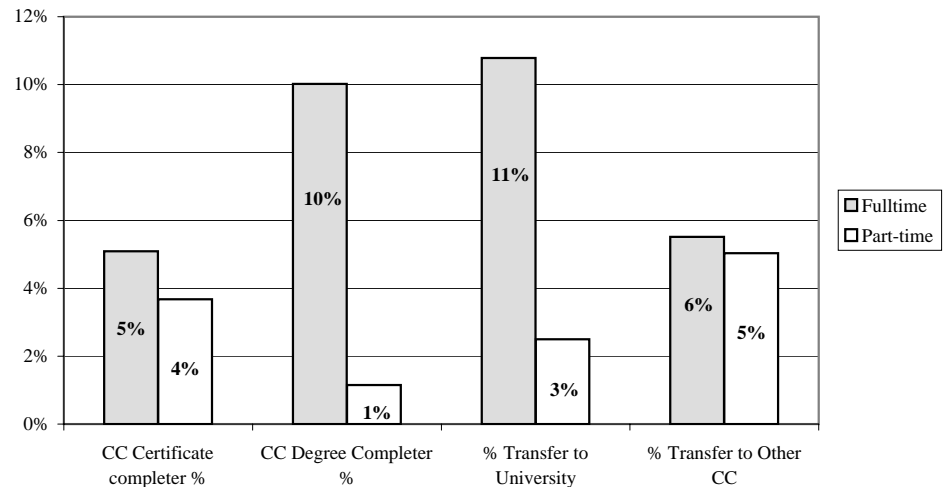
Fall 1999 Right-to-Know-Cohort (RTK) N = 5,852

Full-time N = 2,652

Part-time N = 3,200

Note: Students selected for the Fall 1999 RTK Cohort are first-time degree and certificate seeking college students. The RTK does not address students who are still enrolled at MCCD or who may have stopped out but return at a later date to MCCD. The cohort is often used for federal reporting.

Proportion of First-Time Students in Fall 1999 Cohort That Completed Degrees or Certificates (or Transferred to 4 Year Institution) Within 3 Years (by Full & Part-time)



Core Academic Skills

District-wide indicators of student success in core academic skills are defined, for the purpose of this document, as the percentages of successful completions in College Algebra (MAT 150/151/152); English Composition I and II (ENG 101 and 102); and Speech Communication (Speech 100).

Indicator: Successful Core Course Completion [◇]

Trend: The tables at right show completion rates for Fall 2001, 2002, and 2003. Completion rates were highest for Speech Com 100 and English Comp I, remaining in the 70% range for the entire period. English Comp II and College Algebra showed somewhat lower completion rates, in the 60% range.

	Course Completions	Successful Completions	% Successful Completions
Fall 2003			
College Algebra - MAT 150/151/152	4,665	2,774	60%
English Comp I - ENG 101	15,234	11,263	74%
English Comp II - ENG 102	7,273	4,570	63%
Speech Communication - COM 100	3,386	2,522	75%

	Course Completions	Successful Completions	% Successful Completions
Fall 2002			
College Algebra - MAT 150/151/152	4,854	2,943	61%
English Comp I - ENG 101	14,863	11,026	74%
English Comp II - ENG 102	6,970	4,335	62%
Speech Communication - COM 100	3,097	2,402	78%

	Course Completions	Successful Completions	% Successful Completions
Fall 2001			
College Algebra - MAT 150/151/152	4,558	2,734	60%
English Comp I - ENG 101	13,800	9,939	72%
English Comp II - ENG 102	6,115	3,702	61%
Speech Communication - COM 100	2,808	2,164	77%

Indicator: Grade Distribution

Trends: Grade distribution remained relatively stable for the three-year period. A's increased to 37%; B's remained at 21%; C's accounted for 12% of the total grades awarded. D's and F's accounted for 3% and 4% respectively. P's dropped from 7% to 5% during the three-year period and W's are 17%, down two percent from Fall of 2001.

Districtwide Grade Distribution Trends

	Fall 2001	% Grade	Fall 2002	% Grade	Fall 2003	% Grade
A	105,542	36%	115,006	36%	122,199	37%
B	61,015	21%	67,507	21%	70,298	21%
C	34,408	12%	37,966	12%	39,903	12%
D	9,112	3%	10,259	3%	10,909	3%
F	10,681	4%	12,209	4%	12,775	4%
P	20,173	7%	18,994	6%	18,119	5%
W	56,301	19%	56,308	18%	59,210	18%
Total Grades	297,232	100%	318,249	100%	333,413	100%

Note: Chart does not reflect 100% of grades awarded because Z grades are omitted. Z grades are part of the PZ grading system. (P=pass with credit; Z=no credit.) Z is not equal to F.

