



Monitoring Update

(Indicators of Institutional Effectiveness)

November 2006



MARICOPA
COMMUNITY
COLLEGES®

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**Indicators of Institutional Effectiveness
Monitoring Update
November 2006**

Table of Contents

Forward.....	1
Reader's Guide to the Indicator Dashboard.....	2
Student Progress.....	4
Institution Wide Credit Grades	
College-Level, Credit Course Retention	
Credit Student Persistence	
General Education.....	26
Retention & Success in Core Academic Skill Areas	
Developmental Education.....	36
Math Success Rate	
English Success Rate	
Reading Success Rate	
Workforce.....	45
Academic & Occupational Skill Attainment	
Occupational Completers	
University Transfer & Persistence	
Employment	
Transfer Success.....	59
First Year Grade Point Average & Credits Completed	
Persistence to Next Year	
Baccalaureate Degree Attainment	

Forward

This year's Institutional Effectiveness Monitoring Report has been restructured and redesigned based on the multi-year, district-wide, strategic planning effort to transition to a dashboard to monitor performance.

The changes in format in this year's report include moving *trend data* from the monitoring report to a small, handy booklet called *Facts for 2005-2006*. While the indicators of student success are still located in the monitoring report, the format has changed considerably and the focus is on *key indicators* of student success. Each student success indicator has a dashboard overview showing six-year trends, six-year high and low performance, change in performance from the prior year, and six-year average for each indicator.

The dashboard also compares MCCCCD performance to colleges that participate in the National Community College Benchmark Project (NCCBP). The NCCBP benchmarks were introduced in last year's report and enable us to compare ourselves against a national comparison group. The benchmark project is sponsored by Johnson County Community Colleges in Overland Park, Kansas. Last year 152 community colleges participated in the project.

Another change in format includes more analyses for each of the indicators and follows the dashboard overview. Next steps to implement dashboard monitoring to a greater extent include adding additional key indicators and moving to real-time monitoring of indicators in order to better support student success strategies.

We look forward to your feedback about the restructuring and redesign of these reports.

The Staff of Office of Institutional Effectiveness
Maricopa Community College

Reader's Guide to the Indicator Dashboard

- 1 Shows the title and description of the indicator(s).

The top portion of the dashboard displays information about changes experienced over the past six years in the performance indicator at MCCCDC.

- 2 Shows six-year performance -- low and high -- for the indicator(s).

- 3 Shows the percent change from the prior term or year for the indicator(s).
- If the change is equal to or greater than 1%, a green arrow will point up indicating an improvement in performance.
 - If the change is less than a 1% either positive or negative, a yellow arrow will point sideways indicating little change in performance.
 - If the change is equal to or less than -1%, a red arrow will point down indicating a decline in performance.

- 4 Shows performance for the most recent term/year for the indicator(s).

- 5 Shows a line chart of six-year trend for the indicator(s).

- 6 Shows the six-year average for the indicator(s).

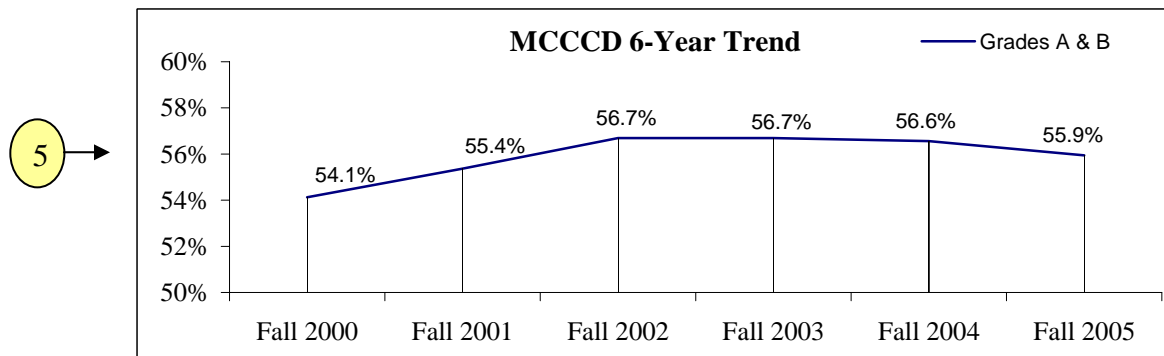
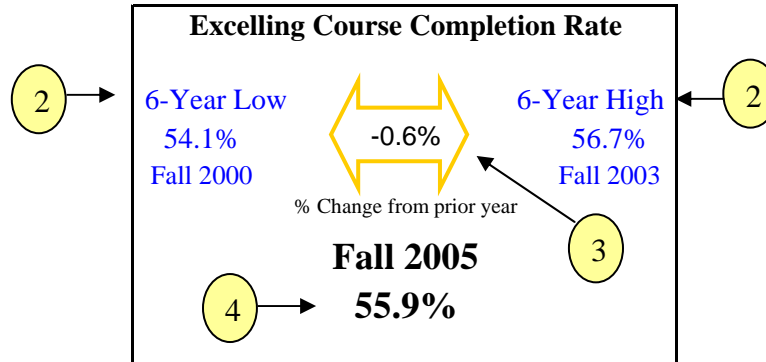
The bottom portion of the dashboard displays information comparing MCCCDC performance to community colleges who participate in the National Community College Benchmark Project (NCCBP). MCCCDC performance is compared to the NCCBP median where half the institutions are above and half are below this value.

- 7 Shows MCCCDC's performance, the NCCBP median, the number of institutions the median is based on, and notes MCCCDC's performance as above or below the national median.

1 → Student Progress: Institution Wide Course Completion

This indicator shows the excelling course completion rate (A and B grades) for all levels of courses including developmental, 100 and 200-levels.

Internal MCCCDC Trend



6 → Grades A & B 6-Year Average = 55.9%

National Community College Benchmark Project

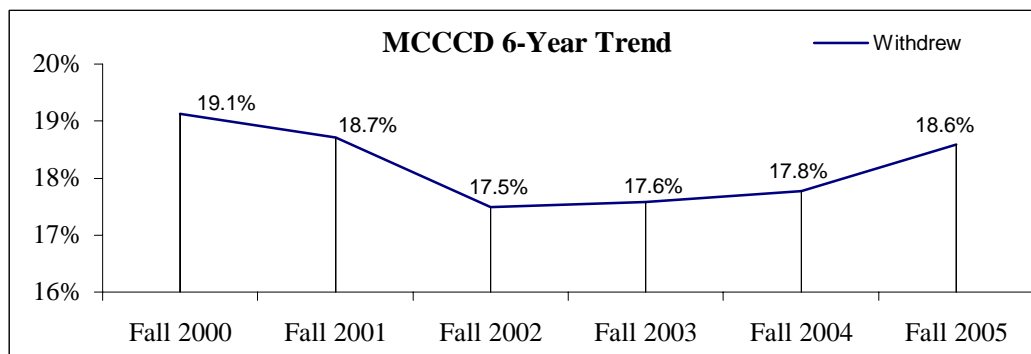
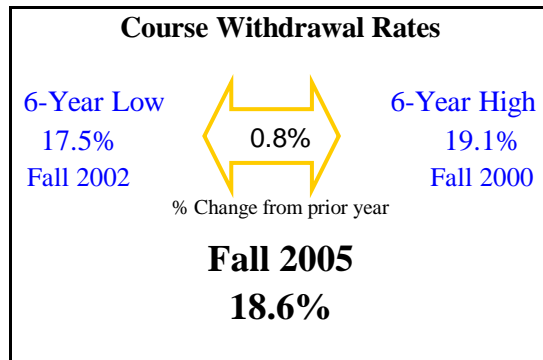
7 →

Fall 2004		Above Median
MCCCDC Grades A & B	56.6%	
NCCBP Median	55.3%	
Number of Institutions	147	

Student Progress: Institution Wide Course Completion

This indicator shows the withdrawal rate for all levels of courses including developmental, 100 and 200-level courses.

Internal MCCCDC Trend



Percent Withdrew 6-Year Average = 18.2%

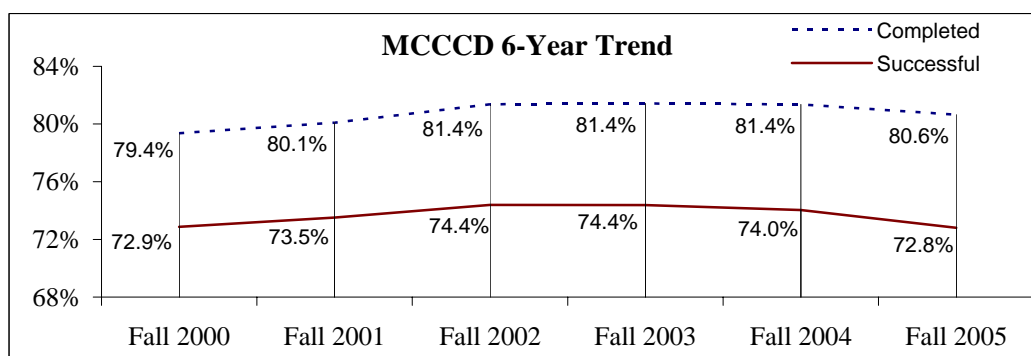
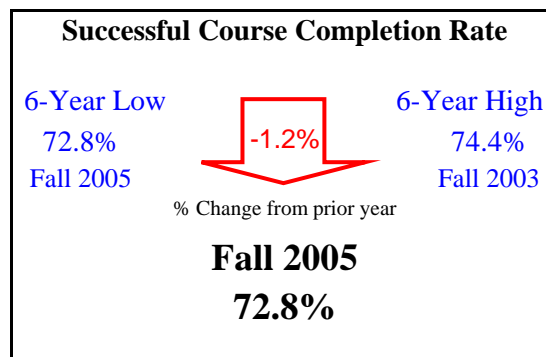
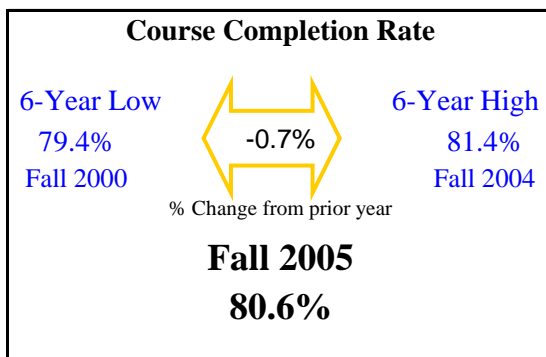
National Community College Benchmark Project

Fall 2004		
MCCCDC Withdraw Rate	17.8%	Above Median
NCCBP Median	12.3%	
Number of Institutions	147	

Student Progress: Institution Wide Course Completion

This indicator shows the course completion rate (grades A, B, C, D, F, and P) and the successful course completion rate (grades A, B, C and P) for all courses including developmental, 100 and 200-levels.

Internal MCCCCD Trend



Completed 6-Year Average = 80.7%

Successful 6-Year Average = 73.7%

National Community College Benchmark Project

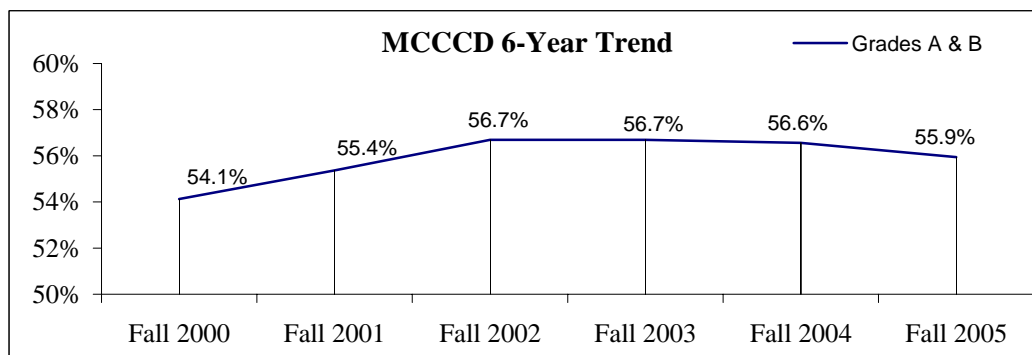
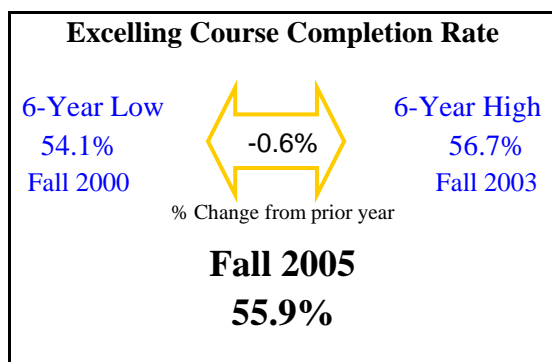
Fall 2004		
MCCCCD % Completed	81.4%	Below Median
NCCBP Median	87.8%	
Number of Institutions	147	
MCCCCD Success Rate	74.0%	
NCCBP Median	*	
Number of Institutions	147	

* NCCBP median not available yet

Student Progress: Institution Wide Course Completion

This indicator shows the excelling course completion rate (A and B grades) for all levels of courses including developmental, 100 and 200-levels.

Internal MCCCCD Trend



Grades A & B 6-Year Average = 55.9%

National Community College Benchmark Project


Fall 2004		
MCCCCD Grades A & B	56.6%	Above Median
NCCBP Median	55.3%	
Number of Institutions	147	

Institution Wide Course Completion

Overall – All analyses based on 6-year averages unless otherwise stated

- Institution wide course completion includes the following: *course withdrawals, course completion, successful course completion, and excelling course completion rates* for all developmental, 100 and 200-level courses.
- There has been no major change in any institution wide course completion category over the past 6 years.
- Students who enroll in higher level courses are less likely to withdraw from courses than those in lower level classes. Students in higher level courses are also more likely to successfully complete courses and receive grades 'A' and 'B.'
- MCCDD students had a higher withdrawal rate when compared to the median rate for institutions participating in the National Community College Benchmark Project (NCCBP). The MCCCDD completion rate was lower than the NCCBP median.

Fall 2005				
Courses	Withdrawals	Completions	Successful	Excelling
Developmental	26%	73%	60%	37%
100-Level	19%	80%	72%	56%
200-Level	15%	84%	79%	63%

	 2004 NCCBP Median	Fall 2004			Fall 2005	
		MCCCD N	MCCCD %	NCCBP/ MCCD Difference	MCCCD N	MCCCD %
Withdrawals	12%	62,228	18%	+6%	65,236	19%
Completions	88%	284,915	82%	-6%	282,951	81%
Successful Completions	*	259,288	87%	*	255,469	73%
Grades 'A' and 'B'	55%	198,587	57%	+2%	196,298	56%

*NCCBP median not available yet

Course Withdrawals (Grades W and Y)

- Since Fall 2000, the percentage of students withdrawing from courses has averaged 18%. The Fall 2005 withdrawal rate (19%) is slightly higher than the 6-year average.

Race/Ethnicity

- On average, the withdrawal rate of underrepresented minority students (American Indian, Black, and Hispanic) is 4 percent higher than all other students.

Gender

- Twenty percent (20%) of males withdraw from courses, while 17% of females withdraw.

Age

- Students less than 25 withdraw from courses (19%) more often than students older than 25 (17%).

High School Status

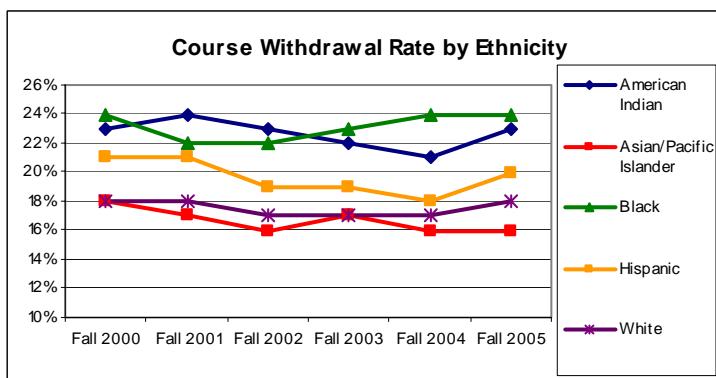
- MCCCDD students with a GED are more likely to withdraw from courses (24%) than students with a high school diploma (19%).

Intent/Goal

- Students who declare 'transfer' as their intent have higher withdrawal rates (20%) than students declaring earning a degree/certificate (16%) or 'workforce' (17%) as their intent. The largest number of course enrollments are students who declare a transfer intent.

Enrollment Status

- Part-time students withdraw from classes at a higher rate than full-time students (25% compared to 2%).



Course Completions (Grades A, B, C, D, F, P)

Race/Ethnicity

- Underrepresented minority students complete courses at a lower rate (78%) when compared to all other students (82%).

Gender

- There is no major difference in course completion rates when comparing females (81%) and males (80%).

Age

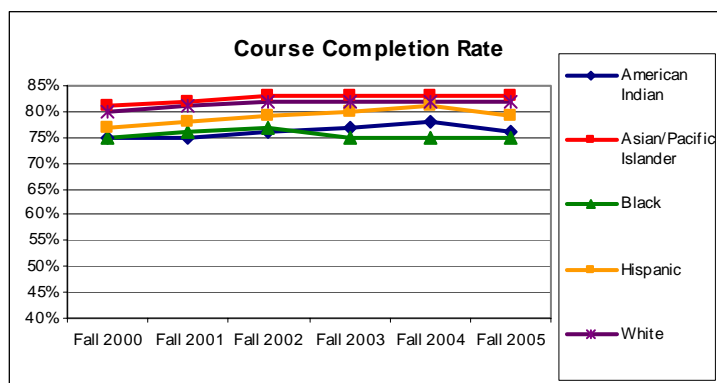
- Students older than 25 have a slightly higher completion rate (82%) than students less than 25 (80%).

High School Status

- Students with a high school diploma have higher completion rates (80%) than students with a GED (75%).

Enrollment Status

- The full-time completion rate (97%) is considerably higher than students who attend part-time (74%).



Successful Course Completions (Grades A,B,C,P)

Race/Ethnicity

- The successful course completion rate of underrepresented minority students (68%) is 8 percent lower when compared to all other students.
- In Fall 2005, approximately 75% of Asian/Pacific Islander and White students successfully completed their courses.

Gender

- Females have a higher successful course completion rate (75%) than males (71%).

Age

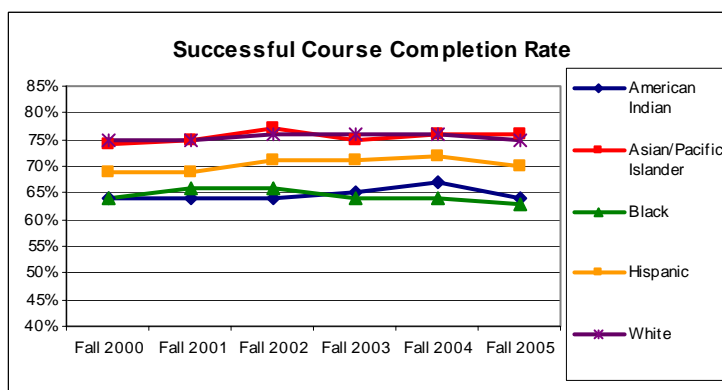
- Students older than 25 are more likely to successfully complete courses (77%) than students less than 25 (71%).

High School Status

- MCCCD students with a high school diploma have higher successful course completion rates (73%) than students with a GED or no GED/diploma (68%).
- There are small differences in successful course completion rates by student intent—degree/certificate (77%), 'workforce' (76%), and 'transfer' (74%).

Enrollment Status

- Full-time students have considerably higher successful course completion rates (77%) than part-time students (66%).



Excelling Course Completions (Grades A, B)

Race/Ethnicity

- Underrepresented minority students are less likely to receive grades 'A' and 'B' (48%) when compared to all other students (59%).

Gender

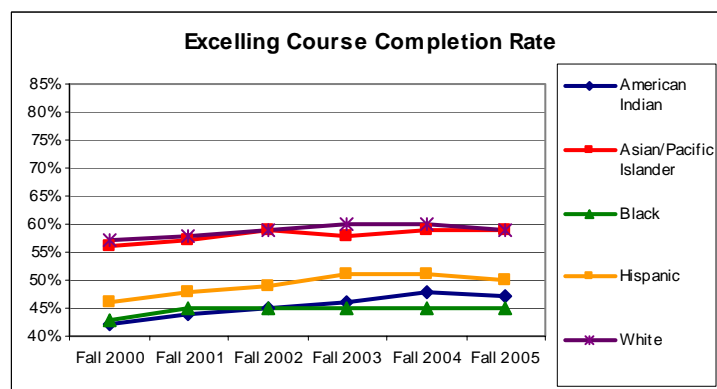
- Fifty-seven percent (57%) of females complete courses with grades 'A' and 'B,' while 54% of males complete courses with these grades.

Age

- Students older than 25 are more likely to receive grades 'A' and 'B' (60%) than students less than 25 (54%).

High School Status

- Students with a high school diploma receive more 'A' and 'B' grades (55%) when compared to students with a GED (52%) or no GED/diploma (47%).



Things to Consider...

1. Are there additional questions that need to be answered?
2. Are there additional data we need?

Institution Wide Course Withdrawal Rates by Student Characteristics

n - This column shows total withdrawals in all courses including developmental, 100 and 200-levels.

% - This column shows the percent of enrollments withdrawn with grades W and Y.

	Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Withdrawn	55,532	19%	56,301	19%	56,308	17%	59,261	18%	62,228	18%	65,236	19%
Race/Ethnic Background												
American Indian	2,011	23%	2,044	24%	2,151	23%	2,243	22%	2,251	21%	2,454	23%
Asian/Pacific Islander	1,821	18%	1,855	17%	1,758	16%	1,850	17%	1,868	16%	2,023	16%
Black	3,184	24%	3,021	22%	3,558	22%	4,267	23%	4,866	24%	5,179	24%
Hispanic	10,353	21%	10,389	21%	10,481	19%	11,411	19%	11,829	18%	13,398	20%
White	32,864	18%	32,523	18%	31,930	17%	32,711	17%	34,747	17%	35,866	18%
Other	1,458	21%	1,502	21%	1,499	18%	1,681	20%	1,762	20%	1,802	20%
Unknown	3,841	17%	4,967	16%	4,931	16%	5,098	16%	4,905	17%	4,514	17%
Gender												
Female	28,175	18%	28,434	18%	28,242	17%	30,104	17%	31,652	17%	34,024	18%
Male	25,267	20%	25,123	20%	25,416	19%	26,502	19%	28,505	19%	29,503	20%
Unknown	2,090	16%	2,744	14%	2,650	15%	2,655	15%	2,071	16%	1,709	17%
Age												
Less than 25	35,084	21%	36,065	20%	35,936	18%	37,606	19%	38,948	19%	42,619	20%
25 or Older	18,470	17%	19,253	17%	19,680	16%	21,180	16%	22,760	17%	22,264	17%
Unknown	1,978	14%	983	16%	692	13%	475	10%	520	11%	353	10%
High School Status												
HS Diploma	44,022	19%	42,553	19%	42,776	18%	45,473	18%	48,193	18%	51,443	19%
GEED	4,312	24%	4,806	24%	4,927	23%	5,376	22%	5,928	24%	5,798	23%
No GEED/Diploma	1,156	21%	1,724	24%	1,662	23%	1,649	21%	1,743	22%	1,709	22%
Other/Unknown	6,042	15%	7,218	14%	6,943	13%	6,763	13%	6,364	12%	6,286	13%
Intent/Goal												
Degree	6,389	15%	7,558	17%	8,950	16%	10,304	16%	11,302	17%	11,512	17%
Certificate	954	13%	1,256	11%	985	9%	1,391	11%	1,570	12%	1,363	11%
Transfer	24,461	21%	23,268	21%	22,397	19%	23,098	20%	24,643	20%	25,940	21%
Degree + Transfer	8,393	19%	7,390	19%	6,510	18%	6,866	19%	6,678	19%	6,585	20%
Certificate + Transfer	62	13%	93	14%	97	14%	130	16%	168	19%	218	23%
Workforce	7,073	19%	6,638	19%	6,399	17%	6,496	17%	6,899	16%	8,200	16%
Personal Interest	4,567	19%	4,319	18%	4,146	18%	3,655	16%	3,530	16%	3,826	17%
Unknown	3,633	18%	5,779	17%	6,824	16%	7,321	16%	7,438	17%	7,592	19%
Enrollment Status												
Full Time	2,059	3%	2,314	3%	2,165	2%	2,201	2%	2,165	2%	2,015	2%
Part Time	53,473	26%	53,987	25%	54,143	24%	57,060	25%	60,063	25%	63,221	26%

Institution Wide Course Completion Rates by Student Characteristics

n - This column shows enrollments completed in all courses including developmental, 100 and 200-levels.