Postsecondary Competencies

Indicator: Postsecondary Competencies

Trend: The colleges define student learning outcomes for their respective campuses, monitor student learning outcomes, and use assessment data to identify successes and opportunities as well as make curricular or other improvements.

Each college has a faculty-driven student academic achievement plan developed to meet its needs. Each campus assesses various general education outcomes using multiple measures (e.g., nationally standardized assessments, locally developed rubrics) and issues campus specific reports. The faculty and the Dean of Instruction at each college address student learning challenges and opportunities as part of their assessment plan. (See the District Student Academic Achievement Assessment Committee's *Assessment Report*, which is published each year.)

Performance at Transfer Institutions

University Transfer Education refers to facilitating student transfers to baccalaureate institutions. Using the Arizona State System for Information on Student Transfer (ASSIST) database, we can track our students to the three Arizona public universities. However, the focus is on transfer to Arizona State University, the primary pipeline for Maricopa students. About 50% of the undergraduate students at Arizona State University (ASU) have Maricopa Community College transfer credits. In 2003-04, 66% of the ASU baccalaureate recipients transferred credits from one of the Maricopa Colleges.

Indicator: Arizona General Education Credit (AGEC) and Associate in Transfer Partnership (ATP) Completers

Trend: Combined AGEC/ATP awards have increased significantly over the past five years.

Combined AGEC & ATP Completers By Calendar Year

	1995	1996	1997	1998	1999	2000	2001	2002*	2003*	2004
# Completers in calendar year	10	50	66	67	280	470	605	722	1,027	940
# Transferred to ASU within 2 years of Completion	0	0	1	9	64	193	271	272	270	n/a
% Transferred to ASU within 2 years of Completion	0%	0%	2%	13%	23%	41%	45%	38%	26%	n/a

Indicator: AGEC Completers

Trend: The number of AGEC completers who transfer to ASU has grown steadily since 1998. Over 1/3 of them transfer.

Number of Maricopa AGEC Completers By Calendar Year

	1995	1996	1997	1998	1999	2000	2001	2002*	2003*	2004
# of Completers in calendar year	0	0	0	5	43	143	191	270	453	577
# Transferred to ASU within 2 years of Completion	0	0	1	4	27	61	80	100	103	n/a
% Transferred to ASU within 2 years of Completion	0%	0%	0%	80%	63%	43%	42%	37%	23%	n/a

Indicator: ATP Completers

Trend: The number of ATP completers who transfer to ASU has grown significantly. Over 1/3 of them transfer. Because there are significantly more ATP than AGEC completers, there are more ATP than AGEC completers who transfer. However, the transfer rates are similar with ATP having a slight edge.

Number of Maricopa ATP Completers By Calendar Year

	1995	1996	1997	1998	1999	2000	2001	2002*	2003*	2004
# of Completers in calendar year	10	50	66	62	237	327	414	452	574	363
# Transferred to ASU within 2 years of completion	0	0	0	5	37	132	191	173	167	n/a
% Transferred to ASU within 2 years of Completion	0%	0%	0%	8%	16%	40%	46%	38%	29%	n/a

*The university data for the entire two-year period for those who completed in 2002 or 2003 are not yet available, so these figures may be understated.

Indicator: New Student Transfer to ASU, NAU, UofA

Trend: The major transfer institution for M CCD students is ASU. Of students who transfer to ASU, 82% transfer with 12 hours of credit or more. The pattern is different at the other two state universities. 68% of students who transfer to NAU have 12 or more hours, while 58% of students who transfer to UofA have 12 or more hours. (Similar results were found for prior years).

**New Students Transferring to the Three State Universities Annually
With Transfer Credits from Maricopa Community Colleges**

Transfer Hours	Academic Year 2003-04							
	ASU		NAU		UofA		All AZ Univ.	
	#	%	#	%	#	%	#	%
1-11	1,166	18%	226	32%	420	42%	1,812	22%
12-23	833	13%	141	20%	242	24%	1,216	15%
24-31	499	8%	72	10%	99	10%	670	8%
32-47	971	15%	95	14%	123	12%	1,189	15%
48-63	1,731	26%	91	13%	58	6%	1,880	22%
64+	1,345	20%	74	11%	24	2%	1,443	17%
Over 64	107	2%	0	0%	25	3%	132	2%
Total	6,652	100%	699	100%	991	100%	8,342	100%

Indicator: Enrollment of Students with M CCD Transfer Credits at ASU, NAU, UofA

Trend: The pattern for annual total enrollment of students with M CCD transfer credits at the three state universities parallels the trend for new transferees previously described. (Similar results were found for prior years).

**Annual Total Enrollment of Students at the Three State Universities
With Transfer Credits from Maricopa Community Colleges**

Transfer Hours	Academic Year 2003-04							
	ASU		NAU		UofA		All AZ Univ.	
	#	%	#	%	#	%	#	%
1-11	6,278	24%	1,144	38%	1,764	49%	9,186	28%
12-23	3,898	15%	645	21%	834	23%	5,377	17%
24-31	1,914	7%	269	9%	326	9%	2,509	8%
32-47	3,382	13%	419	14%	379	10%	4,180	13%
48-63	5,039	19%	306	10%	192	5%	5,537	17%
64+	4,821	19%	245	8%	85	2%	5,151	16%
Over 64	550	2%	0	0%	54	1%	604	2%
Total	25,882	100%	3,028	100%	3,634	100%	32,544	100%

Indicator: Cum. GPA Avg. for New Transferees

Trend: The average cumulative GPA for new transferees from M CCD colleges to the three state universities was 2.87, with an average of nearly 18 credit hours. 84% of the 6,629 students who fell in this category enrolled again the following year. (Similar results were found for prior years).

**New Transfer Students at the Three State Universities in First Year
With 12 or More Credits From M CCD
Academic Year 2002-03**

Transferees	Cum ASU GPA (1st yr)	1st yr. credit (Avg.)	Total Persisted 2003-04	Percent Persisted
6,629	2.87	17.90	5,591	84%

**Students at ASU With MCCD Transfer Credits
Who Have Earned a Baccalaureate Degree, By College**

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04*
		# Degrees	# Degrees	# Degrees	# Degrees	# Degrees	# Degrees
ASU	College of Architecture and Environmental Design	97	101	92	96	97	93
	College of Arts and Sciences	190	219	265	289	316	314
	College of Business	767	716	723	795	753	670
	College of Education	671	710	626	669	611	809
	College of Engineering and Applied Sciences	434	374	300	364	426	431
	College of Fine Arts	169	179	194	180	181	198
	College of Human Services	231	218	206	221	190	230
	College of Liberal Arts and Sciences	1,143	1,082	1,083	1,123	1,160	1,184
	College of Nursing	121	130	137	174	157	166
	College of Public Programs	554	633	638	592	671	546
	College of Technology and Applied Sciences		59	93	93	117	119
	Division of Collaborative Programs	1	2	10	21	37	40
	Division of University Academic Services	1	304	278	363	396	376
	East College		10	108	163	268	357
	School of Agribusiness and Resource Management	1	39	47	41	58	71
	School of Management	212	284	270	305	332	356
	Total Students	4,592	5,060	5,070	5,489	5,770	5,960

*All 2003-04 degrees may not have been posted by universities, so numbers may be understated.

**Students at NAU With MCCD Transfer Credits
Who Have Earned a Baccalaureate Degree, By College**

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04*
		# Degrees	# Degrees	# Degrees	# Degrees	# Degrees	# Degrees
NAU	College of Education	155	158	128	142	182	155
	School of Forestry	12	16	17	21	8	8
	College of Arts and Sciences	158	140	108	118	124	144
	College of Business Administration	71	100	97	128	110	111
	College of Engineering and Technology	14	16	29	25	25	22
	College of Fine Arts			1	36	51	46
	College of Health Professions	70	61	77	64	76	62
	College of Social and Behavioral Sciences	120	120	117	117	139	128
	School of Communication	69	59	66	69	80	58
	School of Fine Art	15	19	16	4		
	School of Hotel and Restaurant Management	36	45	46	64	56	54
	School of Performing Arts	19	17	28		1	
	Total Students	739	751	730	788	852	788

*All 2003-04 Degrees may not have been posted by universities, so numbers may be understated.