% - This column shows the percent of enrollments completed with grades A, B, C, D, F, and P.

	Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Completed	230,437	79%	240,931	80%	261,941	81%	274,388	81%	284,915	81%	282,951	81%
Race/Ethnic Background												
American Indian	6,455	75%	6,528	75%	7,160	76%	7,828	77%	8,160	78%	8,011	76%
Asian/Pacific Islander	8,212	81%	8,659	82%	9,076	83%	9,162	83%	9,537	83%	10,339	83%
Black	10,035	75%	10,309	76%	12,390	77%	13,861	75%	15,585	75%	16,230	75%
Hispanic	37,310	77%	38,842	78%	43,489	79%	48,166	80%	52,608	81%	52,997	79%
White	144,390	80%	144,978	81%	156,962	82%	161,475	82%	168,073	82%	167,289	82%
Other	5,328	78%	5,596	78%	6,546	81%	6,828	80%	6,881	79%	6,997	79%
Unknown	18,707	82%	26,019	83%	26,318	83%	27,068	83%	24,071	82%	21,088	81%
Gender												
Female	122,150	80%	126,721	81%	140,505	82%	147,966	82%	155,469	82%	155,189	81%
Male	97,270	78%	97,782	79%	105,983	80%	111,563	80%	119,071	80%	119,533	80%
Unknown	11,017	83%	16,428	85%	15,453	85%	14,859	84%	10,375	82%	8,229	82%
Age												
Less than 25	133,104	78%	142,687	79%	156,837	81%	163,802	81%	170,339	81%	169,717	80%
25 or Older	85,564	80%	93,311	81%	100,780	82%	106,374	82%	110,538	82%	110,140	82%
Unknown	11,769	84%	4,933	81%	4,324	84%	4,212	88%	4,038	87%	3,094	88%
High School Status												
HS Diploma	179,563	79%	176,314	80%	195,754	81%	206,770	81%	215,967	81%	214,470	80%
GEED	13,119	74%	14,682	74%	16,497	76%	18,235	76%	18,633	75%	18,975	76%
No GEED/Diploma	4,049	75%	5,269	74%	5,526	75%	5,877	77%	6,089	76%	5,981	77%
Other/Unknown	33,706	82%	44,666	84%	44,164	85%	43,506	86%	44,226	87%	43,525	87%
Intent/Goal												
Degree	34,937	83%	36,781	82%	45,946	83%	52,121	82%	56,058	82%	54,435	82%
Certificate	6,418	86%	10,349	88%	9,303	90%	11,269	88%	11,924	88%	10,646	88%
Transfer	88,477	78%	86,774	78%	92,324	80%	92,994	80%	97,100	79%	97,379	79%
Degree + Transfer	34,318	80%	31,661	80%	29,663	81%	29,919	81%	27,989	80%	25,952	79%
Certificate + Transfer	402	87%	548	85%	574	84%	660	83%	707	81%	737	77%
Workforce	30,272	79%	28,031	80%	30,235	81%	32,455	82%	35,958	83%	42,231	83%
Personal Interest	18,973	77%	18,545	78%	18,540	79%	18,066	81%	18,331	82%	18,496	81%
Unknown	16,640	81%	28,242	82%	35,356	83%	36,904	83%	36,848	82%	33,075	81%
Enrollment Status												
Full Time	79,294	97%	85,285	97%	94,785	97%	104,075	97%	108,091	98%	104,456	98%
Part Time	151,143	72%	155,646	73%	167,156	74%	170,313	74%	176,824	74%	178,495	73%

Institution Wide Successful Course Completion Rates by Student Characteristics

n - This column shows enrollments completed successfully in all courses including developmental, 100 and 200-levels.

% - This column shows the percent of enrollments completed with grades A, B, C, and P.

	Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Successful	211,610	73%	221,138	74%	239,473	74%	250,643	74%	259,288	74%	255,469	73%
Race/Ethnic Background												
American Indian	5,488	64%	5,555	64%	5,999	64%	6,637	65%	7,025	67%	6,788	64%
Asian/Pacific Islander	7,552	74%	7,939	75%	8,383	77%	8,316	75%	8,709	76%	9,425	76%
Black	8,613	64%	8,902	66%	10,672	66%	11,754	64%	13,242	64%	13,625	63%
Hispanic	33,361	69%	34,574	69%	38,742	71%	43,047	71%	46,879	72%	46,638	70%
White	134,051	75%	134,308	75%	145,028	76%	149,545	76%	155,139	76%	153,580	75%
Other	4,759	69%	5,017	70%	5,907	73%	6,124	72%	6,142	71%	6,242	70%
Unknown	17,786	78%	24,843	79%	24,742	78%	25,220	78%	22,152	76%	19,171	74%
Gender												
Female	113,506	74%	117,547	75%	129,939	76%	136,624	76%	142,872	76%	141,506	74%
Male	87,505	71%	87,678	71%	94,739	71%	99,860	72%	106,729	72%	106,435	71%
Unknown	10,599	80%	15,913	82%	14,795	81%	14,159	80%	9,687	77%	7,528	75%
Age												
Less than 25	118,914	70%	127,716	71%	140,023	72%	145,937	72%	151,351	72%	149,261	70%
25 or Older	81,367	77%	88,729	77%	95,359	78%	100,709	78%	104,080	77%	103,259	77%
Unknown	11,329	81%	4,693	77%	4,091	80%	3,997	83%	3,857	83%	2,949	84%
High School Status												
HS Diploma	164,390	73%	160,764	73%	178,049	74%	188,020	74%	195,479	73%	192,682	72%
GED	11,802	66%	13,203	67%	14,811	68%	16,463	69%	16,887	68%	17,100	68%
No GED/Diploma	3,718	69%	4,688	66%	4,942	67%	5,304	69%	5,472	69%	5,355	69%
Other/Unknown	31,700	77%	42,483	80%	41,671	80%	40,856	80%	41,450	81%	40,332	80%
Intent/Goal												
Degree	32,573	77%	33,889	75%	41,909	75%	47,415	75%	51,048	75%	49,113	74%
Certificate	6,149	83%	9,948	85%	8,861	85%	10,805	84%	11,428	84%	10,110	84%
Transfer	79,465	70%	77,895	70%	82,981	72%	83,504	72%	86,436	71%	85,924	69%
Degree + Transfer	31,066	72%	28,785	73%	26,900	74%	26,919	73%	25,115	72%	23,088	71%
Certificate + Transfer	371	80%	509	79%	520	76%	602	75%	635	72%	636	66%
Workforce	28,484	75%	26,074	74%	27,887	75%	30,181	77%	33,496	77%	39,448	78%
Personal Interest	17,763	72%	17,362	73%	17,344	74%	16,982	76%	17,198	77%	17,366	76%
Unknown	15,739	76%	26,676	77%	33,071	78%	34,235	77%	33,932	76%	29,784	73%
Enrollment Status												
Full Time	74,338	91%	79,914	91%	88,570	91%	97,159	91%	100,716	91%	97,183	91%
Part Time	137,272	66%	141,224	66%	150,903	67%	153,484	67%	158,572	66%	158,286	65%

Institution Wide Excelling Courses Completion Rates by Student Characteristics

n - This column shows enrollments excelling in all courses including developmental, 100 and 200-levels.

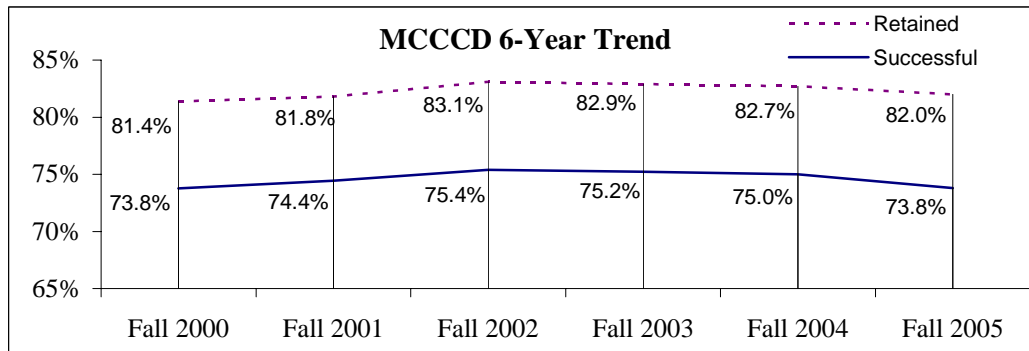
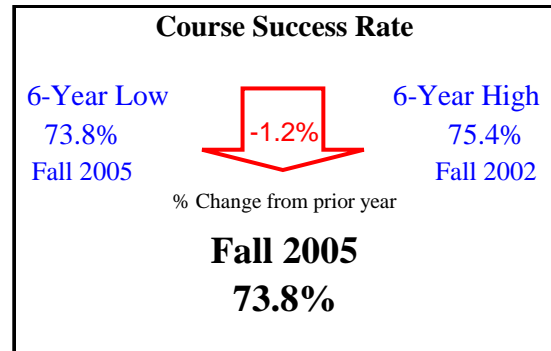
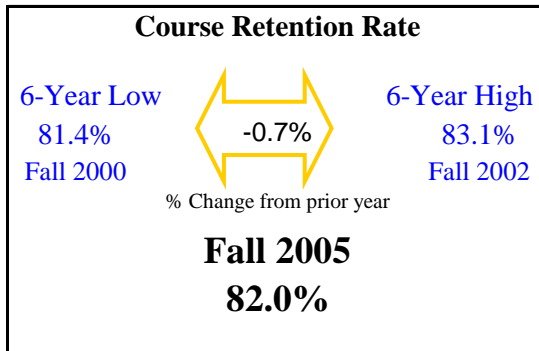
% - This column shows the percent completing with grades A and B.

	Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Excelling	157,162	54%	166,557	55%	182,513	57%	192,587	57%	198,095	57%	196,298	56%
Race/Ethnic Background												
American Indian	3,635	42%	3,803	44%	4,206	45%	4,727	46%	5,076	48%	4,954	47%
Asian/Pacific Islander	5,659	56%	6,069	57%	6,425	59%	6,389	58%	6,728	59%	7,370	59%
Black	5,779	43%	6,050	45%	7,253	45%	8,252	45%	9,328	45%	9,706	45%
Hispanic	22,556	46%	23,811	48%	27,075	49%	30,812	51%	33,383	51%	33,688	50%
White	102,028	57%	103,386	58%	113,317	59%	118,074	60%	121,904	60%	121,346	59%
Other	3,440	50%	3,835	53%	4,386	54%	4,589	54%	4,572	53%	4,717	53%
Unknown	14,065	61%	19,603	63%	19,851	63%	19,744	61%	17,104	58%	14,517	56%
Gender												
Female	82,895	54%	87,628	56%	98,804	58%	105,284	58%	110,075	58%	109,191	57%
Male	65,538	53%	66,051	53%	71,481	54%	76,043	55%	80,378	54%	81,235	54%
Unknown	8,729	66%	12,878	67%	12,228	67%	11,260	64%	7,642	61%	5,872	58%
Age												
Less than 25	87,050	51%	95,263	53%	105,856	54%	110,658	55%	115,258	55%	113,299	53%
25 or Older	60,861	57%	67,885	59%	73,497	60%	78,918	61%	79,780	59%	80,736	60%
Unknown	9,251	66%	3,409	56%	3,160	62%	3,011	63%	3,057	66%	2,263	64%
High School Status												
HS Diploma	122,501	54%	120,602	55%	134,583	56%	143,364	56%	148,293	56%	146,875	55%
GED	8,715	49%	9,736	49%	11,206	52%	12,729	53%	12,970	52%	13,419	54%
No GED/Diploma	2,197	41%	3,114	44%	3,393	46%	3,882	51%	3,886	49%	3,910	50%
Other/Unknown	23,749	58%	33,105	63%	33,331	64%	32,612	64%	32,946	65%	32,094	64%
Intent/Goal												
Degree	21,433	51%	24,258	54%	30,016	54%	35,158	56%	36,744	54%	35,678	54%
Certificate	4,590	62%	7,648	65%	6,979	67%	8,494	66%	8,988	66%	8,027	66%
Transfer	60,371	53%	59,418	54%	64,146	56%	64,779	55%	66,955	55%	66,611	54%
Degree + Transfer	22,704	53%	21,617	55%	20,251	56%	20,468	55%	19,179	55%	17,539	54%
Certificate + Transfer	247	53%	355	55%	356	52%	437	55%	482	55%	456	47%
Workforce	22,483	59%	20,064	57%	21,816	59%	23,648	60%	25,987	60%	31,673	62%
Personal Interest	12,956	53%	12,695	54%	12,807	55%	12,714	57%	13,257	59%	13,291	58%
Unknown	12,378	60%	20,502	59%	26,142	61%	26,889	60%	26,503	59%	23,023	56%
Enrollment Status												
Full Time	58,157	72%	63,039	72%	70,113	72%	76,994	72%	79,443	72%	77,158	72%
Part Time	99,005	49%	103,518	49%	112,400	50%	115,593	50%	118,652	50%	119,140	49%

Student Progress: Credit, College-Level Courses

This indicator shows the *retention rate* (grades A, B, C, D, F and P) and *success rate* (grades, A, B, C, and P) for students who enrolled in credit, college-level courses (courses number 100 or above).

Internal MCCCDC Trend



Retained 6-Year Average = 82.3%
 Successful 6-Year Average = 74.6%

National Community College Benchmark Project


Fall 2004		
MCCCDC Course Retention Rate	82.7%	Below Median
NCCBP Median	87.8%	
Number of Institutions	151	
MCCCDC Course Success Rate	75.0%	Above Median
NCCBP Median	74.0%	
Number of Institutions	151	

Credit, College-Level Courses

Overall-- Analysis based on 6-year average unless otherwise stated

- Credit, college-level course include **retention** (grades A, B, C, D, F, P) and **successful completion** (grade A, B, C, P) in credit, 100 and 200 level courses.
- There has been no major change in retention and successful completion over the past 6 years.
- Both retention and success rates have decreased slightly (1%) from Fall 2004 to Fall 2005.
- In Fall 2004, MCCC students had slightly higher college-level success rates when compared to the median rate for institutions participating in the National Community College Benchmark Project (NCCBP). The MCCC retention rate was lower than the NCCBP median.

Top 10 Courses Enrollments Fall 2005				
Course	Enrollment	Retention	Success	% Difference
ENG101	15,837	77.6%	69.1%	8.5%
PSY101	9,204	81.4%	68.0%	13.4%
ENG102	7,152	67.7%	59.3%	8.4%
CIS105	7,130	77.0%	63.8%	13.2%
MAT120	4,027	66.2%	49.9%	16.3%
PED115	3,529	84.3%	47.7%	36.6%
COM100	3,423	81.1%	72.3%	8.8%
SOC101	3,363	79.1%	69.9%	9.2%
SPA101	3,300	76.4%	70.2%	6.2%
ECN111	3,284	75.3%	61.1%	14.2%

	 2004 NCCBP Median	Fall 2004			Fall 2005	
		MCCC N	MCCC %	NCCBP/ MCCC Difference	MCCC N	MCCC %
Retention	88%	321,481	83%	-5%	324,748	82%
Successful Completers	74%	321,481	75%	+1%	324,748	74%

Course Retention (Grades A, B, C, D, F and P)

- Since Fall 2000, the retention rate in college-level courses has averaged 82%. The Fall 2005 retention rate (82%) is equal to the 6 year average.
- In Fall 2005, the retention rate by college ranged from 78% to 88%.

Race/Ethnicity

- The retention rate for underrepresented minority students (American Indian, Black, and Hispanic) is 3 percent lower when compared to all other students.

Gender

- The retention rate of females (83%) is slightly higher than males (81%).

Age

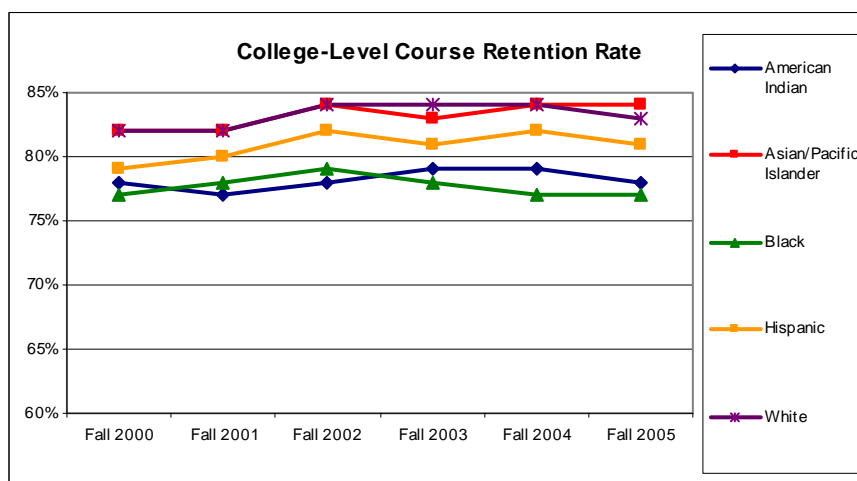
- Students older than 25 have a higher retention rate (84%) than students younger than 25 (81%).

High School Status

- Students with a high school diploma are more likely to complete courses (82%) than students with a GED (78%).

Enrollment Status

- The retention rate of part-time students (75%) is 23 percent lower than full-time students (98%).

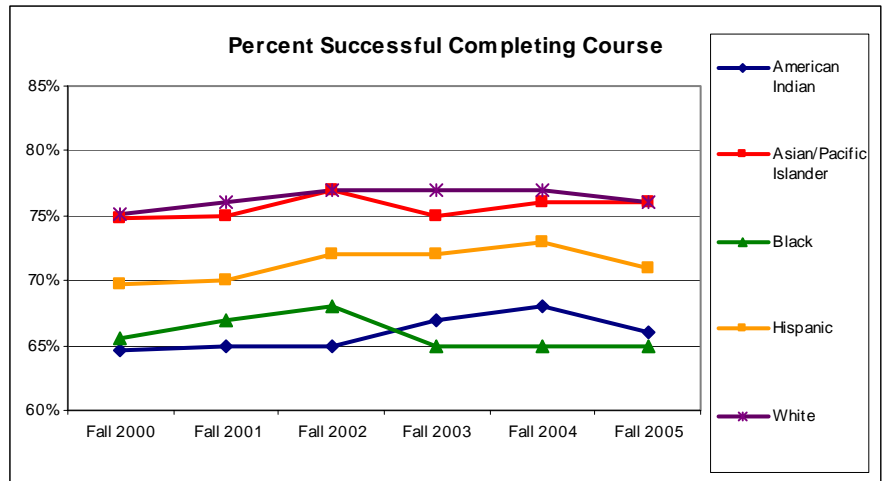


Successful Course Completions (Grades A, B, C, and P)

- Since Fall 2000, the successful completion rate in college-level courses averaged 75%. The Fall 2005 retention rate (74%) is slightly lower than the 6 year average.
- In Fall 2005, the successful course completion rate by college ranged from 70% to 81%.

Race/Ethnicity

- The successful course completion rate for underrepresented minority students (70%) is 6 percent lower when compared to all other students (76%).
- On average, Hispanic students have higher success rates (71%) than Black or American Indian students (66%).
- Approximately 76% of Asian/Pacific Islander and White students successfully complete their courses.
- In Fall 2005, American Indian and Black students had the largest gap between course retention and successful course completion (-12%), followed by Hispanic (-10%), Asian (-8%) and White (-7%) students.
- Underrepresented minority students represent approximately 23% of all full-time students and have an 89% successful course completion rate.



Race/ Ethnicity	Fall 2005		
	Retention	Success	% Difference
American Indian	78%	66%	-12%
Black	77%	65%	-12%
Asian	84%	76%	-8%
Hispanic	81%	71%	-10%
White	83%	76%	-7%

Gender

- Females have a higher successful course completion rate (76%) than males (72%).

Age

- Students older than 25 are more likely to successfully complete courses (78%) than students less than 25 (72%).

High School Status

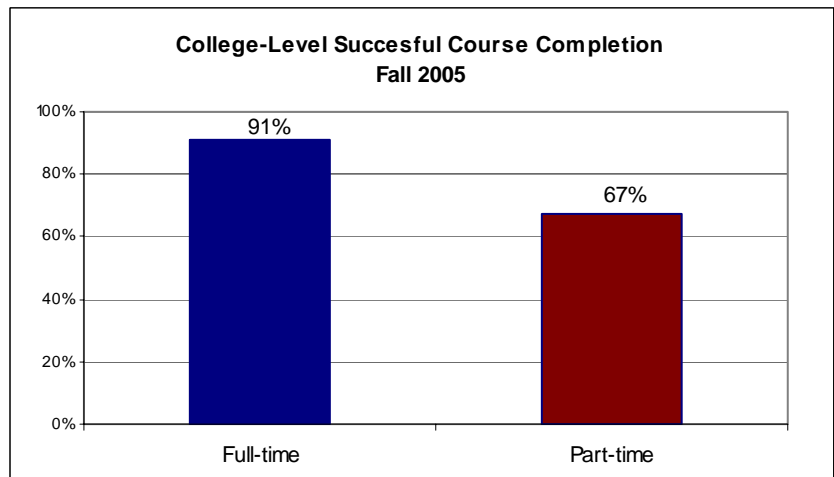
- MCCCCD students with a high school diploma have higher successful course completion rates (74%) than students with a GED (69%) or no GED/diploma (70%).

Intent/Goal

- There is a slight difference in successful course completion rates for students who declare earning a degree/certificate (78%), or 'workforce' (77%) as their intent. Students who identify 'transfer' as their intent have a lower success rate (72%) than degree/certificate and workforce students.

Enrollment Status

- Full-time students have considerably higher successful course completion rates (91%) than part-time students (67%).
- Attending full-time and having a high school diploma are two factors that influence MCCCCD student success rates. On average, students who attend full-time with a high school diploma have a 91% successful course completion rate.



Things to Consider...

1. Are there additional questions that need to be answered?
2. Are there additional data we need?

Retention Rate of College-level Courses by Student Characteristics

n - This column shows the total enrollments in all college-level courses (courses number 100 or above).

% - This column shows the percent completing with a grade of A, B, C, D, F and P.

	Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	269,127	81%	277,546	82%	295,899	83%	309,337	83%	321,481	83%	324,748	82%
Race/Ethnic Background												
American Indian	7,834	78%	7,753	77%	8,383	78%	9,057	79%	9,404	79%	9,515	78%
Asian/Pacific Islander	9,148	82%	9,502	82%	9,867	84%	9,803	83%	10,260	84%	11,236	84%
Black	12,145	77%	12,098	78%	14,328	79%	16,249	78%	18,399	77%	19,318	77%
Hispanic	40,627	79%	40,907	80%	45,150	82%	50,285	81%	54,322	82%	56,586	81%
White	171,381	82%	170,873	82%	180,938	84%	185,489	84%	193,905	84%	195,720	83%
Other	6,321	79%	6,561	80%	7,397	82%	7,791	81%	7,935	80%	8,141	80%
Unknown	21,671	84%	29,852	84%	29,836	85%	30,663	85%	27,256	84%	24,232	83%
Gender												
Female	143,985	82%	156,179	84%	164,214	84%	172,392	84%	172,392	84%	175,682	83%
Male	114,855	81%	122,187	82%	128,109	82%	137,186	82%	137,186	82%	139,578	81%
Unknown	18,706	86%	17,533	86%	17,014	85%	11,903	84%	11,903	84%	9,488	84%
Age												
Less than 25	157,024	80%	165,953	81%	178,394	82%	185,830	82%	192,829	82%	197,900	81%
25 or Older	98,599	83%	105,849	84%	112,698	84%	118,984	84%	124,231	84%	123,481	84%
Unknown	13,504	86%	5,744	84%	4,807	87%	4,523	91%	4,421	89%	3,367	90%
High School Status												
HS Diploma	210,623	81%	204,532	81%	221,802	83%	233,974	83%	244,735	82%	248,598	81%
GED	16,087	77%	17,724	77%	19,606	79%	21,548	78%	22,516	77%	22,861	78%
No GED/Diploma	4,505	80%	5,491	77%	5,759	79%	6,140	80%	6,417	79%	6,311	79%
Other/Unknown	37,912	86%	49,799	87%	48,732	87%	47,675	87%	47,813	88%	46,978	88%
Intent/Goal												
Degree	38,785	86%	40,584	84%	49,676	85%	56,217	84%	60,739	84%	60,142	83%
Certificate	7,296	88%	11,529	90%	10,074	91%	12,374	89%	13,257	89%	11,757	89%
Transfer	106,081	79%	103,229	79%	107,283	81%	108,153	81%	113,374	80%	116,108	80%
Degree + Transfer	39,753	81%	36,682	82%	33,966	83%	34,292	82%	32,315	81%	30,588	81%
Certificate + Transfer	439	87%	612	87%	656	86%	737	84%	819	82%	903	79%
Workforce	35,541	82%	32,102	82%	33,792	84%	36,115	84%	39,793	85%	47,228	85%
Personal Interest	21,861	82%	21,262	82%	21,171	83%	20,089	84%	20,242	85%	20,605	84%
Unknown	19,371	83%	31,546	84%	39,281	85%	41,360	84%	40,942	84%	37,417	82%
Enrollment Status												
Full Time	76,969	97%	82,609	97%	90,996	98%	99,107	98%	103,066	98%	101,125	98%
Part Time	192,158	75%	194,937	75%	204,903	77%	210,230	76%	218,415	76%	223,623	75%

Successful Completion of College-level Courses by Student Characteristics

n - This column shows the total enrollments in all college-level courses (courses number 100 or above).

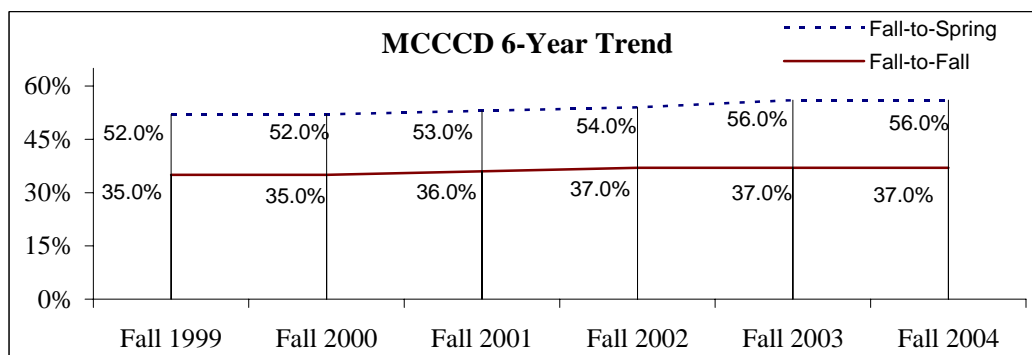
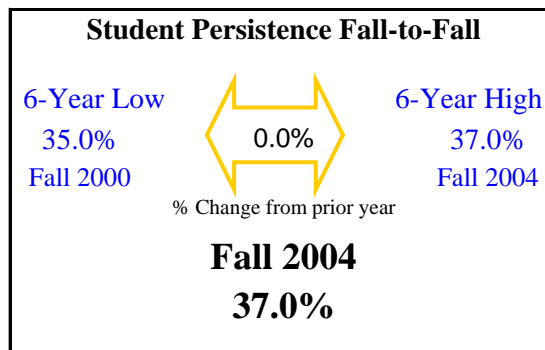
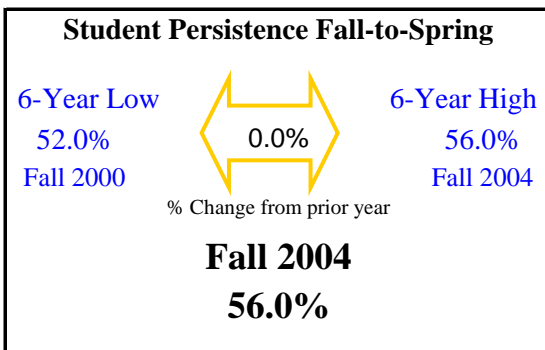
% - This column shows the percent completing with a grade of A, B, C and P.

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	n	%	n	%	n	%	n	%	n	%	n	%
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White	171,381	75%	170,873	76%	180,938	77%	185,489	77%	193,905	77%	195,720	76%
Other	6,321	70%	6,561	71%	7,397	74%	7,791	72%	7,935	71%	8,141	71%
Unknown	21,671	78%	29,852	80%	29,836	79%	30,663	78%	27,256	76%	24,232	75%
Gender												
Female	141,113	75%	143,985	76%	156,179	77%	164,214	77%	172,392	76%	175,682	75%
Male	115,349	72%	114,855	72%	122,187	73%	128,109	73%	137,186	73%	139,578	72%
Unknown	12,665	80%	18,706	83%	17,533	82%	17,014	81%	11,903	77%	9,488	76%
Age												
Less than 25	157,024	71%	165,953	72%	178,394	73%	185,830	73%	192,829	73%	197,900	71%
25 or Older	98,599	77%	105,849	78%	112,698	79%	118,984	78%	124,231	78%	123,481	78%
Unknown	13,504	81%	5,744	77%	4,807	81%	4,523	84%	4,421	83%	3,367	85%
High School Status												
HS Diploma	210,623	74%	204,532	74%	221,802	75%	233,974	75%	244,735	74%	248,598	73%
GED	16,087	68%	17,724	68%	19,606	70%	21,548	70%	22,516	70%	22,861	70%
No GED/Diploma	4,505	71%	5,491	67%	5,759	69%	6,140	71%	6,417	70%	6,311	70%
Unknown	37,912	78%	49,799	81%	48,732	81%	47,675	81%	47,813	82%	46,978	81%
Intent/Goal												
Degree	38,785	78%	40,584	77%	49,676	77%	56,217	76%	60,739	76%	60,142	75%
Certificate	7,296	83%	11,529	85%	10,074	86%	12,374	85%	13,257	84%	11,757	84%
Transfer	106,081	71%	103,229	71%	107,283	73%	108,153	72%	113,374	72%	116,108	70%
Degree + Transfer	39,753	73%	36,682	74%	33,966	75%	34,292	74%	32,315	73%	30,588	72%
Certificate + Transfer	439	82%	612	80%	656	76%	737	76%	819	74%	903	68%
Workforce	35,541	76%	32,102	75%	33,792	76%	36,115	78%	39,793	78%	47,228	79%
Personal Interest	21,861	73%	21,262	74%	21,171	74%	20,089	76%	20,242	78%	20,605	77%
Unknown	19,371	77%	31,546	78%	39,281	79%	41,360	77%	40,942	77%	37,417	74%
Enrollment Status												
Full Time	76,969	91%	82,609	91%	90,996	92%	99,107	92%	103,066	92%	101,125	92%
Part Time	192,158	67%	194,937	67%	204,903	68%	210,230	68%	218,415	67%	223,623	66%

Student Progress: Persistence

This indicator shows the percentage of students enrolled in a Fall term who enrolled in the subsequent Spring (fall-to-spring persistence) and Fall (fall-to-fall persistence) terms. Fall 2004 is the most recent term data are available.

Internal MCCCCD Trend



Fall-to-Spring Persistence = 53.8%

Fall-to-Fall Persistence = 36.2%

National Community College Benchmark Project

Fall 2004		
MCCCCD Fall-to-Spring	56.0%	Below Median
NCCBP Median	68.9%	
Number of Institutions	143	
MCCCCD Fall-to-Fall	37.0%	Below Median
NCCBP Median	47.4%	
Number of Institutions	144	

Student Persistence Fall-to-Spring

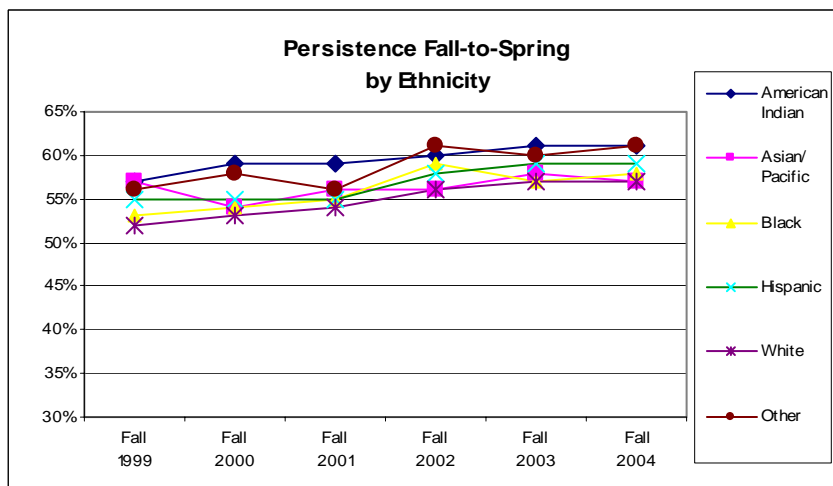
Overall – All analyses based on 6-year averages unless otherwise stated

- The 2004 fall-to-spring persistence rate (56%) was the highest and unchanged from 2003.
- In 2004, fall-to-spring persistence by college ranged from 34% to 61%.
- The MCCCDD persistence rate (56%) is 13 percent lower than the median rate (69%) for institutions participating in the National Community College Benchmark Project (NCCBP).

Fall 2004			
Persistence	NCCBP Median	MCCCDD %	Difference
Fall-to-Spring	69%	56%	-13%

Race/Ethnicity

- Underrepresented minority students (American Indian, Black, and Hispanic) have higher persistence rates than White students. On average, American Indian students have the highest persistence rate (60%), followed by Hispanic (57%), Asian/Pacific Islander (56%), Black (56%), and White (55%) students.
- Underrepresented minority students who attend full-time have considerably high fall-to-spring persistence rates (82%).



Gender

- On average, females have a slightly higher persistence (56%) than males (54%).

Age

- Students less than 25 have a considerably higher persistence (62%) than students older than 25 (48%).

High School Status

- Students with a high school diploma have higher fall-to-spring persistence rates (56%) than those with a GED (54%) or no GED/Diploma (49%).

Intent/Goal

- There is very little difference in persistence rates for students declaring earning a degree/certificate (62%) or transfer (62%) as their intent. On average, students identifying workforce as their intent have lower persistence rates (41%).

Enrollment Status

- Full-time students have a considerably higher persistence rate (85%) when compared to part-time students (48%).

Beyond Boundaries -- A Commitment to Improving Student Persistence

College Vice Presidents have committed to both short and long-term actions to improve student persistence. Examples of these actions include:

- ✓ Consider new scheduling options to accommodate students
- ✓ Select the best placement tools
- ✓ Develop get up to speed alternatives for students needing refresher in math, writing and reading skills
- ✓ Improve learning enhancement services
- ✓ Explore innovative withdrawal processes to retain students
- ✓ Train adjunct faculty in student engagement practices

Student Persistence Fall-to-Fall

- The 2004 fall-to-fall persistence (37%) has been the same since Fall 2002.
- The MCCCDC next term persistence rate (37%) is 10 percent lower than the median rate (47%) for institutions participating in the National Community College Benchmark Project (NCCBP).
- In Fall 2004, the persistence rate by college ranged from 19% to 41%.

Fall 2004			
Persistence	NCCBP Median	MCCCDC %	Difference
Fall-to-Fall	47%	37%	-10%

Race/Ethnicity

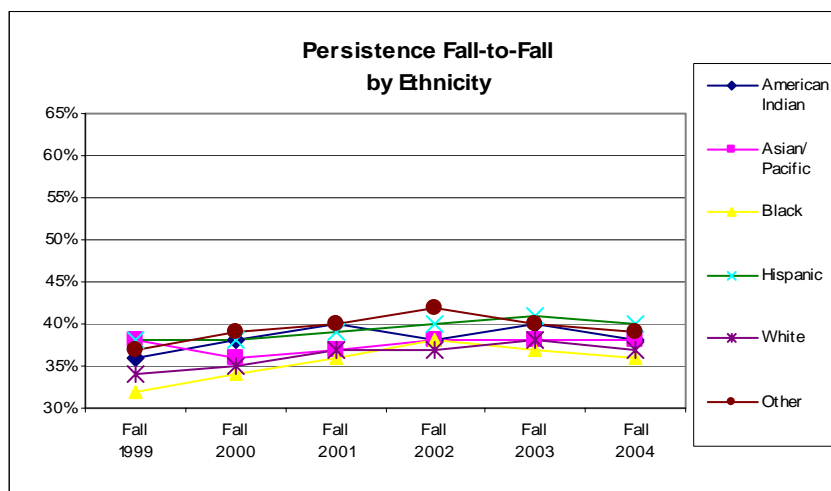
- Underrepresented minority students have a slighter higher fall-to-fall persistence rate (38%) when compared to White students (36%).
- Underrepresented minority students who attend full-time have considerably high persistence rates (61%).

Gender

- Females have a slightly higher persistence (37%) than males (36%).

Age

- Students less than 25 have a considerably higher persistence (42%) than students older than 25 (31%).



High School Status

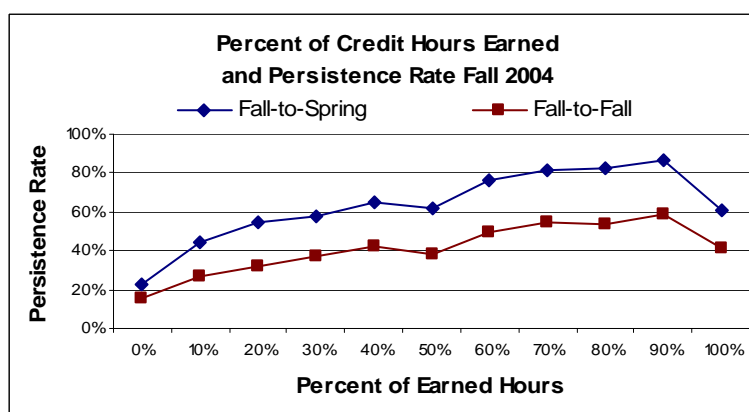
- Students with a high school diploma have higher persistence rates (37%) than those with a GED (35%) or no GED/Diploma (32%).

Intent/Goal

- There is very little difference in persistence rates for students who declare earning a degree/certificate (42%) or transfer (41%) as their intent. On average, students identifying workforce as their intent have lower persistence rates (27%).

Enrollment Status

- Full-time students have a considerably higher fall-to-spring persistence rate (62%) when compared to part-time students (31%).
- Students who attend full-time and are younger than 25 have higher persistence rates. In Fall 2004, the persistence rate of this group was 63%, which is 27 percent higher than the overall MCCCDC persistence for the same time period. In comparison, the persistence rate for students who attend part-time and are older than 25 was 30% in Fall 2004.
- A leading indicator of higher persistence is the percent of attempted credit hours students complete. In Fall 2004, students who completed 70% to 90% of their attempted credit hours had a fall-to-spring persistence rate between 81% and 87%. The fall-to-fall persistence rate for this group was between 54% and 59%.



Things to Consider...

1. Are there additional questions that need to be answered?
2. Are there additional data we need?

Student Persistence Fall-to-Spring

n - This column shows the total number of credit students enrolled at end of the initial Fall term.

% - This column shows the percent of students who enrolled the subsequent Spring term.

	Fall 1999		Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	100,630	52%	104,673	52%	109,061	53%	116,138	54%	119,039	56%	122,362	56%
Race/Ethnic Background												
American Indian	2,826	57%	2,864	59%	2,954	59%	3,160	60%	3,303	61%	3,406	61%
Asian/Pacific Islander	3,522	57%	3,798	54%	3,918	56%	3,941	56%	4,024	58%	4,031	57%
Black	4,272	53%	4,469	54%	4,696	55%	5,525	59%	6,093	57%	6,708	58%
Hispanic	15,518	55%	16,870	55%	18,064	55%	19,785	58%	21,088	59%	22,506	59%
White	64,772	52%	65,040	53%	65,352	54%	68,737	56%	68,915	57%	71,153	57%
Other	2,147	56%	2,252	58%	2,424	56%	2,701	61%	2,828	60%	2,862	61%
Unknown	7,573	36%	9,380	36%	11,653	34%	12,289	38%	12,788	42%	11,696	47%
Gender												
Female	53,350	54%	55,477	54%	57,523	55%	61,951	57%	64,210	58%	66,615	58%
Male	43,189	52%	44,247	52%	45,452	53%	47,921	55%	48,982	56%	51,144	56%
Unknown	4,091	29%	4,949	31%	6,086	28%	6,266	31%	5,847	35%	4,603	43%
Age												
Less than 25	45,421	61%	47,380	61%	51,244	61%	55,308	62%	57,785	63%	59,865	63%
25 or Older	51,251	46%	52,648	46%	55,125	46%	58,498	48%	59,063	50%	60,740	51%
Unknown	3,958	29%	4,645	28%	2,692	32%	2,332	35%	2,191	33%	1,757	37%
High School Status												
HS Diploma	82,246	54%	85,370	54%	85,029	55%	90,706	57%	92,911	58%	96,228	58%
GED	6,574	53%	6,889	52%	7,700	52%	8,251	55%	8,607	57%	9,006	56%
No GED/Diploma	2,340	44%	2,458	42%	3,121	47%	3,041	51%	3,025	55%	3,182	55%
Other/Unknown	9,470	39%	9,956	42%	13,211	39%	14,140	42%	14,496	44%	13,946	46%
Intent/Goal												
Degree	16,092	58%	15,116	55%	16,300	58%	18,839	62%	20,430	67%	22,422	66%
Certificate	2,396	62%	2,615	64%	3,441	59%	3,394	66%	3,567	65%	3,993	60%
Transfer	33,965	58%	36,740	58%	35,890	59%	37,562	60%	38,052	61%	39,889	61%
Degree + Transfer	13,054	70%	12,951	68%	11,919	70%	11,075	72%	10,912	73%	10,329	72%
Certificate + Transfer	127	80%	180	89%	236	82%	246	84%	286	85%	320	79%
Workforce	16,935	37%	17,100	38%	16,395	40%	17,026	44%	17,127	44%	17,687	43%
Personal Interest	12,358	40%	12,711	41%	11,900	42%	11,662	43%	11,110	44%	10,554	44%
Unknown	5,703	30%	7,260	33%	12,980	35%	16,334	39%	17,555	42%	17,168	45%
Enrollment Status												
Full-time	15,647	83%	16,106	84%	17,194	86%	19,655	86%	21,500	86%	22,452	86%
Part-time	84,983	46%	88,567	46%	91,867	47%	96,483	48%	97,539	50%	99,910	50%

Student Persistence Fall-to-Fall

n - This column shows the total number of credit students enrolled at end of the initial Fall term.

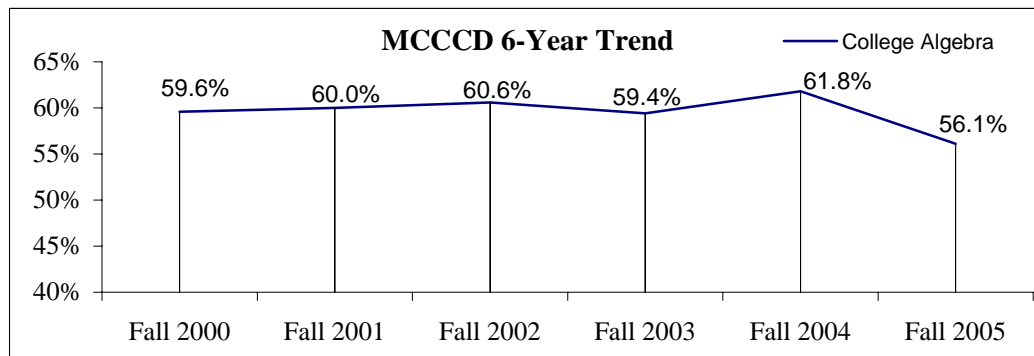
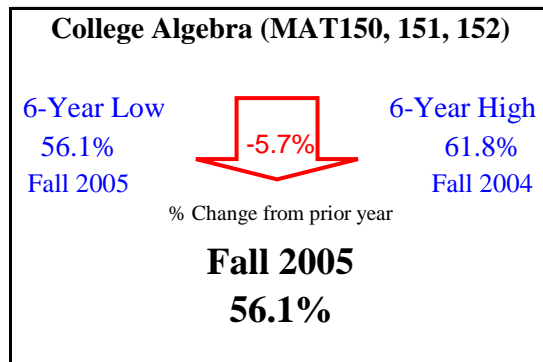
% - This column shows the percent of students who enrolled the subsequent Fall term.

	Fall 1999		Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	100,630	35%	104,673	35%	109,061	36%	116,138	37%	119,039	37%	122,362	37%
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American Indian	2,826	36%	2,864	38%	2,954	40%	3,160	38%	3,303	40%	3,406	38%
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Other	2,147	37%	2,252	39%	2,424	40%	2,701	42%	2,828	40%	2,862	39%
Unknown	7,573	22%	9,380	23%	11,653	22%	12,289	24%	12,788	27%	11,696	30%
Gender												
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Unknown	4,091	17%	4,949	19%	6,086	18%	6,266	19%	5,847	22%	4,603	26%
Age												
Less than 25	45,421	41%	47,380	42%	51,244	42%	55,308	43%	57,785	43%	59,865	42%
25 or Older	51,251	29%	52,648	30%	55,125	30%	58,498	31%	59,063	33%	60,740	32%
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Workforce	16,935	23%	17,100	25%	16,395	27%	17,026	29%	17,127	29%	17,687	29%
Personal Interest	12,358	25%	12,711	27%	11,900	29%	11,662	28%	11,110	29%	10,554	28%
Unknown	5,703	18%	7,260	21%	12,980	21%	16,334	26%	17,555	27%	17,168	29%
Enrollment Status												
Full-time	15,647	61%	16,106	61%	17,194	63%	19,655	63%	21,500	63%	22,452	63%
Part-time	84,983	30%	88,567	30%	91,867	31%	96,483	32%	97,539	32%	99,910	32%

Core Academic Success- College Algebra

This indicator shows the successful course completion rate (grades A, B, C and P) for MAT 150,151 or 152 courses.

Internal MCCCDC Trend



Successful 6 Year Average = 59.6%

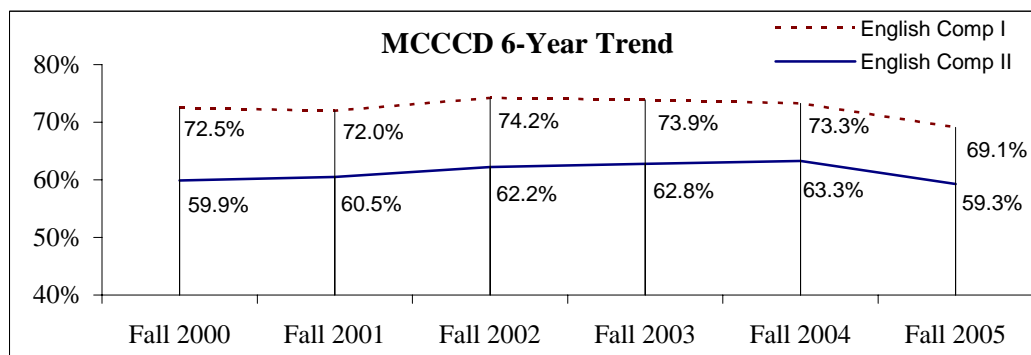
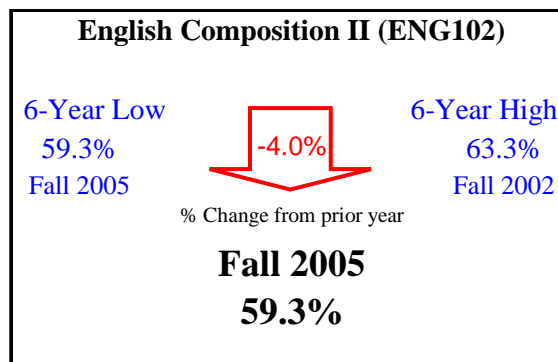
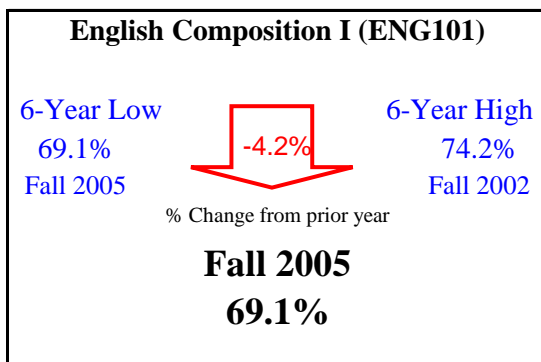
National Community College Benchmark Project

Fall 2004		
MCCCDC Success Rate	61.8%	Above Median
NCCBP Median	58.7%	
Number of Institutions	147	

Core Academic Success- English Composition I and II

This indicator shows the successful course completion rate (grades A, B, C and P) for ENG 101 and ENG 102.

Internal MCCCDC Trend



Comp I- Successful 6 Year Average = 72.5%

Comp II- Successful 6 Year Average = 61.3%

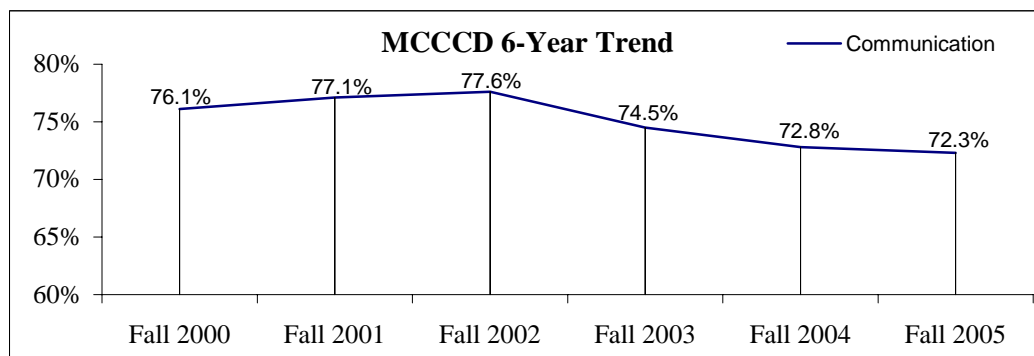
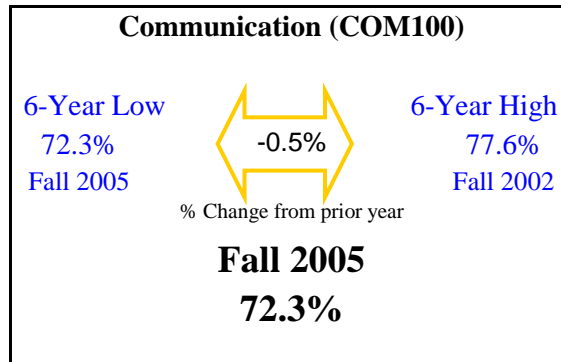
National Community College Benchmark Project

Fall 2004		
MCCCDC Success Comp I	73.3%	Above Median
NCCBP Median	71.7%	
Number of Institutions	150	
MCCCDC Success Comp II	63.3%	Below Median
NCCBP Median	69.2%	
Number of Institutions	147	

Core Academic Success- Communication

This indicator shows the successful course completion rate (grades A, B, C and P) for COM100.

Internal MCCCDC Trend



Successful 6 Year Average = 75.1%

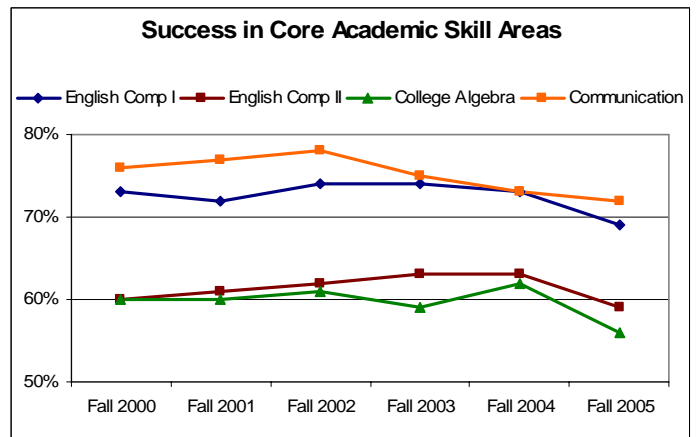
National Community College Benchmark Project

Fall 2004		
MCCCDC Success Rate	72.8%	Below Median
NCCBP Median	76.8%	
Number of Institutions	149	

Success in Core Academic Skill Areas

Overall

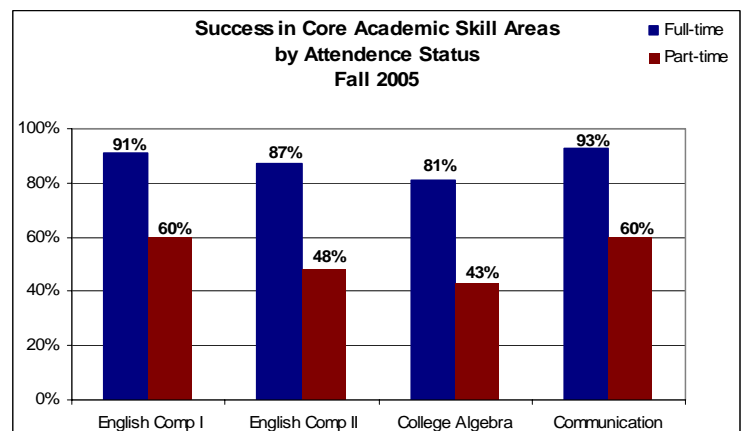
- The Fall 2005 successful course completion rate for each of the four core academic areas is the lowest in six years.
- Underrepresented minority students (American Indian, Black and Hispanic) have lower success rates than White students in all four core academic areas.
- Females consistently have higher success rates than males regardless of core academic area.
- There is no difference in the success rate by age for Algebra, English Comp I, and Communication.
- In Fall 2005, dual enrollment students (included in the “Other/Unknown” high school category) demonstrate a higher successful course completion rate in Algebra (89%) when compared to students younger than 25 (56%). Dual enrollment students also have a *considerably* higher course success rate in English Comp I (96%) when compared to students younger than age 25 (69%).
- MCCC students had higher success rates in Algebra and English Comp I during Fall 2004 when compared to the median success rate for institutions participating in the National Community College Benchmark Project (NCCBP). The English Comp II and Communication success rate were lower than the NCCBP median.



	2004 NCCBP Median	Fall 2004			Fall 2005	
		MCCCD N	MCCCD %	NCCBP/ MCCCD Difference	MCCCD N	MCCCD %
Algebra	59%	5,014	62%	+4%	4,874	56%
English Comp I	72%	16,057	73%	+1%	15,837	69%
English Comp II	69%	7,422	63%	-6%	7,152	59%
Communication	77%	3,437	73%	-4%	3,423	72%

- Part-time students in core academic courses represent the largest segment of enrollment (64%-71%). However, the successful course completion rate of these students is considerably lower than full-time students.
- There is no considerable change in the percent of students withdrawing or failing core academic courses over the past six years.

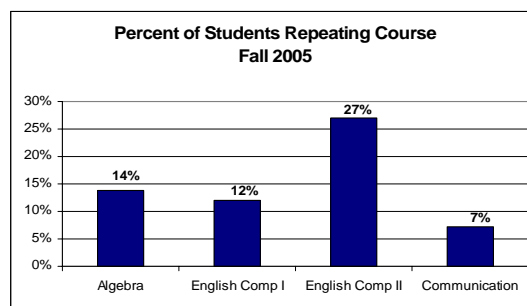
Fall 2000-2005 Average	% Withdraw	% Fail
Algebra	30%	5%
English Comp I	20%	4%
English Comp II	32%	4%
Communication	17%	4%



College Algebra

Overall

- In Spring 2005, the MCCCDC Math Instructional Council modified test placement scores, resulting in students being placed in higher level math courses.
- Algebra consistently has the lowest successful course completion (60%) rate of all core academic areas. The Fall 2005 completion rate (56%) was the lowest in the past 6 years.
- In Fall 2005, the successful completion rate by college ranged from 41% to 76%.



Race/Ethnicity

- On average, the success rate of underrepresented minority students is 5 percent lower than White students.

Gender

- The completion rate of females is 5% higher than males.

English Composition I

Overall

- In Fall 2005, the success rate dropped 4% from the previous year to reach a six year low (69%).
- In Fall 2005, the successful completion rate by college ranged from 58% to 81%.

Race/Ethnicity

- Underrepresented minorities have a 9% lower successful course completion rate than White students.

Gender

- On average, females (76%) have a higher success rate than males (68%).

High School Status

- Students with a high school diploma have higher success rates (70%) than those with a GED (60%) or no GED/diploma (65%).

English Composition II

Overall

- The Fall 2005 success rate (59%) is the lowest in the past 6 years.
- The successful completion rate by college in Fall 2005 ranged from 49% to 70%.
- On average, the success rate is considerably lower (10% to 13%) than English Comp I.
- More students repeat English Comp II (27%) than any other core academic course.

Age

- Students older than 25 (66%) have higher success rates than students less than 25 (60%).

Communication

Overall

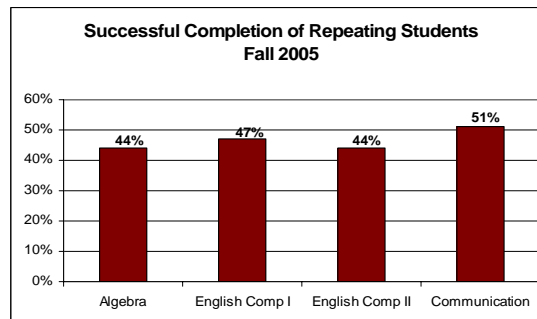
- Students enrolled in Communication have higher successful completion rates (75%) than any other core area.
- The successful completion rate by college ranged from 53% to 81% in Fall 2005.

Race/Ethnicity

- Underrepresented minorities have a 9% lower successful course completion rate than White students.

Gender

- On average, females (78%) have a higher course success rate than males (71%).



NOTE:

Effective Fall 2005, the English Instructional Council changed the competencies for English 101 and English 102. We cannot directly attribute the changes in course competencies to the decreases in successful course completion rates. Other factors such as student preparedness and responsibilities outside of school may influence success rates.

Things to Consider...

1. Are there additional questions that need to be answered?
2. Are there additional data we need?

Core Academic Retention and Success (College Algebra) by Student Characteristics

n - This column shows the total enrollments in Math 150, 151, or 152 courses by category.

% - This column shows the percent completing with a grade of A, B, C, P.

	Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	4,379	60%	4,558	60%	4,854	61%	4,666	59%	5,014	62%	4,874	56%
Race/Ethnic Background												
American Indian	136	47%	125	45%	134	48%	162	51%	150	57%	140	46%
Asian/Pacific Islander	159	62%	170	62%	170	62%	147	60%	163	58%	146	64%
Black	146	47%	164	62%	189	53%	172	57%	219	54%	233	50%
Hispanic	733	55%	781	57%	850	58%	835	56%	941	61%	937	54%
White	2,925	62%	3,015	61%	3,131	62%	2,929	62%	3,102	63%	2,974	57%
Other	112	57%	98	49%	143	60%	129	52%	149	58%	134	55%
Unknown	168	64%	205	66%	237	58%	292	59%	290	62%	310	60%
Gender												
Female	2,479	63%	2,452	62%	2,610	63%	2,412	61%	2,606	65%	2,437	59%
Male	1,835	55%	2,021	58%	2,168	58%	2,135	57%	2,303	59%	2,353	53%
Unknown	65	63%	85	65%	76	49%	119	59%	105	58%	84	58%
Age												
Less than 25	3,529	59%	3,669	60%	3,925	61%	3,638	59%	3,929	62%	4,001	56%
25 or Older	797	61%	848	60%	905	58%	972	60%	1,048	60%	845	58%
Unknown	53	68%	41	66%	24	75%	56	77%	37	87%	28	75%
High School Status												
HS Diploma	3,680	58%	3,758	58%	3,779	58%	3,691	56%	3,913	59%	3,783	52%
GED	192	55%	171	58%	188	51%	219	58%	215	50%	179	52%
No GED/Diploma	38	55%	57	51%	74	50%	85	55%	83	63%	67	52%
Other/Unknown	469	74%	572	75%	813	78%	671	79%	803	78%	845	74%
Intent/Goal												
Degree	380	62%	387	61%	624	71%	606	65%	749	70%	758	63%
Certificate	6	83%	7	71%	9	89%	28	64%	24	54%	28	54%
Transfer	2,592	59%	2,590	60%	2,520	59%	2,317	58%	2,404	58%	2,299	53%
Degree + Transfer	841	62%	804	60%	688	55%	687	56%	706	60%	609	58%
Certificate + Transfer	7	43%	6	50%	7	57%	8	50%	14	50%	19	42%
Workforce	243	53%	298	53%	374	61%	381	63%	369	62%	399	54%
Personal Interest	179	67%	228	65%	247	66%	188	63%	212	65%	221	65%
Unknown	131	62%	238	63%	385	61%	451	62%	536	67%	541	58%
Enrollment Status												
Full-time	1,669	85%	1,690	84%	1,717	85%	1,661	82%	1,841	84%	1,666	81%
Part-time	2,710	44%	2,868	46%	3,137	47%	3,005	47%	3,173	49%	3,208	43%

Core Academic Retention and Success (English Comp I) by Student Characteristics

n - This column shows the total enrollments in English 101 courses by category.

% - This column shows the percent completing with a grade of A, B, C, P.

	Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	13,197	73%	13,800	72%	14,863	74%	15,237	74%	16,057	73%	15,837	69%
Race/Ethnic Background												
American Indian	369	63%	373	59%	406	57%	456	65%	456	62%	438	53%
Asian/Pacific Islander	346	73%	365	72%	397	76%	395	73%	463	75%	470	75%
Black	548	63%	576	64%	672	67%	772	63%	804	65%	822	57%
Hispanic	2,095	66%	2,390	67%	2,575	69%	2,738	68%	3,023	69%	3,103	64%
White	8,920	75%	9,079	75%	9,615	77%	9,479	77%	9,811	76%	9,743	72%
Other	378	72%	378	69%	403	76%	409	67%	427	72%	426	67%
Unknown	541	70%	639	67%	795	72%	988	75%	1,073	73%	835	68%
Gender												
Female	7,156	76%	7,388	76%	7,937	77%	8,054	78%	8,535	77%	8,449	73%
Male	5,773	68%	6,165	68%	6,615	71%	6,792	69%	7,165	69%	7,124	64%
Unknown	268	70%	247	70%	311	70%	391	77%	357	76%	264	66%
Age												
Less than 25	11,175	72%	11,883	72%	12,591	74%	12,790	74%	13,519	73%	13,579	69%
25 or Older	1,756	74%	1,746	73%	2,115	75%	2,335	74%	2,344	72%	2,169	68%
Unknown	266	81%	171	74%	157	78%	112	74%	194	84%	89	80%
High School Status												
HS Diploma	9,898	71%	9,659	70%	10,301	72%	10,490	71%	10,879	70%	10,601	65%
GED	794	61%	862	58%	920	61%	1,019	62%	970	62%	926	55%
No GED/Diploma	197	61%	271	61%	379	67%	393	69%	418	67%	368	59%
Other/Unknown	2,308	85%	3,008	84%	3,263	86%	3,335	86%	3,790	87%	3,942	85%
Intent/Goal												
Degree	1,256	69%	1,553	69%	2,170	69%	2,421	70%	2,528	68%	2,612	66%
Certificate	58	71%	102	68%	157	68%	144	63%	149	71%	160	63%
Transfer	7,096	73%	7,006	73%	6,761	76%	6,488	75%	7,006	74%	7,155	72%
Degree + Transfer	2,263	71%	1,678	72%	1,494	73%	1,739	73%	1,571	70%	1,479	65%
Certificate + Transfer	12	75%	13	62%	31	74%	29	69%	48	60%	36	53%
Workforce	1,073	69%	1,302	68%	1,530	72%	1,436	72%	1,586	72%	1,620	67%
Personal Interest	800	76%	872	75%	844	78%	930	76%	1,012	82%	859	72%
Unknown	639	75%	1,274	74%	1,876	77%	2,050	76%	2,157	76%	1,916	67%
Enrollment Status												
Full-time	4,347	92%	4,538	92%	4,920	93%	5,194	93%	5,392	92%	4,771	91%
Part-time	8,850	63%	9,262	62%	9,943	65%	10,043	64%	10,665	64%	11,066	60%

Core Academic Retention and Success (English Comp II) by Student Characteristics

n - This column shows the total enrollments in English 102 courses by category.

% - This column shows the percent completing with a grade of A, B, C, P.

	Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	5,999	60%	6,115	61%	6,970	62%	7,281	63%	7,422	63%	7,152	59%
Race/Ethnic Background												
American Indian	207	49%	187	51%	227	50%	242	56%	240	49%	233	50%
Asian/Pacific Islander	165	61%	175	59%	188	67%	194	66%	208	63%	175	63%
Black	290	53%	296	54%	344	61%	395	57%	454	60%	403	55%
Hispanic	1,037	57%	1,004	56%	1,222	57%	1,338	58%	1,384	61%	1,398	53%
White	3,881	62%	3,949	64%	4,444	64%	4,483	65%	4,455	66%	4,289	62%
Other	156	60%	160	55%	170	55%	178	57%	217	62%	203	54%
Unknown	263	57%	344	56%	375	66%	451	64%	464	60%	451	61%
Gender												
Female	3,349	63%	3,243	64%	3,759	66%	3,921	66%	3,992	66%	3,876	62%
Male	2,539	56%	2,731	57%	3,061	57%	3,184	59%	3,272	60%	3,134	56%
Unknown	111	53%	141	57%	150	69%	176	63%	158	58%	142	61%
Age												
Less than 25	4,521	58%	4,645	59%	5,178	61%	5,337	60%	5,337	62%	5,339	58%
25 or Older	1,425	65%	1,414	64%	1,758	66%	1,922	69%	2,056	67%	1,791	63%
Unknown	53	60%	56	64%	34	65%	22	64%	29	83%	22	68%
High School Status												
HS Diploma	5,111	60%	5,042	59%	5,707	62%	5,901	63%	5,966	63%	5,772	59%
GED	363	53%	366	60%	481	61%	530	60%	562	58%	504	53%
No GED/Diploma	83	48%	93	55%	152	53%	151	60%	147	58%	132	60%
Other/Unknown	442	68%	614	71%	630	70%	699	67%	747	69%	744	67%
Intent/Goal												
Degree	657	58%	719	60%	1,002	63%	1,250	63%	1,372	66%	1,328	61%
Certificate	22	50%	31	81%	46	59%	76	68%	46	57%	75	55%
Transfer	3,242	59%	3,176	60%	3,341	61%	3,348	62%	3,314	62%	3,193	58%
Degree + Transfer	1,141	61%	1,015	60%	1,031	63%	991	64%	979	61%	925	59%
Certificate + Transfer	7	71%	13	62%	9	78%	12	75%	16	56%	13	54%
Workforce	477	59%	499	62%	649	62%	604	63%	641	65%	591	60%
Personal Interest	298	65%	305	65%	316	61%	273	61%	285	74%	280	70%
Unknown	155	64%	357	60%	576	67%	727	64%	769	61%	747	58%
Enrollment Status												
Full-time	1,623	90%	1,697	88%	2,093	89%	2,178	89%	2,256	89%	2,080	87%
Part-time	4,376	49%	4,418	50%	4,877	51%	5,103	52%	5,166	52%	5,072	48%

Core Academic Retention and Success (Speech) by Student Characteristics

n - This column shows the total enrollments in COM 100 courses by category.

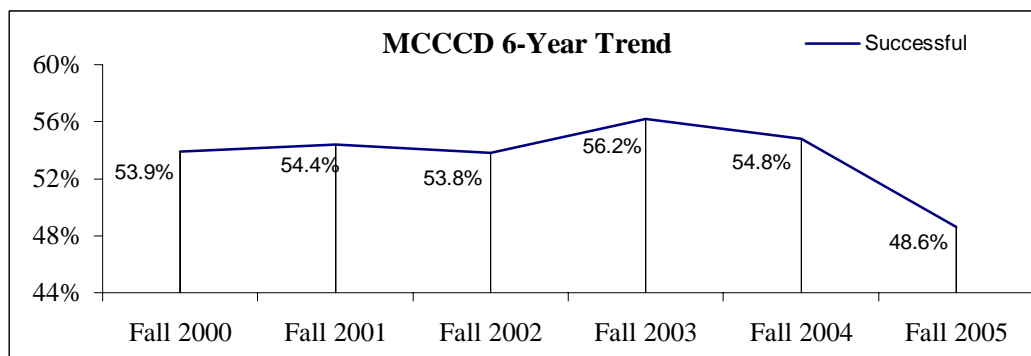
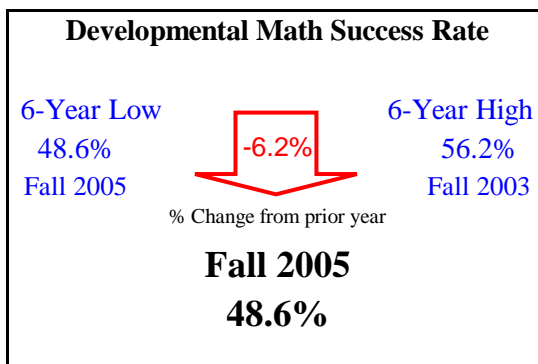
% - This column shows the percent completing with a grade of A, B, C, P.

	Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	2,802	76%	2,808	77%	3,097	78%	3,386	75%	3,437	73%	3,423	72%
Race/Ethnic Background												
American Indian	103	72%	91	65%	107	67%	126	60%	124	67%	130	67%
Asian/Pacific Islander	95	82%	99	73%	138	78%	119	76%	103	67%	159	78%
Black	176	64%	164	71%	182	68%	249	66%	279	61%	260	59%
Hispanic	562	76%	553	73%	638	75%	636	70%	699	72%	726	70%
White	1,696	78%	1,696	79%	1,786	80%	1,908	79%	1,902	76%	1,815	76%
Other	82	73%	79	85%	94	86%	92	73%	83	74%	97	75%
Unknown	88	76%	126	79%	152	79%	256	71%	247	66%	236	64%
Gender												
Female	1,379	81%	1,409	80%	1,520	81%	1,652	79%	1,648	78%	1,689	75%
Male	1,390	71%	1,353	74%	1,510	74%	1,644	70%	1,690	69%	1,638	71%
Unknown	33	82%	46	78%	67	81%	90	77%	99	62%	96	59%
Age												
Less than 25	2,227	75%	2,278	76%	2,429	77%	2,592	74%	2,625	73%	2,549	73%
25 or Older	548	80%	503	81%	649	81%	779	76%	795	72%	857	70%
Unknown	27	78%	27	85%	19	58%	15	87%	17	71%	17	71%
High School Status												
HS Diploma	2,456	77%	2,335	79%	2,571	78%	2,766	75%	2,789	74%	2,747	73%
GED	152	61%	164	65%	206	68%	224	66%	212	66%	217	61%
No GED/Diploma	34	62%	80	60%	53	66%	63	76%	72	68%	72	75%
Other/Unknown	160	75%	229	77%	267	80%	333	73%	364	68%	387	72%
Intent/Goal												
Degree	342	78%	449	74%	600	79%	713	73%	710	73%	691	72%
Certificate	14	71%	22	86%	36	72%	44	66%	49	69%	43	61%
Transfer	1,377	77%	1,273	78%	1,302	78%	1,382	75%	1,450	73%	1,376	71%
Degree + Transfer	565	76%	502	81%	474	78%	440	77%	379	76%	414	79%
Certificate + Transfer	2	50%	5	80%	3	100%	9	44%	12	92%	14	64%
Workforce	292	75%	239	75%	277	77%	294	79%	308	72%	304	74%
Personal Interest	131	73%	143	76%	151	74%	124	73%	138	77%	160	74%
Unknown	79	67%	175	74%	254	78%	380	72%	391	69%	421	70%
Enrollment Status												
Full-time	1,109	95%	1,193	95%	1,273	96%	1,396	93%	1,333	93%	1,243	93%
Part-time	1,693	64%	1,615	64%	1,824	65%	1,990	61%	2,104	60%	2,180	60%

Developmental Education: Math Success Rate

This indicator shows the successful course completion rate (grades A, B, C and P) for developmental math (course number less than 100).

Internal MCCCDC Trend



Successful 6-Year Average = 53.6%

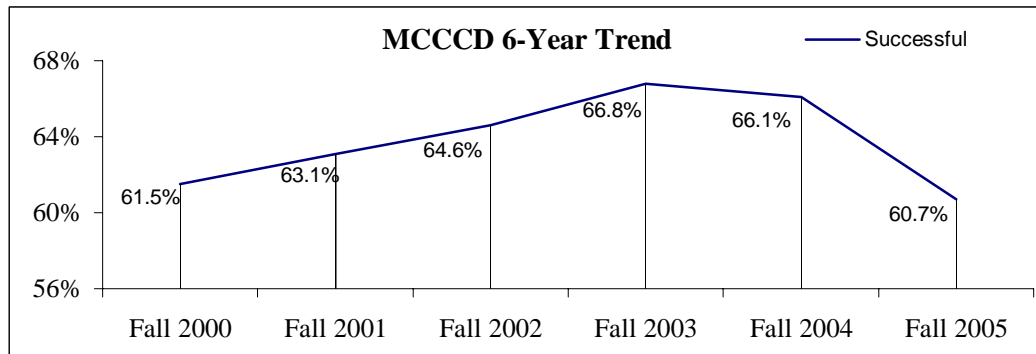
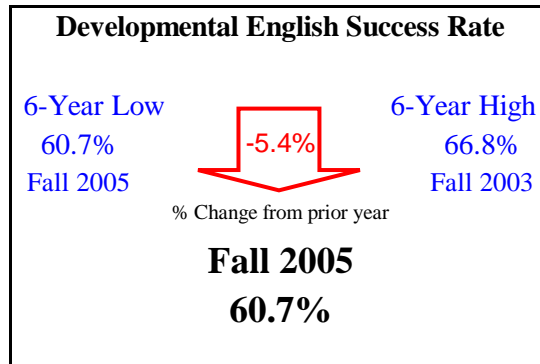
National Community College Benchmark Project

Fall 2004		
MCCCDC Success Rate	54.8%	Below Median
NCCBP Median	55.6%	
Number of Institutions	150	

Developmental Education: English Success Rate

This indicator shows the successful course completion rate (grades A, B, C and P) for developmental English (course number less than 100).

Internal MCCCDC Trend



Successful 6-Year Average = 63.8%

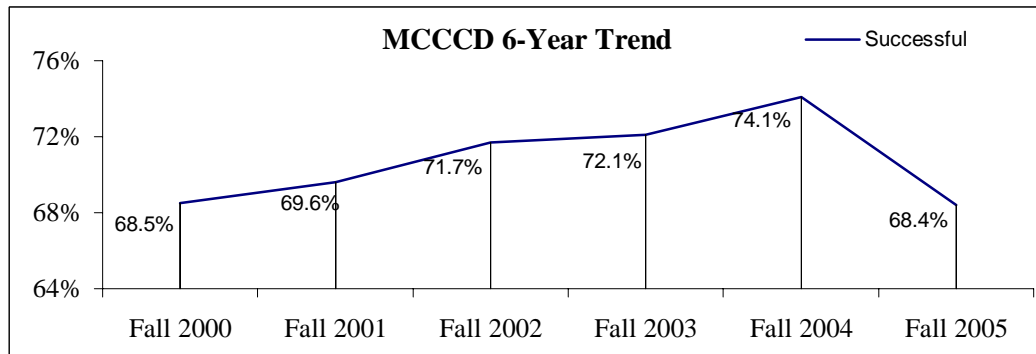
National Community College Benchmark Project

Fall 2004		
MCCCDC Success Rate	66.1%	Above Median
NCCBP Median	66.0%	
Number of Institutions	143	

Developmental Education: Reading Success Rate

This indicator shows the successful course completion rate (grades A, B, C and P) for developmental reading (course number less than 100).

Internal MCCCDC Trend



Successful 6-Year Average = 70.7%

National Community College Benchmark Project

Fall 2004		
MCCCDC Success Rate	74.1%	Above Median
NCCBP Median	70.5%	
Number of Institutions	142	

Success in Developmental Courses

Overall – All analyses based on 6-year averages unless otherwise stated

- Success in developmental courses includes the following: *course completion and successful course completion rates for developmental below 100 level English, math, and reading courses.*

- The Fall 2005 successful course completion rate has dropped from 5% to 8% in each of the three academic areas, representing the lowest rate in six years.

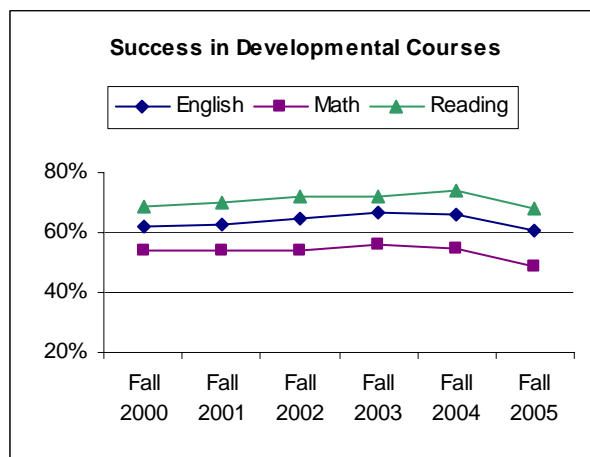
- Underrepresented minority students (American Indian, Black and Hispanic) have lower success rates (53%) than White students (58%) in English and math, while both groups do equally well in reading (70%).

- Asian students consistently have higher successful completion rates (69%) than all other students (59%).

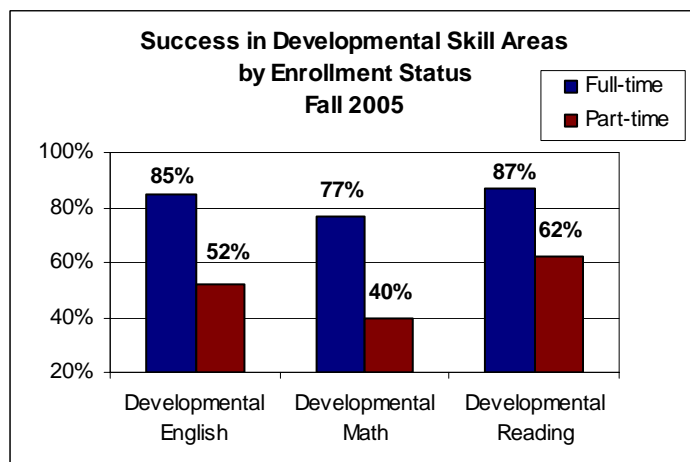
- Students 25 and older do better (65%) in all three academic areas than younger students (57%).

- Females consistently have higher success rates (63%) than males (54%), regardless of the academic area.

- MCCC students had higher success rates in developmental reading during Fall 2004 when compared to the median success rate for institutions participating in the National Community College Benchmark Project (NCCBP). The developmental English rate was equal to the NCCBP median, while the developmental math rate was lower.



	2004 NCCBP Median	Fall 2004			Fall 2005	
		MCCCD N	MCCCD %	NCCBP/ MCCD Difference	MCCCD N	MCCCD %
English	66%	3,977	66%	0%	4,001	61%
Math	56%	14,557	55%	-1%	11,737	49%
Reading	70%	4,180	74%	+4%	4,289	68%



- The largest segment of developmental course enrollments is represented by part-time students. The successful course completion rate of these students (50%) is considerably lower than full-time students (82%).

- There are more than double the enrollments in developmental math courses than there are in developmental English or reading.

- Successful completion rates in developmental English (64%) and math (54%) remain fairly consistent regardless of student intent.

Developmental Math

- The Fall 2005 successful completion rate (49%) was the lowest in the past 6 years.
- Developmental math consistently has the lowest successful course completion rate (54%) of all academic developmental areas.

Race/Ethnicity

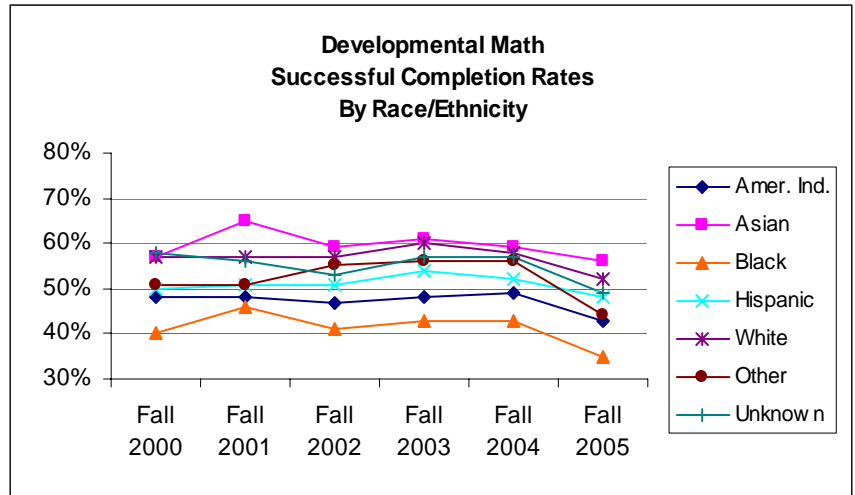
- Underrepresented minority students successfully complete developmental math courses at a lower rate (48%) than all other students (54%).

Gender

- Females have a considerably higher successful completion rate (57%) than males (49%).

Age

- Students older than 25 have a higher success rate (58%) than students 25 or younger (52%).



Developmental English

- The Fall 2005 success rate in developmental English (61%) is the lowest in 6 years.

Race/Ethnicity

- Underrepresented minority students have a slightly lower successful completion rate in developmental English (62%) than all students (64%).

Gender

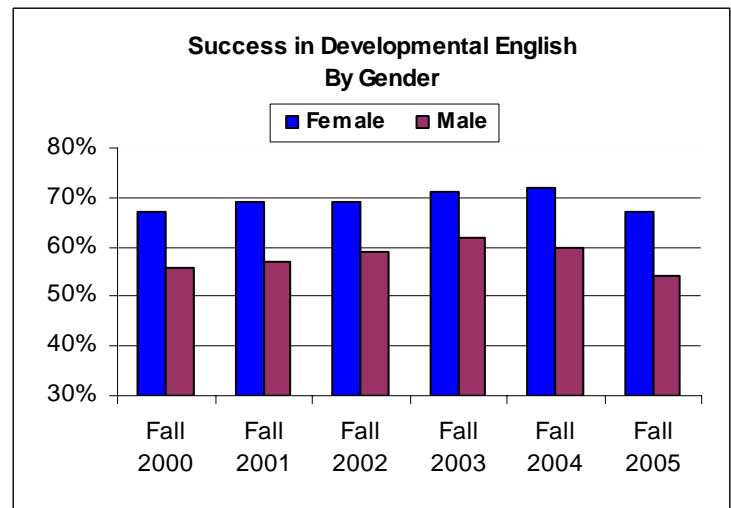
- On average, females consistently have a higher success rate in developmental English (69%) than males (58%).

Age

- The successful completion rate of students over 25 is 7% higher than younger students.

High School Status

- Students with a high school diploma have higher success rates (64%) than those with a GED (59%) or no GED/diploma (58%).



Developmental Reading

- The Fall 2005 successful completion rate dropped 6% from the previous year to reach a six year low (68%).

Race/Ethnicity

- Underrepresented minority students and white students have the same successful completion rate (70%).

Gender

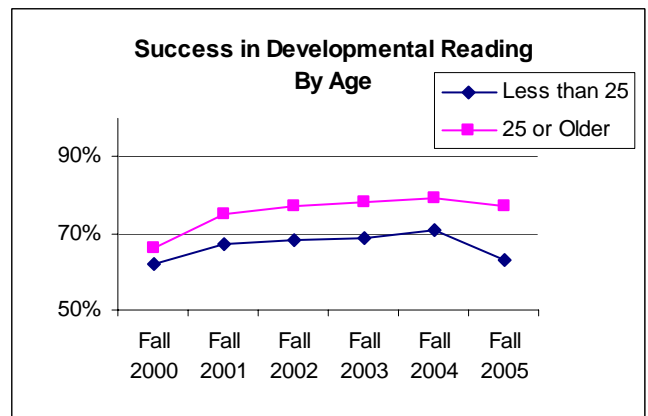
- On average, females have a significantly higher successful completion rate (76%) than males (64%).

Age

- Students 25 and older have higher success rates (76%) than younger students (67%).

Enrollment Status

- Students attending full-time are considerably more successful (89%) than those attending part-time (64%).



Things to Consider...

1. Are there additional questions that need to be answered?
2. Are there additional data we need?

Developmental Education Math Success Rate

n - This column shows the total enrollments in developmental math (below 100 level courses).

% - This column shows the percent completing with a grade of A, B, C, and P.

	Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	9,721	54%	10,765	54%	12,657	54%	13,697	56%	14,557	55%	11,737	49%
Race/Ethnic Background												
American Indian	430	48%	508	48%	596	47%	615	48%	658	49%	530	43%
Asian/Pacific Islander	200	57%	245	65%	259	59%	311	61%	286	59%	261	56%
Black	612	40%	701	46%	867	41%	1,113	43%	1,127	43%	1,076	35%
Hispanic	2,117	50%	2,423	51%	2,814	51%	3,041	54%	3,526	52%	3,011	48%
White	5,681	57%	6,107	57%	7,136	57%	7,467	60%	7,617	58%	5,849	52%
Other	267	51%	266	51%	335	55%	365	56%	390	56%	315	44%
Unknown	414	58%	515	56%	650	53%	785	57%	953	57%	695	49%
Gender												
Female	5,522	58%	6,213	58%	7,371	58%	7,983	59%	8,426	58%	6,935	52%
Male	3,996	49%	4,325	49%	5,037	48%	5,435	52%	5,799	50%	4,555	44%
Unknown	203	60%	227	56%	249	53%	279	55%	332	56%	247	47%
Age												
Less than 25	7,093	52%	7,904	53%	8,982	52%	9,620	54%	10,190	54%	7,891	46%
25 or Older	2,480	59%	2,755	59%	3,572	59%	3,992	62%	4,264	57%	3,805	54%
Unknown	148	62%	106	63%	103	55%	85	53%	103	68%	41	54%
High School Status												
HS Diploma	7,980	55%	8,470	56%	10,091	55%	10,798	57%	11,551	56%	9,153	49%
GED	907	44%	1,125	46%	1,282	45%	1,460	49%	1,494	45%	1,333	43%
No GED/Diploma	214	44%	295	46%	354	44%	395	46%	432	41%	384	41%
Other/Unknown	620	54%	875	56%	930	56%	1,044	59%	1,080	61%	867	52%
Intent/Goal												
Degree	1,230	53%	1,845	53%	2,580	53%	3,114	57%	3,411	54%	2,808	49%
Certificate	51	59%	89	47%	136	54%	168	50%	145	55%	130	49%
Transfer	4,697	54%	4,670	55%	5,202	54%	5,458	56%	5,815	54%	4,495	48%
Degree + Transfer	1,862	52%	1,649	53%	1,625	55%	1,782	53%	1,732	56%	1,330	45%
Certificate + Transfer	11	9%	17	53%	19	58%	29	59%	35	34%	35	31%
Workforce	996	55%	1,238	56%	1,425	55%	1,323	59%	1,458	57%	1,325	51%
Personal Interest	534	58%	540	54%	578	55%	548	60%	532	58%	460	51%
Unknown	340	55%	717	53%	1,092	53%	1,275	57%	1,429	58%	1,154	49%
Enrollment Status												
Full time	2,783	79%	3,026	81%	3,662	78%	4,305	79%	4,279	79%	2,765	77%
Part time	6,938	44%	7,739	44%	8,995	44%	9,392	46%	10,278	45%	8,972	40%

Developmental Education English Success Rate

n - This column shows the total enrollments in developmental English (below 100 level courses).

% - This column shows the percent completing with a grade of A, B, C, and P.

	Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	3,040	62%	3,135	63%	3,552	65%	3,789	67%	3,977	66%	4,001	61%
Race/Ethnic Background												
American Indian	198	56%	230	57%	231	58%	266	56%	223	63%	248	55%
Asian/Pacific Islander	125	60%	150	69%	121	79%	141	75%	145	70%	147	63%
Black	303	53%	302	59%	357	56%	426	62%	462	59%	526	53%
Hispanic	1,085	62%	1,124	62%	1,274	66%	1,393	69%	1,477	68%	1,495	62%
White	1,126	64%	1,107	66%	1,230	66%	1,232	67%	1,295	67%	1,248	63%
Other	82	62%	78	58%	108	57%	104	61%	118	59%	118	63%
Unknown	121	61%	144	65%	231	67%	227	69%	257	65%	219	64%
Gender												
Female	1,474	67%	1,616	69%	1,779	69%	1,980	71%	2,045	72%	2,005	67%
Male	1,491	56%	1,459	57%	1,672	59%	1,736	62%	1,834	60%	1,903	54%
Unknown	75	64%	60	70%	101	70%	73	75%	98	63%	93	68%
Age												
Less than 25	2,311	60%	2,357	62%	2,664	63%	2,904	65%	3,103	65%	3,164	58%
25 or Older	669	67%	734	66%	844	69%	846	73%	848	69%	819	70%
Unknown	60	67%	44	66%	44	57%	39	80%	26	65%	18	61%
High School Status												
HS Diploma	2,373	62%	2,367	65%	2,710	65%	2,908	67%	3,099	67%	3,143	60%
GED	270	62%	301	55%	326	60%	347	64%	334	56%	305	60%
No GED/Diploma	89	55%	132	58%	145	56%	135	58%	136	61%	112	58%
Other/Unknown	308	60%	335	63%	371	67%	399	70%	408	69%	441	66%
Intent/Goal												
Degree	482	64%	686	63%	947	64%	1,153	68%	1,141	68%	1,103	59%
Certificate	28	64%	41	66%	63	60%	74	62%	78	69%	75	55%
Transfer	1,212	61%	1,074	63%	1,154	64%	1,212	67%	1,288	66%	1,279	61%
Degree + Transfer	595	63%	416	64%	378	63%	416	64%	374	68%	344	61%
Certificate + Transfer	6	83%	7	57%	6	83%	12	75%	9	67%	12	58%
Workforce	360	61%	424	65%	449	66%	428	68%	482	63%	519	62%
Personal Interest	220	59%	211	62%	172	67%	157	69%	158	61%	179	64%
Unknown	137	61%	276	59%	383	65%	337	63%	447	65%	490	61%
Enrollment Status												
Full time	750	86%	798	85%	970	88%	1,201	87%	1,172	88%	1,045	85%
Part time	2,290	54%	2,337	56%	2,582	56%	2,588	57%	2,805	57%	2,956	52%

Developmental Education Reading Success Rate

n - This column shows the total enrollments in developmental reading (below 100 level courses).

% - This column shows the percent completing with a grade of A, B, C, and P.

	Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	3,602	69%	3,604	70%	3,973	72%	4,072	72%	4,180	74%	4,289	68%
Race/Ethnic Background												
American Indian	156	58%	173	65%	192	60%	227	61%	203	70%	213	57%
Asian/Pacific Islander	268	78%	253	74%	230	80%	252	75%	254	80%	241	78%
Black	245	58%	262	62%	359	61%	363	64%	423	61%	433	54%
Hispanic	1,832	69%	1,881	70%	2,025	73%	1,997	74%	2,087	77%	2,205	72%
White	811	69%	725	70%	795	72%	827	73%	808	72%	835	64%
Other	94	72%	99	64%	112	70%	110	71%	99	64%	124	66%
Unknown	196	71%	211	74%	260	76%	296	72%	306	79%	238	75%
Gender												
Female	2,067	73%	2,086	75%	2,242	77%	2,344	77%	2,454	78%	2,488	73%
Male	1,438	63%	1,418	62%	1,621	64%	1,618	65%	1,599	68%	1,717	61%
Unknown	97	65%	100	72%	110	77%	110	71%	127	80%	84	71%
Age												
Less than 25	2,164	62%	2,167	67%	2,450	68%	2,534	69%	2,603	71%	2,677	63%
25 or Older	1,357	66%	1,377	75%	1,473	77%	1,492	78%	1,544	79%	1,588	77%
Unknown	81	66%	60	70%	50	76%	46	74%	33	61%	24	79%
High School Status												
HS Diploma	2,536	69%	2,554	69%	2,821	72%	2,973	72%	3,130	74%	3,193	67%
GED	256	65%	256	67%	254	75%	264	71%	253	68%	241	72%
No GED/Diploma	169	63%	293	69%	332	66%	262	67%	254	73%	251	67%
Other/Unknown	641	69%	501	73%	566	70%	573	75%	543	77%	604	75%
Intent/Goal												
Degree	697	72%	879	70%	1,105	71%	1,249	74%	1,294	75%	1,266	69%
Certificate	39	62%	50	70%	64	58%	68	68%	70	77%	56	70%
Transfer	1,109	68%	930	69%	1,042	74%	1,105	69%	1,077	72%	1,116	63%
Degree + Transfer	553	65%	382	67%	317	71%	334	67%	308	67%	291	67%
Certificate + Transfer	6	83%	8	50%	3	100%	10	60%	11	73%	11	36%
Workforce	448	67%	466	68%	550	70%	507	74%	503	75%	593	71%
Personal Interest	546	71%	436	74%	367	76%	328	76%	315	74%	336	74%
Unknown	204	69%	453	70%	525	71%	471	73%	602	78%	620	72%
Enrollment Status												
Full time	842	89%	899	87%	1,053	91%	1,217	89%	1,317	88%	1,128	87%
Part time	2,760	62%	2,705	64%	2,920	65%	2,855	65%	2,863	57%	3,161	62%

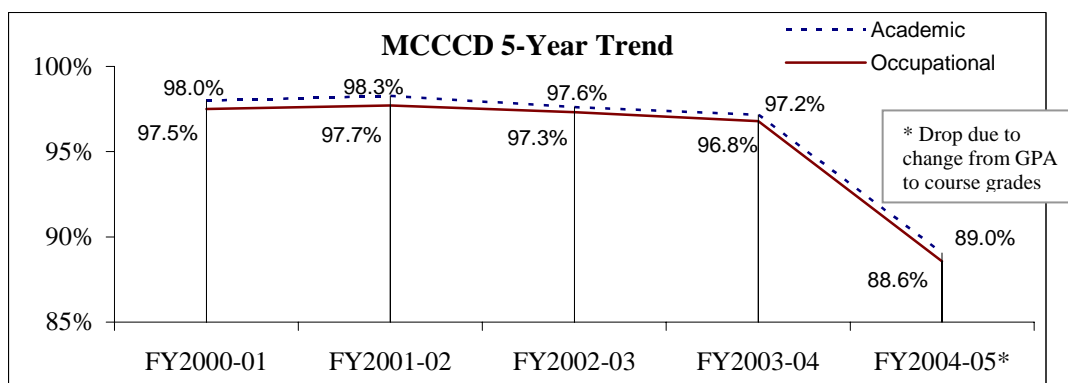
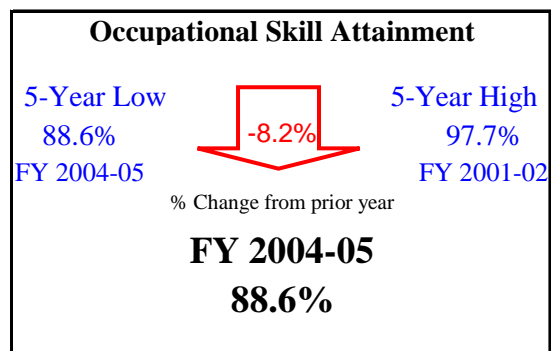
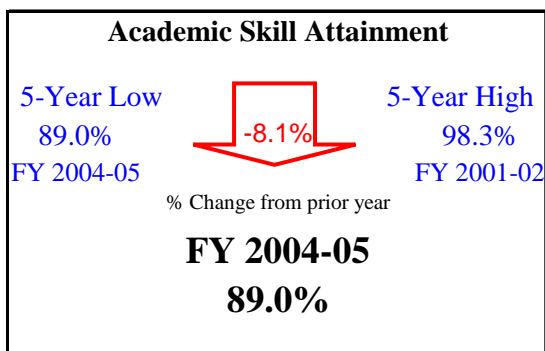
Workforce: Academic & Occupational Skill Attainment

No NCCBP benchmarks are available for this indicator, so the following indicators and definition are based on the performance measures included in the Carl Perkins III federal reporting requirements for vocational and technical education programs.

Concentrator- Effective FY 2003-04, a concentrator is a student no longer enrolled in an occupational program who has completed at least 7 credit hours in an occupational area; and who has completed a designated English, math or integrated college-level course. Prior to FY 2003-04, concentrators had to complete at least 7 credit hours in a single occupational prefix.

Effective FY 2004-05, academic skill attainment includes concentrators who complete all English or math courses (100 level or higher) with grades A, B, C or P. Occupational skill attainment includes concentrators who complete all occupational courses in their area of study with grades A, B, C or P. Prior to FY 2004-05, academic skill attainment required a cumulative 2.0 GPA in all courses, and occupational skill attainment required a cumulative 2.0 GPA in all occupational courses.

Internal MCCCCD Trend



Academic Skill Attainment 5 Year Average = 96.0%

Occupational Skill Attainment 5 Year Average = 95.6%

State Performance Level Benchmark

FY 2004-05		
MCCCCD Academic Skill Attainment	89.0%	Above State Level
State Performance	86.6%	
All Arizona Public Community Colleges	19	
MCCCCD Occupational Skill Attainment	88.6%	Above State Level
State Performance	85.7%	
All Arizona Public Community Colleges	19	

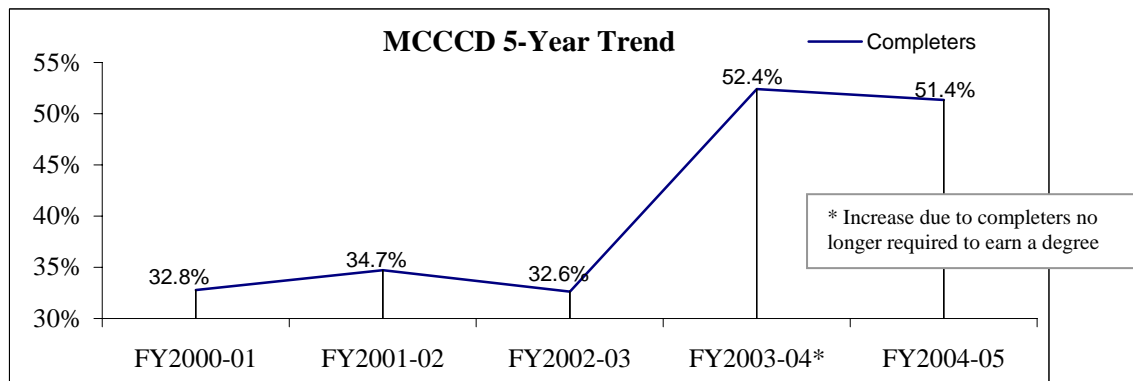
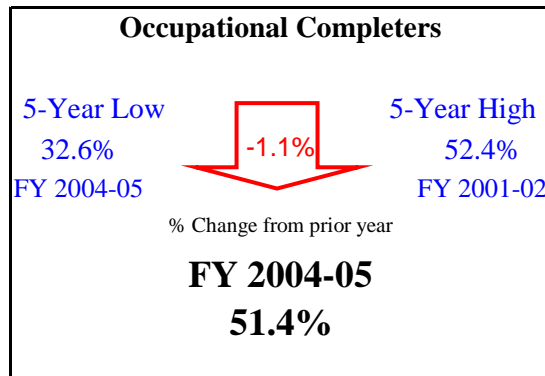
Workforce: Occupational Completers

No NCCBP benchmarks are available for this indicator, so the following indicator and definition are based on the performance measures included in the Carl Perkins III federal reporting requirements for vocational and technical education programs.

Concentrator- Effective FY 2003-04, a concentrator is a student no longer enrolled in an occupational program who has completed at least 7 credit hours in an occupational area; and who has completed a designated English, math or integrated college-level course. Prior to FY 2003-04, concentrators had to complete at least 7 credit hours in a single occupational prefix.

Effective FY 2003-04, a completer is a concentrator who earned a degree/certificate, or successfully completed at least 18 credit hours in an occupational area. Prior to FY 2003-04, completers included only those who earned a degree/certificate.

Internal MCCCCD Trend



Occupational Completer 5 Year Average = 40.8%

State Performance Level Benchmark

FY 2004-05		
MCCCCD Occupational Completers	51.4%	Above State Level
State Performance	41.4%	
All Arizona Public Community Colleges	19	

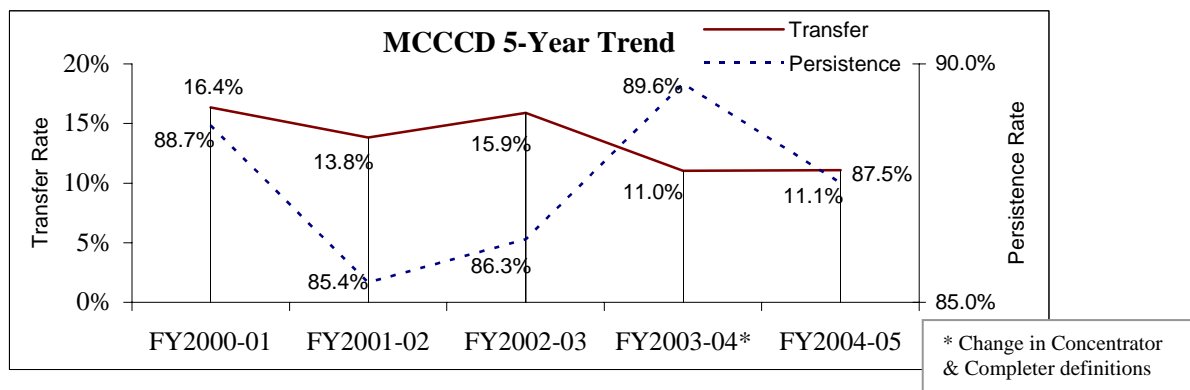
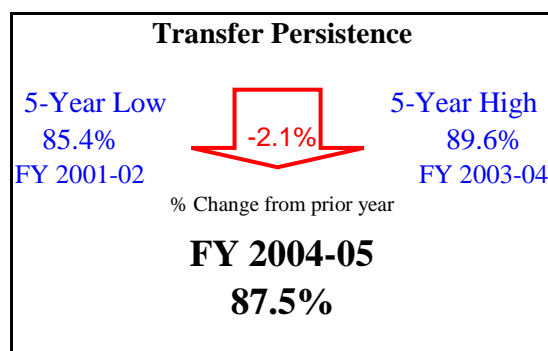
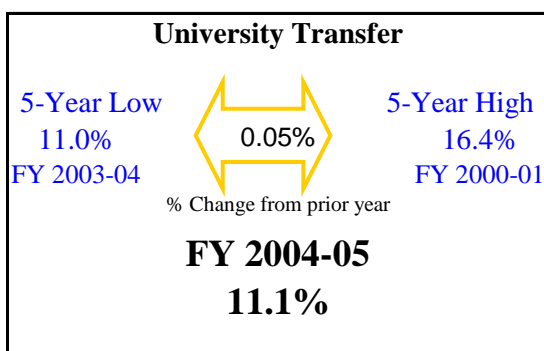
Workforce: University Transfer & Persistence

No NCCBP benchmarks are available for this indicator, so the following indicators and definition are based on the performance measures included in the Carl Perkins III federal reporting requirements for vocational and technical education programs.

Completer- Effective FY 2003-04, a completer is a concentrator who earned a degree/certificate, or successfully completed at least 18 credit hours in an occupational area. Prior to FY 2003-04, completers included only those who earned a degree/certificate.

University transfer and persistence include completers who transfer to one of the three Arizona public universities in the Fall term and persisted to the Spring term. Beginning in FY 2003-04, the change in 'concentrator' definition resulted in more students being measured.

Internal MCCCDC Trend



University Transfer Rate 5 Year Average = 13.6%

Transfer Persistence Rate 5 Year Average = 87.5%

State Performance Level Benchmark

FY 2003-04		
MCCCDC University Transfer Rate	11.0%	Above State Level
State Performance	9.96%	
All Arizona Public Community Colleges	19	
MCCCDC Transfer Persistence Rate	89.6%	Above State Level
State Performance	79.8%	
All Arizona Public Community Colleges	19	

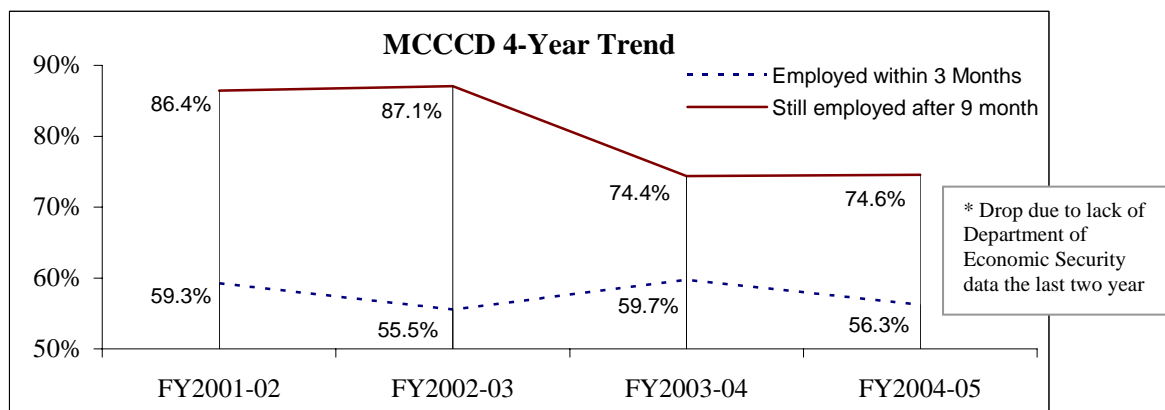
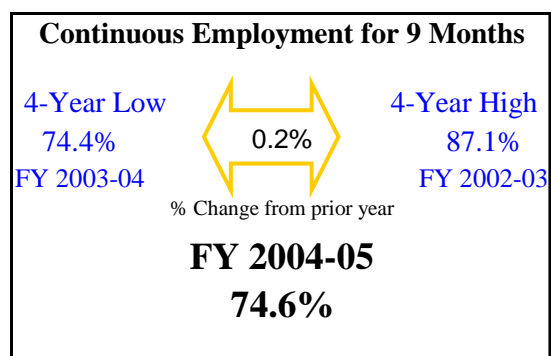
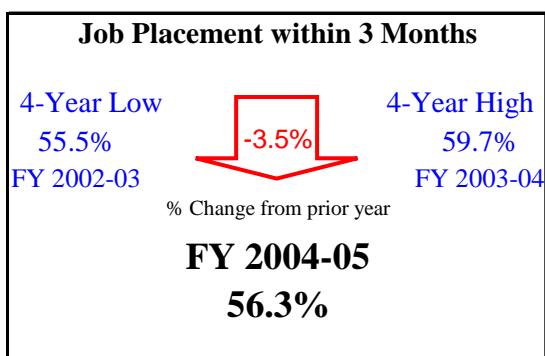
Workforce: Employment

No NCCBP benchmarks are available for this indicator, so the following indicators and definition are based on the performance measures included in the Carl Perkins III federal reporting requirements for vocational and technical education programs.

Completer- Effective FY 2003-04, a completer is a concentrator who earned a degree/certificate, or successfully completed at least 18 credit hours in an occupational area. Prior to FY 2003-04, completers included only those who earned a degree/certificate.

Employment includes completers who are employed within 3 months of completion and those completers who remained employed 9 months after completion (retention).

Internal MCCCC Trend



Employed within 3 Months 4 Year Average = 57.7%
Still employed after 9 months 4 Year Average = 80.6%

State Performance Level Benchmark

FY 2003-04		
MCCCCD Employed within 3 Months	59.7%	Above State Level
State Performance	49.0%	
All Arizona Public Community Colleges	19	
MCCCCD Still Employed after 9 Months	74.4%	Below State Level
State Performance	78.0%	
All Arizona Public Community Colleges	19	

Workforce

The following indicators and definitions are based on the performance measures included in the Carl Perkins III federal reporting requirements for vocational and technical education programs.

Concentrator- Effective FY 2003-04, a concentrator is a student no longer enrolled in an occupational program who has completed at least 7 credit hours in an occupational area; and who has completed a designated English, math or integrated college-level course. Prior to FY 2003-04, concentrators had to complete at least 7 credit hours in a single occupational prefix.

Completer- Effective FY 2003-04, a completer is a concentrator who earned a degree/certificate, or successfully completed at least 18 credit hours in an occupational area. Prior to FY 2003-04, completers included only those who earned a degree/certificate.

Academic & Occupational Skill Attainment— *These analyses are based on FY 2004-05 unless otherwise stated*

Effective FY 2004-05, academic skill attainment includes concentrators who complete all English or math courses (100 level or higher) with grades A, B, C or P. Occupational skill attainment includes concentrators who complete all occupational courses in their area of study with grades A, B, C or P. Prior to FY 2004-05, academic skill attainment required a cumulative 2.0 GPA in all courses, and occupational skill attainment required a cumulative 2.0 GPA in all occupational courses.

Race/Ethnicity

- American Indian concentrators have lower academic and occupational skill attainment when compared to all other race/ethnic groups. The American Indian academic skill attainment is 80% compared to 89% for all other concentrators. The occupational skill attainment for this group (79%) is 10% lower than all other groups.

Gender

- Males have a lower academic skill attainment (86%) when compared to females (91%). They also have a slightly lower occupational skill attainment (87%) when compared to females (90%).

Age

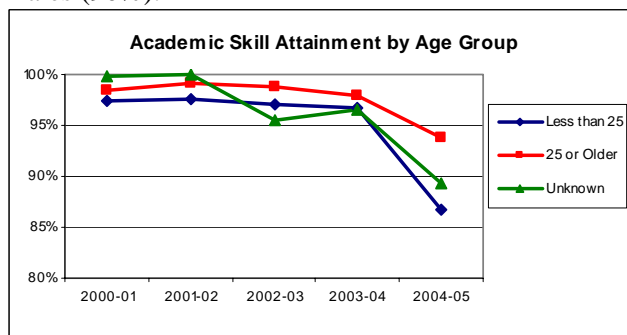
- Concentrators less than 25 have lower academic skill attainment (87%) than those older than 25 (94%).

Enrollment Status

- Full-time concentrators have lower skill attainment (86%) in both academic and occupational areas when compared to part-time-- 91% (academic) and 90% (occupational).

Other Data Highlights

- American Indian (80%), male (86%), and full-time (86%) concentrators are below the FY 2004-05 Arizona benchmark for academic attainment (87%). All other demographic categories are at or above the benchmark.
- The FY 2004-05 definition changes resulted in lower performance for all demographic categories in both academic and occupational skill attainment, and in larger performance differences among demographic categories.



Occupational Completers- *These analyses are based on a 5 year average unless otherwise stated*

Race/Ethnicity

- In FY 2004-05, there are small differences in the completion rate by race/ethnicity (49% to 52%).

Gender

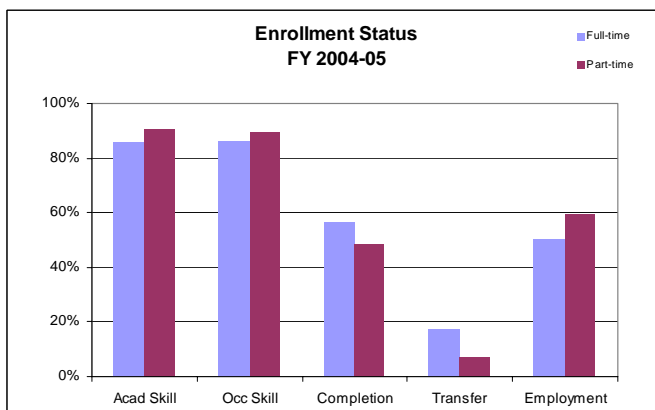
- Prior to the definition changes, males (27%) have a considerably lower completion rate when compared to females (40%). After this change, females are only slightly higher than males (1%).

Age

- Concentrators older than 25 (48%) have a higher completion rate than those less than 25 (42%).

Enrollment Status

- Full-time students (49%) have a higher completion rate when compared to part-time students (41%).



University Transfer & Persistence- *These analyses are based on a 5 year average unless otherwise stated*

University transfer and persistence include completers who transfer to one of the three Arizona public universities in the Fall term and persisted to the Spring term. Beginning in FY 2003-04, the change in the 'concentrator' and 'completer' definitions resulted in more students being measured.

Race/Ethnicity

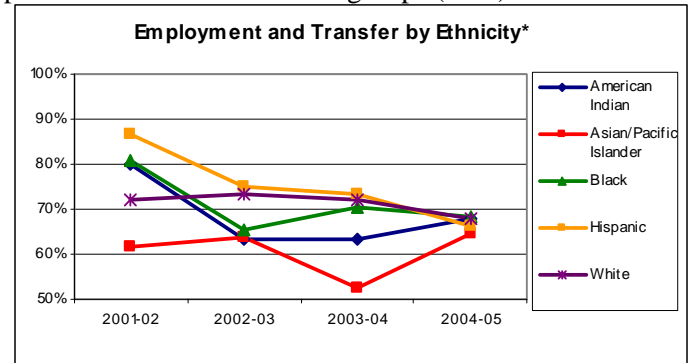
- Although American Indian completers have higher transfer rates (18%) when compared to all other completers (12%), this group has a lower persistence rate (85%) when compared to all other race/ethnic groups (88%).
- When compared to the FY 2003-04 Arizona benchmark (most recent available) for persistence (80%), Black completers were the only group lower than the benchmark (76%).

Age

- Completers less than 25 (16%) are more likely to transfer to the university when compared to students older than 25 (7%).

Intent/Goal

- As expected, completers identifying 'transfer' as their intent have a considerably higher transfer rate (20%) than all other intents (8%).



*Students may be counted in both employment and transfer categories.

Enrollment Status

- Full-time completers have a higher transfer rate (19%) when compared to part-time completers (8%).

Other Data Highlights

- Completers age 25 or older (6%), part-time (8%), and those with 'workforce' intent (8%) have a lower transfer rate than the FY 2003-04 Arizona benchmark for transfer (10%).

Employment- *These analyses are based on a 4 year average unless otherwise stated*

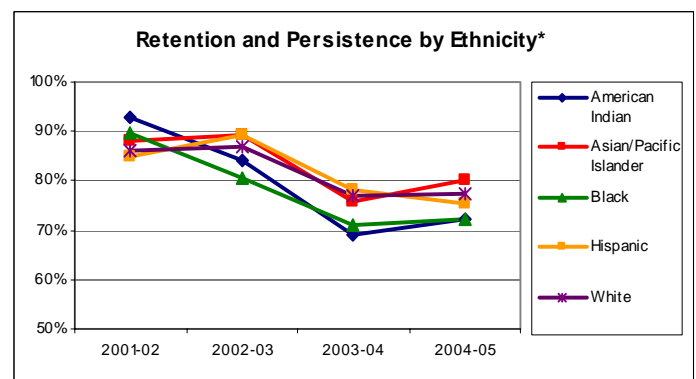
Employment includes completers who are employed within 3 months of completion and those completers who remained employed 9 months after completion (retention).

Gender

- Males have higher employment placement rates (62%) when compared to females (54%).

Age

- Completers older than 25 have higher employment placement (60%) and retention rates (79%) when compared to those younger than 25-- 57% (employment placement) and 77% (retention).



*Students may be counted in both employment and transfer categories.

Enrollment Status

- Part-time completers (62%) are more likely to be employed within 3 months of completion than full-time completers (51%). Part-time completers are also more likely to remain employed 9 months after completion (79%) when compared to full-time completers (75%). A possible explanation for this may be the increased likelihood that part-time students may already be employed, while full-time students may be seeking initial employment.

Other Data Highlights

- When compared to the FY 2003-04 Arizona benchmark (49%) for employment placement, Asian completers (40%) and those without a GED/diploma (46%) are below the benchmark.
- The lower retention rates in FY 2003-04 and FY 2004-05 are due to the limited wage data available when the Carl Perkins III report is prepared.

Things to Consider...

1. Are there additional questions that need to be answered?
2. Are there additional data we need?

Academic Skill Attainment

n - This column shows the number of concentrator students that left the college.

% - This column shows the percent achieving academic skills before leaving the college.