**Students at UofA With MCCD Transfer Credits
Who Have Earned a Baccalaureate Degree, By College**

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04*
		# Degrees	# Degrees	# Degrees	# Degrees	# Degrees	# Degrees
UofA	Arizona International College				5	6	3
	College of Agriculture and Life Sciences	45	46	37	32	41	30
	College of Architecture, Planning and Landscape Architecture	3	5	3	4	4	2
	College of Business and Public Administration	125	148	143	112	110	99
	College of Education	31	33	38	38	37	38
	College of Engineering and Mines	46	53	52	38	43	6
	College of Fine Arts	40	48	44	46	53	43
	College of Humanities	29	31	24	28	18	37
	College of Nursing	14	8	20	20	17	16
	College of Pharmacy	5	9	12	11	14	12
	College of Public Health		3	5	5	7	3
	College of Science	111	89	97	94	84	86
	College of Social and Behavioral Sciences	119	152	139	159	188	135
	School of Family and Consumer Resources	31	29	21	37	30	21
	School of Health-Related Professions	28	26	20	25	33	25
	University College	3	6	7	4	8	6
	Total Students	630	686	662	658	693	562

*All 2003-04 Degrees may not have been posted by universities, so numbers may be understated.

Developmental/Remedial Education

Developmental* courses are for students who are under-prepared or not ready for college level courses. Approximately 15% of students enroll in developmental courses, and they generate about 10% of the total FTSE each semester. Developmental enrollment increased 7% from the previous fall. Females comprise 59% of students taking developmental courses. The majority of the students are under 25 years of age.

Indicator: Course Retention (Grade A,B,C,D,F,P) [◇]

Trend: Retention in developmental courses has increased over the last three fall terms. Courses involving language skills show a higher rate of retention than Math courses.

Fall 2003	Total Enrollments	Course Completions	Successful Completions	% Successful Completions
Math	13,697	9,733	7,696	56%
English	3,787	2,991	2,531	67%
Reading	4,073	3,383	2,937	72%

Indicator: Successful Course Retention (Grade A,B,C,P) [◇]

Trend: Successful developmental course completion is highest in the most recent Fall term for Reading (72%), followed by English (67%) and Math (56%).

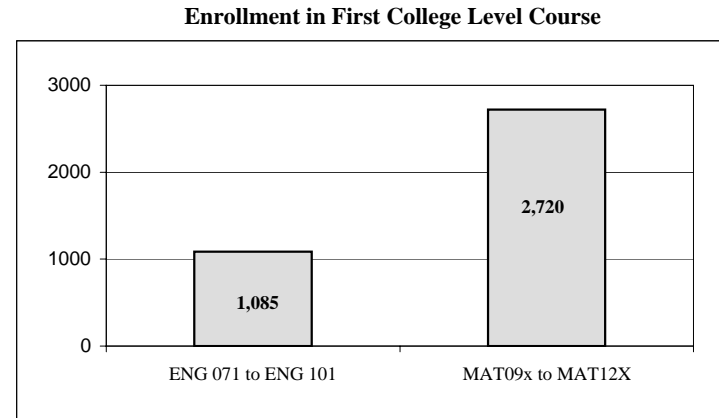
Fall 2002	Total Enrollments	Course Completions	Successful Completions	% Successful Completions
Math	12,657	8,853	6,806	54%
English	3,552	2,728	2,294	65%
Reading	3,973	3,209	2,847	72%

Fall 2001	Total Enrollments	Course Completions	Successful Completions	% Successful Completions
Math	10,765	7,436	5,856	54%
English	3,135	2,382	1,979	63%
Reading	3,604	2,871	2,509	70%

*These include all <100 level Math, English, and Reading courses. These do not include ESL courses.

Indicator: Enrollment in First English or Math Course ◊

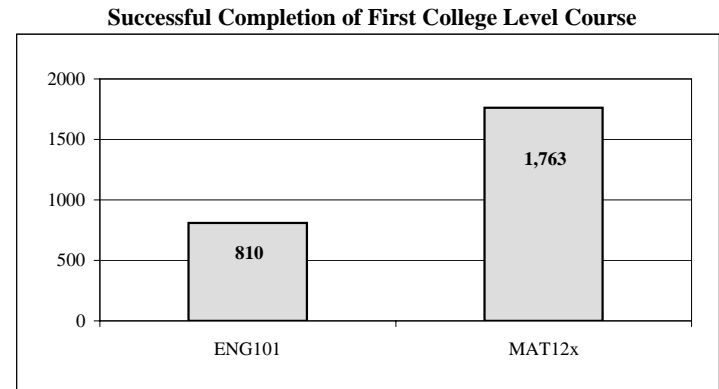
Trend: A greater number of students enrolled in college level Math (2,720) than college level English (1,085) after taking a developmental course in the same subject. Of the 1,510 students who successfully completed ENG071, 72% (1,085) subsequently enrolled in ENG101. And of the 3,721 students who successfully completed MAT09x, 73% (2,720) enrolled in MAT12x. (These data reflect a trend from prior years).