	FY2000-01		FY2001-02		FY2002-03		FY2003-04		FY2004-05*	
	n	%	n	%	n	%	n	%	n	%
Total Concentrators	3,819	98%	4,009	98%	4,096	98%	7,524	97%	7,460	89%
Race/Ethnic Background										
American Indian	137	99%	96	96%	116	97%	214	96%	227	80%
Asian/Pacific Islander	139	99%	146	99%	132	98%	242	96%	222	88%
Black	178	95%	193	99%	168	98%	369	92%	421	89%
Hispanic	532	97%	593	98%	640	98%	1,283	97%	1,290	87%
White	2,633	98%	2,751	98%	2,781	98%	5,045	98%	4,889	90%
Other	82	98%	117	100%	114	94%	184	98%	201	87%
Unknown	118	99%	113	99%	145	99%	187	97%	210	93%
Gender										
Female	1,948	98%	2,012	99%	2,004	98%	4,064	98%	4,132	91%
Male	1,871	98%	1,997	98%	2,092	97%	3,460	97%	3,328	86%
Unknown	0	0%	0	0%	0	0%	0	0%	0	0%
Age										
Less than 25	2,136	97%	2,428	98%	2,503	97%	4,796	97%	4,827	87%
25 or Older	1,256	98%	1,363	99%	1,391	99%	2,411	98%	2,333	94%
Unknown	427	100%	218	100%	202	96%	317	97%	300	89%
High School Status										
HS Diploma	3,021	98%	3,178	98%	3,193	97%	6,007	97%	5,995	88%
GED	293	98%	316	99%	384	98%	653	97%	641	93%
No GED/Diploma	62	95%	67	97%	85	100%	119	96%	124	92%
Other/Unknown	443	99%	448	99%	434	98%	745	98%	700	93%
Intent/Goal										
Degree	1,070	98%	1,133	98%	1,345	98%	2,483	97%	2,646	91%
Certificate	205	97%	333	98%	303	98%	642	98%	602	92%
Transfer	810	97%	765	97%	830	97%	1,451	96%	1,551	86%
Degree + Transfer	946	99%	983	99%	785	98%	1,371	98%	1,171	87%
Certificate + Transfer	95	97%	110	96%	93	97%	134	99%	137	84%
Workforce	395	99%	359	99%	351	97%	758	97%	742	89%
Personal Interest	126	95%	127	98%	134	98%	194	95%	219	92%
Unknown	172	100%	199	99%	255	98%	491	96%	392	90%
Enrollment Status										
Full-time	1,337	98%	1,435	98%	1,476	98%	2,551	98%	2,514	86%
Part-time	2,482	98%	2,574	98%	2,620	98%	4,973	97%	4,946	91%

* Change in Academic Skill Attainment criteria resulted in overall decrease in performance

Occupational Skill Attainment

n - This column shows the number of concentrator students that left the college.

% - This column shows the percent achieving occupational skills in their program before leaving the college.

	FY2000-01		FY2001-02		FY2002-03		FY2003-04		FY2004-05*	
	n	%	n	%	n	%	n	%	n	%
Total Concentrators	3,819	98%	4,009	98%	4,096	97%	7,524	97%	7,460	89%
Race/Ethnic Background										
American Indian	137	96%	96	95%	116	97%	214	92%	227	79%
Asian/Pacific Islander	139	96%	146	97%	132	96%	242	95%	222	83%
Black	178	94%	193	96%	168	96%	369	92%	421	82%
Hispanic	532	96%	593	98%	640	97%	1,283	95%	1,290	87%
White	2,633	98%	2,751	98%	2,781	98%	5,045	98%	4,889	91%
Other	82	98%	117	97%	114	93%	184	97%	201	88%
Unknown	118	100%	113	96%	145	98%	187	95%	210	84%
Gender										
Female	1,948	98%	2,012	98%	2,004	98%	4,064	97%	4,132	90%
Male	1,871	97%	1,997	97%	2,092	97%	3,460	97%	3,328	87%
Unknown	0	0%	0	0%	0	0%	0	0%	0	0%
Age										
Less than 25	2,136	97%	2,428	97%	2,503	97%	4,796	96%	4,827	88%
25 or Older	1,256	98%	1,363	98%	1,391	98%	2,411	98%	2,333	90%
Unknown	427	100%	218	100%	202	96%	317	97%	300	89%
High School Status										
HS Diploma	3,021	97%	3,178	97%	3,193	97%	6,007	97%	5,995	88%
GED	293	97%	316	99%	384	97%	653	96%	641	87%
No GED/Diploma	62	98%	67	96%	85	99%	119	96%	124	84%
Other/Unknown	443	99%	448	99%	434	98%	745	98%	700	93%
Intent/Goal										
Degree	1,070	98%	1,133	98%	1,345	97%	2,483	97%	2,646	88%
Certificate	205	98%	333	98%	303	98%	642	98%	602	95%
Transfer	810	96%	765	97%	830	97%	1,451	96%	1,551	87%
Degree + Transfer	946	98%	983	97%	785	97%	1,371	96%	1,171	87%
Certificate + Transfer	95	98%	110	99%	93	96%	134	97%	137	93%
Workforce	395	99%	359	99%	351	98%	758	98%	742	90%
Personal Interest	126	95%	127	95%	134	98%	194	97%	219	89%
Unknown	172	99%	199	98%	255	97%	491	97%	392	87%
Enrollment Status										
Full-time	1,337	97%	1,435	97%	1,476	97%	2,551	96%	2,514	86%
Part-time	2,482	98%	2,574	98%	2,620	97%	4,973	97%	4,946	90%

* Change in Occupational Skill Attainment criteria resulted in overall decrease in performance

Completion of Occupational Program

n - This column shows the number of concentrator students that left the college.

% - This column shows the percent who received an award or completed 18 occupational credit hours in their area of study.

	FY2000-01		FY2001-02		FY2002-03		FY2003-04*		FY2004-05*	
	n	%	n	%	n	%	n	%	n	%
Total Concentrators	3,819	33%	4,009	35%	4,096	33%	7,524	52%	7,460	51%
Race/Ethnic Background										
American Indian	137	34%	96	36%	116	26%	214	55%	227	49%
Asian/Pacific Islander	139	33%	146	38%	132	33%	242	49%	222	52%
Black	178	32%	193	38%	168	33%	369	48%	421	49%
Hispanic	532	30%	593	34%	640	34%	1,283	53%	1,290	51%
White	2,633	33%	2,751	34%	2,781	33%	5,045	53%	4,889	52%
Other	82	27%	117	36%	114	32%	184	53%	201	57%
Unknown	118	38%	113	33%	145	32%	187	51%	210	48%
Gender										
Female	1,948	40%	2,012	41%	2,004	39%	4,064	53%	4,132	52%
Male	1,871	25%	1,997	28%	2,092	27%	3,460	52%	3,328	51%
Unknown	0	0%	0	0%	0	0%	0	0%	0	0%
Age										
Less than 25	2,136	31%	2,428	32%	2,503	30%	4,796	49%	4,827	49%
25 or Older	1,256	37%	1,363	39%	1,391	37%	2,411	59%	2,333	56%
Unknown	427	30%	218	38%	202	28%	317	50%	300	56%
High School Status										
HS Diploma	3,021	34%	3,178	36%	3,193	34%	6,007	53%	5,995	52%
GED	293	34%	316	35%	384	29%	653	55%	641	52%
No GED/Diploma	62	24%	67	18%	85	21%	119	48%	124	45%
Unknown	443	22%	448	29%	434	31%	745	48%	700	47%
Intent/Goal										
Degree	1,070	44%	1,133	46%	1,345	41%	2,483	63%	2,646	63%
Certificate	205	51%	333	62%	303	60%	642	73%	602	73%
Transfer	810	9%	765	5%	830	7%	1,451	26%	1,551	26%
Degree + Transfer	946	45%	983	52%	785	50%	1,371	63%	1,171	62%
Certificate + Transfer	95	62%	110	63%	93	57%	134	71%	137	74%
Workforce	395	17%	359	6%	351	10%	758	41%	742	38%
Personal Interest	126	15%	127	4%	134	5%	194	36%	219	30%
Unknown	172	21%	199	11%	255	20%	491	38%	392	32%
Enrollment Status										
Full-time	1,337	39%	1,435	43%	1,476	37%	2,551	58%	2,514	57%
Part-time	2,482	30%	2,574	30%	2,620	30%	4,973	50%	4,946	49%

* Change in program completion criteria resulted in overall increase in performance.

Transfer of Occupational Completers to AZ Universities

n - This column shows the number of occupational completer students.

% - This column shows the percent transferring to one of the three public AZ universities in the Fall term after completion.

		FY2000-01		FY2001-02		FY2002-03		FY2003-04*		FY2004-05*	
		n	%	n	%	n	%	n	%	n	%
Total Completers**		1,137	16%	1,390	14%	1,333	16%	3,913	11%	3,824	11%
Race/Ethnic Background											
American Indian		40	35%	35	20%	30	23%	115	14%	112	13%
Asian/Pacific Islander		46	28%	55	11%	44	14%	118	13%	116	10%
Black		52	17%	73	22%	55	13%	178	10%	205	10%
Hispanic		141	18%	200	17%	220	16%	672	11%	663	10%
White		805	13%	948	13%	901	17%	2,647	11%	2,513	11%
Other		19	21%	42	10%	37	14%	95	11%	114	15%
Unknown		34	38%	37	8%	46	2%	88	7%	101	10%
Gender											
Female		696	18%	831	13%	770	15%	2,134	12%	2,122	12%
Male		441	14%	559	15%	563	17%	1,779	10%	1,702	10%
Unknown		0	0%	0	0%	0	0%	0	0%	0	0%
Age											
Less than 25		654	21%	794	18%	769	20%	2,379	14%	2,395	14%
25 or Older		481	10%	585	8%	560	10%	1,525	6%	1,404	6%
Unknown		2	0%	11	9%	4	0%	9	22%	25	20%
High School Status											
HS Diploma		967	16%	1,132	15%	1,063	17%	3,146	12%	3,089	12%
GED		90	12%	110	9%	112	15%	358	8%	327	6%
No GED/Diploma		13	31%	17	12%	17	18%	55	13%	55	7%
Unknown		67	25%	131	10%	141	10%	354	8%	353	13%
Intent/Goal											
Degree		459	13%	526	12%	552	14%	1,536	7%	1,612	9%
Certificate		101	5%	198	5%	178	3%	438	4%	423	4%
Transfer		88	36%	61	34%	81	43%	435	27%	423	21%
Degree + Transfer		355	23%	480	17%	365	23%	763	17%	670	18%
Certificate + Transfer		49	6%	75	13%	54	15%	99	8%	107	8%
Workforce		33	3%	15	20%	26	12%	220	9%	209	8%
Personal Interest		19	21%	4	25%	10	0%	82	10%	85	8%
Unknown		33	9%	31	0%	67	1%	340	6%	295	7%
Enrollment Status											
Full-time		494	23%	627	20%	568	23%	1,500	16%	1,440	18%
Part-time		643	12%	763	9%	765	10%	2,413	8%	2,384	7%

* Change in occupational completer criteria resulted in overall decrease in performance.

** The number of total students differs slightly from true number as reported on the employment indicator, due to a loss of records during the administrative record matching process, but the difference has no significant impact on performance for any group.

Fall to Spring Persistence of Occupational Completers at AZ Universities

n - This column shows the number of occupational completers transferring to one of the three public AZ universities in the Fall term after completion.

% - This column shows the percent persisting to the Spring term.

	FY2000-01		FY2001-02		FY2002-03		FY2003-04		FY2004-05 *	
	n	%	n	%	n	%	n	%	n	%
Total Transfers	186	89%	192	85%	212	86%	432	90%	424	88%
Race/Ethnic Background										
American Indian	14	93%	7	86%	7	86%	16	88%	15	73%
Asian/Pacific Islander	13	92%	6	100%	6	100%	15	93%	12	92%
Black	9	67%	16	88%	7	100%	17	76%	20	85%
Hispanic	25	84%	34	74%	35	86%	76	92%	66	85%
White	108	91%	122	89%	151	85%	292	89%	284	88%
Other	4	50%	4	75%	5	80%	10	90%	17	100%
Unknown	13	100%	3	67%	1	100%	6	100%	10	80%
Gender										
Female	123	88%	107	85%	116	90%	262	94%	248	87%
Male	63	90%	85	86%	96	82%	170	84%	176	88%
Unknown	0	0%	0	0%	0	0%	0	0%	0	0%
Age										
Less than 25	140	89%	145	85%	157	86%	339	88%	336	87%
25 or Older	46	87%	46	87%	55	87%	91	95%	83	88%
Unknown	0	0%	1	100%	0	0%	2	100%	5	100%
High School Status										
HS Diploma	154	88%	167	84%	178	88%	369	89%	356	88%
GED	11	100%	10	100%	17	76%	27	93%	18	89%
No GED/Diploma	4	100%	2	100%	3	67%	7	100%	4	75%
Unknown	17	88%	13	85%	14	79%	29	93%	46	80%
Intent/Goal										
Degree	58	93%	65	92%	76	88%	111	87%	145	86%
Certificate	5	80%	9	89%	5	60%	16	81%	17	76%
Transfer	32	91%	21	90%	35	100%	117	94%	87	87%
Degree + Transfer	80	88%	83	80%	84	80%	131	89%	123	93%
Certificate + Transfer	3	100%	10	70%	8	88%	8	100%	9	67%
Workforce	1	100%	3	100%	3	100%	20	80%	16	88%
Personal Interest	4	50%	1	100%	0	0%	8	100%	7	100%
Unknown	3	67%	0	0%	1	100%	21	86%	20	80%
Enrollment Status										
Full-time	112	92%	125	86%	132	88%	245	93%	253	88%
Part-time	74	84%	67	85%	80	84%	187	84%	171	87%

* Data for persistence at NAU was not available for the 2004-05 cohort. An estimate equal to the lowest rate over the previous 3 years (92.9%) was added to the 2004-05 data.

Employment of Occupational Completers Within Three Months of Completion

n - This column shows the number of occupational concentrator students who completed their area of study with an award or 18 credit hours (beginning FY 03-04).

% - This column shows the percent employed in Arizona within three months of completion.

	FY2000-01		FY2001-02		FY2002-03		FY2003-04		FY2004-05	
	n	%	n	%	n	%	n	%	n	%
Total Completers	n/a	n/a	1,392	59%	1,336	56%	3,944	60%	3,831	56%
Race/Ethnic Background										
American Indian	n/a	n/a	35	60%	30	40%	117	50%	112	54%
Asian/Pacific Islander	n/a	n/a	55	51%	44	50%	118	40%	116	54%
Black	n/a	n/a	73	59%	55	53%	178	61%	205	59%
Hispanic	n/a	n/a	201	70%	220	59%	677	62%	664	56%
White	n/a	n/a	949	59%	904	57%	2,662	61%	2,519	57%
Other	n/a	n/a	42	43%	37	43%	97	56%	114	55%
Unknown	n/a	n/a	37	38%	46	48%	95	47%	101	43%
Gender										
Female	n/a	n/a	833	57%	772	53%	2,152	55%	2,129	52%
Male	n/a	n/a	559	62%	564	59%	1,792	65%	1,702	61%
Unknown	n/a	n/a	0	0%	0	0%	0	0%	0	0%
Age										
Less than 25	n/a	n/a	780	59%	763	54%	2,370	59%	2,366	55%
25 or Older	n/a	n/a	530	61%	516	57%	1,414	62%	1,298	58%
Unknown	n/a	n/a	82	50%	57	56%	160	51%	167	55%
High School Status										
HS Diploma	n/a	n/a	1,136	59%	1,073	56%	3,172	61%	3,112	59%
GED	n/a	n/a	112	58%	112	47%	359	54%	332	47%
No GED/Diploma	n/a	n/a	12	67%	18	50%	57	46%	56	48%
Unknown	n/a	n/a	132	64%	133	57%	356	53%	331	38%
Intent/Goal										
Degree	n/a	n/a	522	61%	557	55%	1,565	62%	1,674	59%
Certificate	n/a	n/a	208	60%	181	54%	469	50%	441	49%
Transfer	n/a	n/a	35	57%	59	61%	383	58%	410	54%
Degree + Transfer	n/a	n/a	509	56%	393	52%	865	56%	730	52%
Certificate + Transfer	n/a	n/a	69	55%	53	49%	95	58%	101	58%
Workforce	n/a	n/a	22	77%	36	75%	310	73%	283	66%
Personal Interest	n/a	n/a	5	40%	7	43%	70	51%	65	46%
Unknown	n/a	n/a	22	86%	50	88%	187	68%	127	58%
Enrollment Status										
Full-time	n/a	n/a	612	51%	553	49%	1,476	53%	1,425	50%
Part-time	n/a	n/a	780	66%	783	60%	2,468	64%	2,406	60%

Continuous Employment of Occupational Completers for Nine Months after Completion

n - This column shows the number of occupational completers who obtained employment in Arizona within three months of completion.

% - This column shows the percent continuously employed in Arizona for nine months after completion.

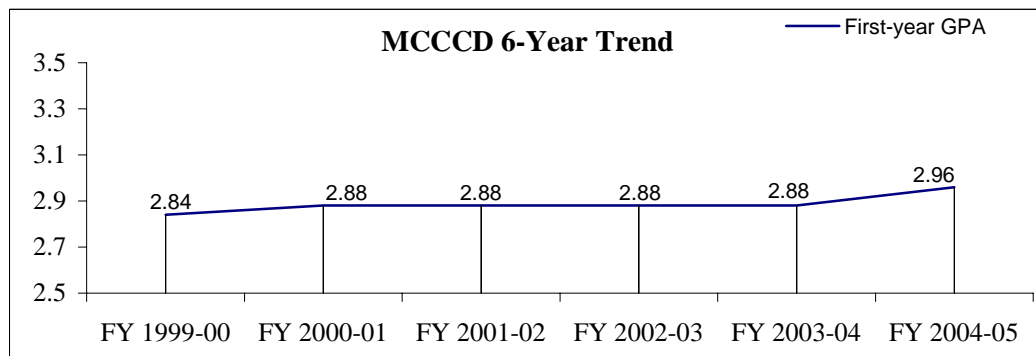
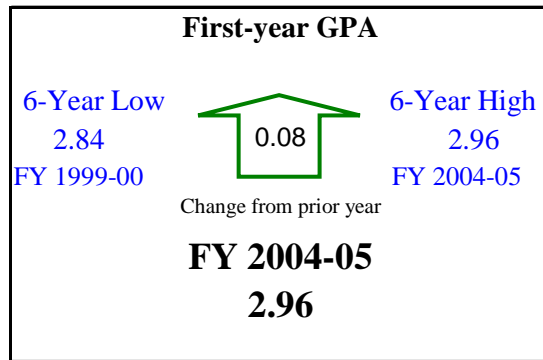
	FY2000-01		FY2001-02		FY2002-03		FY2003-04*		FY2004-05*	
	n	%	n	%	n	%	n	%	n	%
Total Employed Completers	n/a	n/a	825	86%	742	87%	2,356	74%	2,155	75%
Race/Ethnic Background										
American Indian	n/a	n/a	21	95%	12	83%	58	64%	61	72%
Asian/Pacific Islander	n/a	n/a	28	86%	22	86%	47	70%	63	78%
Black	n/a	n/a	43	91%	29	76%	108	70%	120	70%
Hispanic	n/a	n/a	140	88%	130	90%	420	75%	375	74%
White	n/a	n/a	561	85%	511	87%	1,624	75%	1,430	75%
Other	n/a	n/a	18	89%	16	75%	54	67%	63	71%
Unknown	n/a	n/a	14	86%	22	86%	45	80%	43	74%
Gender										
Female	n/a	n/a	478	86%	411	87%	1,189	71%	1,115	73%
Male	n/a	n/a	347	87%	331	88%	1,167	77%	1,040	77%
Unknown	n/a	n/a	0	0%	0	0%	0	0%	0	0%
Age										
Less than 25	n/a	n/a	461	83%	414	86%	1,394	75%	1,312	74%
25 or Older	n/a	n/a	323	90%	296	89%	880	74%	751	75%
Unknown	n/a	n/a	41	90%	32	84%	82	70%	92	77%
High School Status										
HS Diploma	n/a	n/a	667	87%	604	88%	1,946	74%	1,848	75%
GED	n/a	n/a	65	82%	53	87%	195	74%	155	74%
No GED/Diploma	n/a	n/a	8	88%	9	100%	26	69%	27	67%
Unknown	n/a	n/a	85	85%	76	79%	189	75%	125	74%
Intent/Goal										
Degree	n/a	n/a	321	88%	304	88%	968	76%	985	76%
Certificate	n/a	n/a	125	82%	97	87%	236	78%	218	67%
Transfer	n/a	n/a	20	80%	36	81%	221	71%	221	73%
Degree + Transfer	n/a	n/a	283	86%	205	89%	487	75%	382	76%
Certificate + Transfer	n/a	n/a	38	84%	26	88%	55	69%	59	76%
Workforce	n/a	n/a	17	88%	27	78%	226	69%	186	76%
Personal Interest	n/a	n/a	2	100%	3	100%	36	72%	30	73%
Unknown	n/a	n/a	19	100%	44	84%	127	76%	74	73%
Enrollment Status										
Full-time	n/a	n/a	314	86%	270	87%	775	71%	718	71%
Part-time	n/a	n/a	511	87%	472	87%	1,581	76%	1,437	77%

* Lack of data available from Arizona Department of Economic Security resulted in overall decrease in performance

Transfer Success: First-year GPA

This indicator shows the *grade point average* (GPA) for MCCCCD transfer students during their first year at an Arizona public university. For this analysis, transfer students have 12 or more hours from an MCCCCD college.

Internal MCCCCD Trend



First-year GPA 6-year Average = 2.89

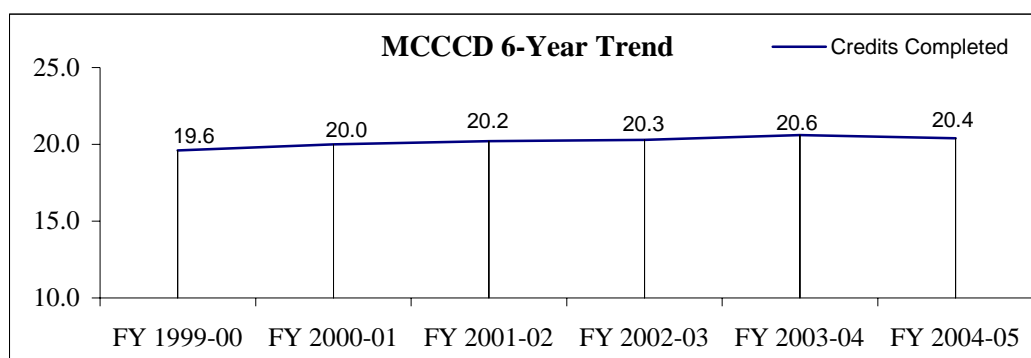
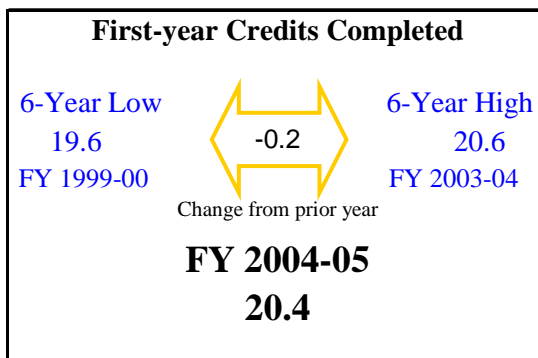
National Community College Benchmark Project

FY 2003-04		
MCCCCD First-year GPA	2.88	Below Median
NCCBP Median	2.93	
Number of Institutions	66	

Transfer Success: First-year Credits Completed

This indicator shows the *number of credit hours completed* by MCCCCD transfer students during their first year at an Arizona public university. For this analysis, transfer students have 12 or more hours from an MCCCCD college.