Note: Data pertain to students who successfully completed a developmental level course in Fall 2001 and enrolled in a college level course in that subject within one year of completion.

Indicator: Successful Completion of First English or Math Course (Grade A,B,C,P) ◊

Trend: Of those who successfully completed a developmental course and enrolled in a related college-level course within one year, a higher proportion successfully completed English (75%) than completed Math (65%). (These data reflect a trend from prior years).



Note: Data pertain to students who successfully completed a developmental level course in Fall 2001 and within one year, successfully completed a related college level course.

Workforce Development

Maricopa Community Colleges continue to be the largest provider of workforce development training in Arizona, with more than 280,000 occupational course enrollments in 2003-04. More than 100,000 students enrolled in one or more credit occupational course in 2003-04.

Indicator: Workforce Partnerships

Trend: Maricopa colleges partnered with more than 370 business, industry, governmental, and public sector agencies to achieve mutual benefit, shared information and responsibility, and common goals.

Workforce Partnership Examples

CGC - Intel	PVCC - Acme Electric Corp.
EMCC - Western Container	PC - Intertribal Council
GWCC - Johnson Controls Institute	RSC - America West
GCC - GM/Ford/Daimler Chrysler	SCC - City of Scottsdale
MCC - Boswell/Sun Health	SMCC - Habitat for Humanity

Indicator: Workforce Degree and Certificate Completion

Trend: Certificates generally account for over 60% of total awards and Associate of Applied Science (AAS) degrees for about 14%. Since not every student who completes a program formally applies for the award, the numbers here underestimate the number of completers.

Workforce Development Degrees and Certificates

	1999-00	2000-01	2001-02	2002-03	2003-04
AAS	1,447	1,385	1,516	1,687	1,954
Certificates	6,815	10,172	7,283	7,390	8,647
Other Awards*	2,511	2,693	2,771	2,815	3,224
Total Awards	10,773	14,250	11,570	11,892	13,825
% AAS	13%	10%	13%	14%	14%
% Certificates	63%	71%	63%	62%	63%

*Other Awards includes AA, AB, AGS, AS, and ATP.

Two key programs, Nursing and Teacher Education, are briefly profiled in the next section.

Nursing Program

MCCD is the largest provider of healthcare workers in Arizona, preparing nearly 3,000 adults each year for jobs in the Valley's growing healthcare industry. Registered nurses (RN) in particular are projected to have the largest numerical job growth of all occupations in the U.S. According to projections from the U.S. Department of Labor Statistics, there will be more than one million vacant RN positions by 2010 due to growth in demand for nursing care and the need for replacements due to retirements from the workforce.

Indicator: Applications, Admissions, Capacity

Trend: The program has increased capacity for new Block One students by 70% since Fall 2000, and applications have increased by an even larger percentage. The table shows the increase in applications, admissions, and Nursing Program capacity since Fall 1999.

**Applications, Admissions, and Block One Capacity
in MCCD Nursing Programs
Academic Year**

	1999-00	2000-01	2001-02	2002-03	2003-04
Applications	348	381	746	675	1,221
Admissions	334	377	565	526	732
Capacity	438	445	572	538	743

Indicator: Number of RN Graduates

Trend: The number of graduates since implementation of the MCCD Nursing Program has gradually increased from 170 to over 470, which represents a 177% increase.

**Number of Registered Nurse (RN) Graduates
Academic Year**

	2000-01	2001-02	2002-03	2003-04
RN Graduates	170	358	401	471

Indicator: RN Licensure Exam Pass Rates

Trend: The MCCD RN Licensure Pass Rates approached the pass rates for Arizona and the U.S. In 2003, MCCD surpassed the pass rates for Arizona and the U.S.

**NCLEX-RN Pass Rates for All First-Time Candidates
Calendar Year**

	2001	2002	2003
MCCD	82%	85%	93%
Arizona	83%	86%	91%
United States	86%	87%	87%

Teacher Education at MCCD and Performance at Transfer Institution

The teacher education program continues to grow in response to interest in teaching and Arizona's shortage of K-12 teachers.

Indicator: Teacher Education Enrollment

Trend: In 2003-04 there were more than 12,000 students enrolled in teacher education courses. This is twice the number (unduplicated count by college) that were enrolled in 1999-2000.

	Annual Enrollments in Education Courses				
	1999-00	2000-01	2001-02	2002-03	2003-04
Early Childhood CFS ECH EDU Courses Transfer & Electives¹	6,076	5,888	7,042	10,236	8,869
Total Enrollments in Ed Courses (Duplicated)	9,892	11,243	18,882	25,507	25,930
Total Students Represented (Unduplicated by College)	6,021	6,847	9,563	12,049	12,299

Indicator: Core Course Enrollment

Trend: The courses shown in this table are required for 2 of the 3 Arizona public universities and transfer into all of the public and private university teacher education programs in Arizona. Growth total between 1999-00 and 2003-04 was 155%.

	Enrollments in Education Transfer Courses at MCCD					Growth 1999-04
	1999-00	2000-01	2001-02	2002-03	2003-04	
EDU 221 Intro to Education	591	858	1,296	1,703	2,127	260%
EDU 222 Intro to Exceptional Learner	624	942	1,997	2,439	2,584	314%
EDU 230 Cultural Diversity in Education	1,518	1,598	2,034	2,408	2,251	48%
Totals	2,733	3,398	5,327	6,550	6,962	155%

Indicator: Teacher Education Awards

Trend: There was a 24% growth in degrees and certificates awarded from 2001-02 to 2003-04 by MCCD.

Awards ²	Certificates and Degrees Awarded in Education Programs		
	2001-02	2002-03	2003-04
	184	204	253

¹ Excludes EDU250 *Overview of the Community College*.

² Includes degrees and certificates with the following program codes (3119, 3356, 3357, 3360, 3361, 3362, 3374 3574, 3836, 5016, 5019, 5034, 5119, 5126, 5127, 5128, 5353, 5356, 5357, 5358, 5360, 5361, 5362, 5373, 5374, 5376, 5761, 7050, 7052, 7054, 7056, 8101, 9021, 9031, 9101, 9201).

Indicator: Number of Education Baccalaureate Graduates with Community College Transfer Credits

Trend: More than twice as many MCCD transfer students earn baccalaureate degrees from ASU than from either of the other state universities.

Education Baccalaureate Degrees Awarded to Students with MCCD Credits

University	Degree	1999-00	2001-01	2001-02	2002-03	2003-04
ASU Main	BAEd	301	232	331	280	396
	BAE SE	93	49	1		
ASU East*	BAEd	10	42	38	79	108
ASU West	BAEd	316	345	337	331	396
ASU Total		720	668	707	690	900
NAU	BSEd	156	123	141	176	151
NAU Total		156	123	141	176	151
U of A	BAEd	24	28	30	32	32
	BSEd	9	10	8	4	5
U of A Total		33	38	38	36	37

Indicator: Cum. GPA of MCCD Transfer Students Who Earned Baccalaureate Degrees from Colleges of Education

Trend: GPAs for students who earn baccalaureate degrees in Education after transferring from MCCD have remained relatively stable over the last 5 years.

Average Cumulative GPA of MCCD Transfer Students Who Earned Baccalaureate Degrees from Colleges of Education

University	1999-00	2000-01	2001-02	2002-03	2003-04
ASU Main	3.54	3.46	3.49	3.49	3.57
ASU West	3.62	3.60	3.58	3.58	3.60
ASU East	3.55	3.36	3.58	3.77	3.81
ASU Average	3.57	3.53	3.54	3.56	3.62
NAU	3.56	3.57	3.56	3.60	3.53
U of A	3.36	3.42	3.33	3.27	3.39

*Education degrees conferred at ASU East are categorized under 'East College', and not the 'College of Education'.

Student Services and Student Success

The Maricopa Community Colleges provide students with a wide range of support and services such as orientation at the high schools, registration, career counseling, and advising. The ten colleges are committed to helping students achieve their various goals.

Indicator: Satisfaction with Student Services, Academic Experience, Campus Climate for Diversity/ Inclusiveness

Trend: Colleges survey their students using various instruments. Students indicate they are satisfied/very satisfied with services.

Indicator: Learning, Educational, and Employment/Career Goals

Trend: Colleges use surveys and/or focus groups to determine if students are achieving their goals (e.g., enhancing work skills, earning a certificate or degree, taking a core of courses to transfer to the university, enrolling in courses for personal development). Results are favorable.

Student-Staff Interaction

Academic

Number of student contacts ¹ :	392,453
Ratio of Advisors/Students ² :	2,365:1

Career

Number of student contacts ³ :	146,511
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Counseling

Number of counseling contacts:	21,860
Ratio of Counselors/Students ² :	4,258:1

¹Total includes: in-person, e-mail, and phone contacts.

²Ratio includes: full-time equivalent staff to student credit headcount.

³Total Includes: in-person, email, phone contacts, and Maricopa Career Network.

⁴Total includes: service learning, volunteer work, and internships (not all colleges track this information).

⁵Total includes: student informaton forms, registration, add/drops, transcripts, grade reports, and other services.

⁶Total includes: ASSET, COMPASS, ACCUPLACER, Celsa, GED, and other tests administered.

Active and Collaborative Learning

Community Engagement⁴

Number of students involved:	11,034
Number of hours involved:	293,284

Learning

Number of student contacts:	216,089
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Student Life

Number of special events:	568
Number of clubs and organizations:	181
Number of students involved with clubs and organizations:	5,868
Number of students involved with honorary (PTK, Honors, etc.):	3,848

Support for the Learners

Admissions

Number of student contacts ⁵ :	2,167,719
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Assessment

Number of tests administered ⁶ :	261,268
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Disability

Number of students registered:	3,499
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Student

Number of students participating in:	
ACE:	1,355
HOOP of Learning:	146
TRIO Programs:	615
TOTAL	4,092

Continuing/Community Education

Maricopa Colleges strengthen bonds with their communities by providing services and opportunities, such as credit and non-credit courses and programs, that benefit the entire community.

Indicator: Personal Interest/Developmental Opportunities

Trend: These opportunities include access to facilities/services and forums/dialogs as appropriate. One example from each college is listed to illustrate the variety of services.

College	Program/Opportunity Examples
CGCC	Statewide Grant Writing Workshop for educators
EMCC	Gallery 37 West Valley Fine Arts Council
GWCC	Silent Film Series
GCC	Glendale Junior College (kids and teens)
MCC	Center for Global Tolerance and Engagement Series
PVCC	55 Alive Mature Driving presented by AARP
PC	Senior Public Issues Series
RSC	Citizenship Classes
SCC	Scottsdale Healthcare Fall Health Festival
SMCC	Naturalization Ceremony 2003

Indicator: K-12 Partnerships

Trend: Examples of key partnerships with K-12 at the various colleges are displayed. Programs found at multiple campuses include: ACE, Upward Bound, Hoop of Learning, and Urban Teacher Core.

College	K-12 Partnership Examples
CGCC	Center for Gifted Youth
EMCC	NASA Awareness Day
GWCC	Practical Nursing Program at Metro Tech
GCC	Partner with 18 schools for Child/Family Studies
MCC	Science Day for elementary students
PVCC	Kids College
PC	Parent Education for Prevention Program
RSC	Professional Development for K-12 Faculty
SCC	Service Learning for students in EDU courses
SMCC	Internships for Dynamic Learning Teacher Education Program

Indicator: Dual Enrollment Partnerships

Trend: Dual Enrollment partnerships are examples of collaborations between MCCD and K-12 schools. Over 11,000 students enroll in more than 900 Dual Enrollment courses each year.

Dual Enrollment: Locations, Courses and Students

	2000-01	2001-02	2002-03	2003-04
Locations	108	120	140	138
# Courses	981	872	934	979
Students	11,390	11,197	11,558	11,052

Indicator: Market Penetration ◊

Trend: The proportion of MCCD's service area population that enrolls in courses at Maricopa Colleges has remained fairly stable.

Market Penetration Rate	
Service Area Population	3,259,093
Fall 2002 Penetration Rate	3.6%
Fiscal Year 2002-03 Penetration Rate	7.9%

Indicator: Minority Representation ◊

Trend: Minority representation by MCCD board-approved employees reflects the student minority representation.

2002 Minority Representation	
Maricopa County Minority	36.2%
MCCD Credit Students	27.1%
MCCD Employees (board approved)	27.5%