Internal MCCCCD Trend



Average Number of Credits Completed = 20.2

National Community College Benchmark Project

FY 2003-04	
MCCCCD Credits Comple	20.6
NCCBP Median	21.7
Number of Institutions	55

Below Median

Transfer Success: First-year Performance

Overall – All analyses based on 6-year averages unless otherwise stated

- First-year Performance includes the following: **First-year Grade Point Average (GPA) at the university and the Number of Credit Hours Completed during the first university year** for all students who are new transfers to an Arizona public university with 12 or more hours from a MCCCDC college.
- Students who attend the university full time complete twice as many credit hours (23.8 hours vs. 12.6 hours). The past two years, full time students performed better than students who attend the university part time (2.99 GPA vs. 2.89 GPA).
- More MCCCDC students attended an Arizona public university in FY 2004-05 than the previous year. They completed slightly fewer credit hours (20.4 vs. 20.6) but performed better (2.96 vs. 2.88) than the students who transferred in FY 2003-04.

FY 2004-05		
Attendance Status	first Year GPA	First Year Credit Hours
Full-time	2.99	23.9
Part-time	2.89	12.3

	2004 NCCBP Median	FY 2003-04			FY 2004-05*	
		MCCCDC N	MCCCDC Measure	NCCBP/ MCCCDC Difference	MCCCDC N	MCCCDC Measure
GPA	2.93	7,053	2.88	-.05	7,369	2.96
First-year Credit Hours	21.7	7,053	20.6	-1.1	7,369	20.4

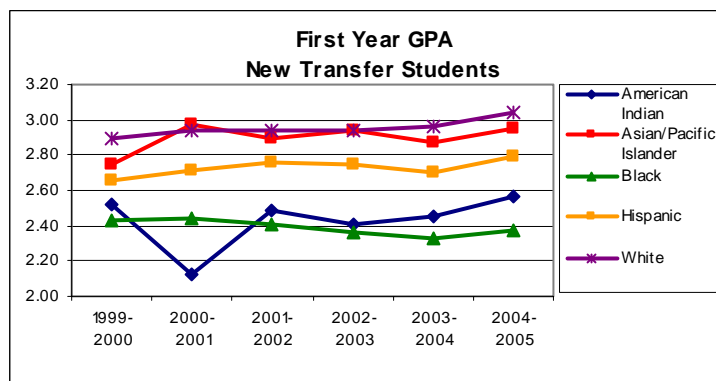
*NCCBP transfer success data for FY 2004-05 will not be submitted until Summer 2007, and submitted values may vary from these preliminary data.

First-year GPA

- There has been a general upward trend in the First-year GPA of MCCCDC students transferring to an Arizona public university.

Race/Ethnicity

- Over the past six years, American Indian and Black students have averaged a C+ whereas other groups, including Hispanic, have averaged a B-.



Gender

- Female transfer students consistently perform better (2.98) than male transfer students (2.76) in their first university year.

Age

- Students less than 25 do not perform quite as well (2.82) as students over the age of 25 (3.03).

High School Status

- Approximately 3% of transfer students have a GED vs. 6% of the general population of MCCCDC credit students.

Intent/Goal

- Most transfer students declare a transfer intent while at MCCCDC (65%). However, another 20% do not declare an intent, or they declare 'Personal Interest' as their reason for attending MCCCDC. This minority performs better than those who declare a transfer intent.

Enrollment Status

- Students who attended the university full time their first year in FY 2004-05 performed better than students who attended part time (2.99 vs. 2.89).

First-year Credit Hours Completed

- There has been a slight upward trend in the number of credit hours MCCCDC transfer students completed during their first year at the university. In 1999-00 they averaged 19.6 credit hours, and in 2004-05 the average was 20.4.

Race/Ethnicity

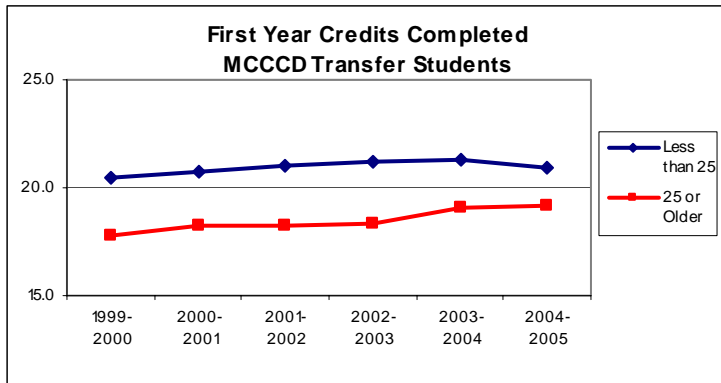
- Asian-American transfer students complete more credit hours (21.7) their first university year than all other groups.

Gender

- There is a slight difference in the number of credit hours completed when comparing females (20.4) and males (19.9).

Age

- Students older than 25 complete fewer credit hours their first university year (18.5) than students younger than 25 (20.9).



High School Status

- Students with a high school diploma complete more credit hours (19.7) than students with a GED (18.1).

Intent/Goal

- Students who declare a transfer intent at the community college complete 20.4 hours, on average, their first year at the university. This is just a bit more than students who declared an intent to get their associate's degree or certificate (19.0 - 19.4 hours).

- Notably, students who declare a *personal interest* intent or who do not declare an intent at MCCCDC complete the most credit hours during their first year at the university (21.4). This may support the idea that those students are primarily full-time university students, as opposed to typical transfer students.

Enrollment Status

- Full-time students complete twice as many credit hours as part-time students during their first university year (23.8 vs. 12.6)

Other Data Highlights...

- Students who complete AGECE requirements or get their associate's degree from MCCCDC perform better (2.98) their first university year than students who transfer without a degree (2.86).
- Of those who transfer with an associate's degree, students attaining a Transfer Partnership Degree perform the best (3.13), followed by those receiving an Associate in Science (3.09), and an Associate in Arts (3.04).
- Adult transfer students (age 25+) transfer more MCCCDC hours (51) than younger transfer students (44).
- Students who 'swirl' (i.e. attend more than one MCCCDC college) before transferring to the university transfer more hours. On average, students who attended three or more MCCCDC colleges transferred 56 hours compared to single-college students, who transferred an average of 42 hours.
- For transfer students who took an English placement test at MCCCDC, those who placed into college-level English performed better (2.92 vs. 2.64) than students who placed into remedial English.

Some Additional Context...

A typical undergraduate course at ASU, U of A, and NAU, such as Psychology 101, is three credit hours.

Things to Consider...

1. Are there additional questions that need to be answered?
2. Are there additional data we need?

First Year Grade Point Average (GPA)

n - This column shows the number of new transfer students to Arizona public universities with 12 or more hours from an MCCCDC college.

GPA - This column shows the average first year grade point average (GPA) for students by category.

	FY 1999-00		FY 2000-01		FY 2001-02		FY 2002-03		FY 2003-04		FY 2004-05	
	n	GPA	n	GPA	n	GPA	n	GPA	n	GPA	n	GPA
Total Students	6,043	2.84	6,039	2.88	6,431	2.88	7,262	2.88	7,053	2.88	7,369	2.96
Race/Ethnic Background												
American Indian	107	2.52	107	2.13	149	2.49	156	2.41	160	2.45	179	2.57
Asian/Pacific Islander	247	2.75	262	2.97	267	2.89	264	2.94	288	2.87	280	2.95
Black	212	2.43	198	2.44	224	2.41	275	2.36	279	2.33	261	2.37
Hispanic	760	2.66	799	2.71	853	2.76	1,034	2.75	1,088	2.70	1,115	2.79
White	4,387	2.90	4,398	2.94	4,624	2.94	5,144	2.94	4,823	2.96	5,063	3.04
Other	92	3.06	89	3.04	116	3.02	120	3.07	91	3.23	67	2.93
Unknown	238	2.86	186	2.88	198	2.82	269	2.86	324	2.95	404	2.94
Gender												
Female	3,470	2.94	3,521	2.97	3,684	2.97	4,067	2.97	4,023	2.99	4,247	3.05
Male	2,573	2.70	2,518	2.75	2,747	2.77	3,195	2.76	3,030	2.75	3,122	2.83
Unknown	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a
Age												
Less than 25	4,114	2.77	4,205	2.81	4,550	2.82	4,979	2.81	4,861	2.83	5,124	2.89
25 or Older	1,929	2.97	1,834	3.01	1,881	3.03	2,283	3.03	2,192	3.01	2,245	3.10
Unknown	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a
High School Status												
HS Diploma	5,465	2.83	5,383	2.85	5,647	2.86	6,269	2.86	5,967	2.86	6,062	2.94
GED	152	2.54	147	2.90	144	2.75	194	2.73	189	2.61	165	2.78
No GED/Diploma	30	2.95	11	3.59	7	3.41	20	2.79	42	2.98	75	3.07
Unknown	396	3.05	498	3.13	633	3.14	779	3.06	855	3.10	1,067	3.05
Intent/Goal												
Degree	517	2.79	475	2.73	486	2.74	622	2.89	610	2.84	829	2.88
Certificate	45	2.60	42	2.81	40	2.86	32	3.05	40	2.59	32	2.86
Transfer	3,115	2.81	3,070	2.90	3,488	2.90	3,971	2.88	3,763	2.90	3,638	3.00
Degree + Transfer	833	2.87	808	2.83	825	2.86	826	2.83	834	2.81	969	2.93
Certificate + Transfer	22	2.82	25	2.49	12	2.88	19	2.70	22	2.57	17	3.13
Workforce	389	2.84	426	2.90	375	2.79	410	2.81	383	2.88	364	2.90
Personal Interest	379	3.04	364	2.93	428	2.89	445	3.08	402	2.92	418	2.96
Unknown	743	2.84	829	2.89	777	2.97	937	2.88	999	2.92	1,102	2.93
Enrollment Status												
Full-time	3,959	2.83	4,005	2.85	4,271	2.89	4,790	2.89	4,954	2.91	5,145	2.99
Part-time	2,084	2.84	2,034	2.92	2,160	2.87	2,472	2.87	2,099	2.84	2,224	2.89

First Year Credits Completed

n - This column shows the number of new transfer students to Arizona public universities with 12 or more hours from an MCCCDC college.

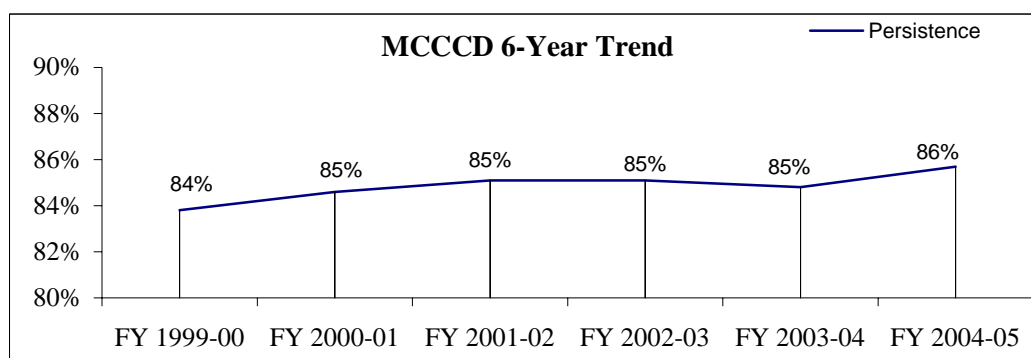
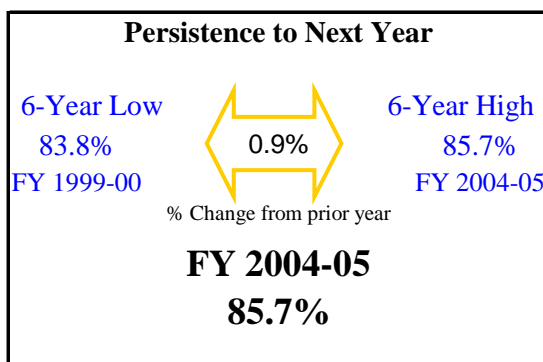
HRS - This column shows the average credit hours taken by students in each category during their first university year.

	FY 1999-00		FY 2000-01		FY 2001-02		FY 2002-03		FY 2003-04		FY 2004-05	
	n	HRS	n	HRS	n	HRS	n	HRS	n	HRS	n	HRS
Total Enrollments	6,043	19.6	6,039	20.0	6,431	20.2	7,262	20.3	7,053	20.6	7,369	20.4
Race/Ethnic Background												
American Indian	107	19.2	107	19.7	149	21.3	156	20.0	160	20.7	179	20.0
Asian/Pacific Islander	247	20.4	262	21.5	267	22.4	264	21.9	288	22.3	280	21.7
Black	212	17.2	198	19.5	224	18.1	275	18.2	279	19.0	261	18.9
Hispanic	760	18.8	799	18.8	853	19.2	1,034	19.3	1,088	19.4	1,115	19.5
White	4,387	19.8	4,398	20.0	4,624	20.2	5,144	20.4	4,823	20.8	5,063	20.6
Other	92	22.8	89	24.7	116	25.9	120	24.0	91	26.8	67	23.9
Unknown	238	19.7	186	19.3	198	18.4	269	20.1	324	19.6	404	20.2
Gender												
Female	3,470	19.7	3,521	20.0	3,684	20.3	4,067	20.8	4,023	20.9	4,247	20.7
Male	2,573	19.6	2,518	19.8	2,747	20.0	3,195	19.6	3,030	20.2	3,122	20.0
Unknown	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Age												
Less than 25	4,114	20.5	4,205	20.7	4,550	21.0	4,979	21.2	4,861	21.3	5,124	20.9
25 or Older	1,929	17.8	1,834	18.2	1,881	18.2	2,283	18.3	2,192	19.1	2,245	19.2
Unknown	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
High School Status												
HS Diploma	5,465	19.3	5,383	19.5	5,647	19.7	6,269	19.7	5,967	20.0	6,062	19.7
GED	152	16.9	147	18.0	144	18.6	194	18.3	189	18.3	165	18.4
No GED/Diploma	30	26.2	11	27.0	7	21.7	20	19.5	42	24.0	75	25.0
Unknown	396	25.2	498	25.3	633	24.9	779	25.3	855	25.2	1,067	24.4
Intent/Goal												
Degree	517	19.0	475	18.6	486	19.6	622	19.5	610	19.1	829	18.4
Certificate	45	20.4	42	17.9	40	21.3	32	20.6	40	20.5	32	15.7
Transfer	3,115	19.8	3,070	20.2	3,488	20.3	3,971	20.4	3,763	21.0	3,638	20.6
Degree + Transfer	833	20.0	808	20.1	825	19.8	826	20.5	834	19.9	969	19.7
Certificate + Transfer	22	24.4	25	20.6	12	21.8	19	18.9	22	21.0	17	17.8
Workforce	389	18.3	426	19.1	375	18.4	410	18.7	383	20.2	364	20.5
Personal Interest	379	20.6	364	20.9	428	21.1	445	21.7	402	22.0	418	22.2
Unknown	743	19.2	829	19.6	777	20.3	937	19.7	999	20.2	1,102	21.3
Enrollment Status												
Full-time	3,959	23.4	4,005	23.6	4,271	23.9	4,790	24.1	4,954	23.9	5,145	23.9
Part-time	2,084	12.4	2,034	12.7	2,160	12.7	2,472	12.8	2,099	12.7	2,224	12.3

Transfer Success: Persistence to Next Year

This indicator shows the percent of MCCCDC transfer students *who return for their second university year* at an Arizona public university. For this analysis, transfer students have 12 or more hours at an MCCCDC college.

Internal MCCCDC Trend



Persistence Rate 6-Year Average = 84.9%

National Community College Benchmark Project

FY 2003-04 (Persistence to FY 2004-05)		
MCCCDC Persistence	84.8%	Above Median
NCCBP Median	75.8%	
Number of Institutions	56	

Transfer Success: Persistence

Overall— All analyses based on 6-year averages unless otherwise stated

- Persistence measures include *persistence to second university year* and *persistence to bachelor's degree*.
- No community college benchmark comparison exists for persistence to bachelor's degree. This measure is not included in the NCCBP survey.
- MCCCC transfer students persist at a much higher rate than most other colleges who participated in NCCBP in 2006. MCCCC's transfer persistence rate puts MCCCC near the 90th percentile of participating schools.
- Students who declared a transfer intent at MCCCC and attended the university full-time their first year are most likely to persist (87% second-year persistence and 70% degree attainment). One exception in the data are the 20% of transfer students who did not declare an intent or declared 'Personal Interest' as their reason for attending MCCCC.

Transfer Student Persistence Trend			
Transferred in Year	Time Since Transfer*	% Persisted to 2 nd Year	% Attained 4-year Degree
2001-02	4 years	85%	62%
2000-01	5 years	85%	67%
1999-00	6 years	84%	67%

* Time since transfer refers to the amount of years of data that are available to determine whether a 4-year degree has been attained at one of Arizona's public universities.

Some Additional Context...

ASU reported that 79% of their first-time freshmen in Fall 2004 returned in Fall 2005.

Source: IPEDS Cool database.

	2004 NCCBP Median	FY 2003-04			FY 2004-05	
		MCCCC N	MCCCC %	NCCBP/ MCCD Difference	MCCCC N	MCCCC %
Persistence to Second University Year	76%	7,053	85%	9%	7369	86%

Persistence to Second University Year

- There has been a slight upward trend in the persistence rate over the past six years (from 84% to 86%).

Race/Ethnicity

- Once they reach the university, Hispanic students persist at rates comparable to White students.
- Black students continue to lag behind other minority groups in terms of persistence at the university.

Gender

- Female transfer students persist at just slightly higher levels (86%) than male transfer students (84%).

Age

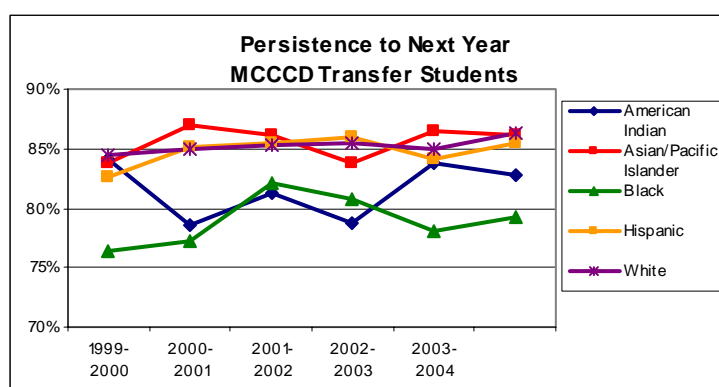
- Students of traditional college age (younger than 25) persist at about the same rate (85%) as adult (25+) students (84%).

High School Status

- Students with a high school diploma persist at just slightly higher levels (84%) than transfer students who earned a GED (81%).

Enrollment Status

- The persistence rate of full-time students (87%) is 9 percent higher than part-time students (79%).

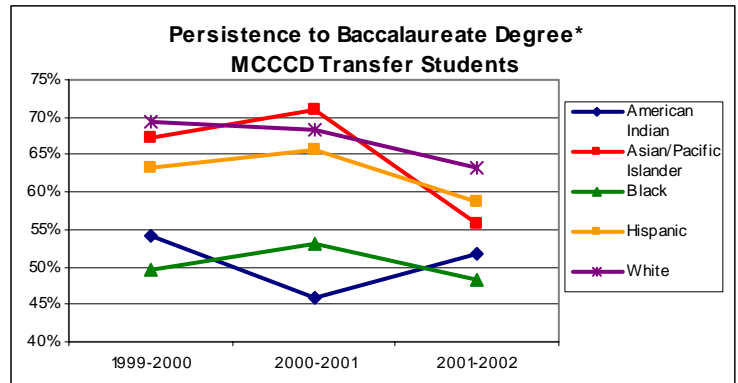


Persistence to Bachelor's Degree-- All analyses in this section based on 3-year averages unless otherwise stated

- The more years a cohort of transfer students has had to complete a bachelor's degree, the higher the degree-attainment rate. In other words, students with less time to complete are less likely to have achieved a four-year degree.

Race/Ethnicity

- Black and American Indian transfer students are less likely to get a 4-year degree (50%) than White (67%) or Asian Students (65%). Hispanic transfer students, on average, are 60% likely to persist to a degree.
- On average, Hispanic students have a higher graduation rates (63%) than Black or American Indian students (50%)
- Of the 212 Black students in the 1999-00 transfer cohort, 54% of females have attained a 4-year degree, whereas only 42 % of males have done so.



Some Additional Context...

ASU reported that 55% of students who began their education as first-time, full-time freshmen in 1999-00 completed their Bachelor's degree within 6 years.

Source: IPEDS Cool database.

Gender

- Female transfer students have a higher degree-attainment rate (68%) than males (61%).

Age

- The degree-attainment rate for students younger than 25 is higher (66%) than that of older students (63%). This is true even though younger students transfer fewer hours (44 hours compared with 52 hours).

High School Status

- Students with a GED are less likely to persist to a 4-year degree. Over the three years analyzed, 54% of GED students had attained their bachelor's degree, and 65% of students with a high-school diploma had done so.

Intent/Goal

- There is a slight difference in degree attainment for transfer students who declared a transfer intent at the community college (67%), than for those who declare a 'workforce' (64%) or 'certificate' intent (63%).

Enrollment Status

- Students who attend the university full-time their first year are more likely to achieve a degree than their part-time peers, given the same time-to-completion. On average, 69% of those who attended full-time attain their degree, whereas 59% of part-time students do.

Other Data Highlights...

- Students who complete AGEC requirements are most likely to persist to their second university year (94%). However, this is based on a small amount of students and may be subject to error. Less than 2% of the 2004-05 transfer students completed AGEC requirements.
- There is no significant difference in persistence between students who have associates degrees (84%), and those who transferred without a degree (85%).
- Students who transfer as upper-division students have a higher second-year persistence rate (86%) than students who transfer as lower-division (83%).
- Students who earn an associate's degree have a graduation rate of 68% compared to students who transfer without an associate's degree (65%).

Things to Consider...

1. Are there additional questions that need to be answered?
2. Are there additional data we need?

Persistence to Next Year

n - This column shows the number of new transfer students to Arizona public universities with 12 or more hours from an MCCCDC college.

% - This column shows the percent who persisted at the university the following year.

	FY 1999-00		FY 2000-01		FY 2001-02		FY 2002-03		FY 2003-04		FY 2004-05	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	6,043	84%	6,039	85%	6,431	85%	7,262	85%	7,053	85%	7,369	86%
Race/Ethnic Background												
American Indian	107	84%	107	79%	149	81%	156	79%	160	84%	179	83%
Asian/Pacific Islander	247	84%	262	87%	267	86%	264	84%	288	87%	280	86%
Black	212	76%	198	77%	224	82%	275	81%	279	78%	261	79%
Hispanic	760	83%	799	85%	853	86%	1,034	86%	1,088	84%	1,115	85%
White	4,387	84%	4,398	85%	4,624	85%	5,144	86%	4,823	85%	5,063	86%
Other	92	91%	89	89%	116	83%	120	83%	91	92%	67	81%
Unknown	238	80%	186	83%	198	85%	269	83%	324	89%	404	85%
Gender												
Female	3,470	84%	3,521	86%	3,684	85%	4,067	86%	4,023	86%	4,247	87%
Male	2,573	83%	2,518	83%	2,747	85%	3,195	84%	3,030	84%	3,122	85%
Unknown	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Age												
Less than 25	4,114	84%	4,205	86%	4,550	86%	4,979	86%	4,861	85%	5,124	86%
25 or Older	1,929	83%	1,834	83%	1,881	84%	2,283	83%	2,192	84%	2,245	86%
Unknown	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
High School Status												
HS Diploma	5,465	84%	5,383	84%	5,647	85%	6,269	84%	5,967	85%	6,062	85%
GED	152	72%	147	84%	144	79%	194	86%	189	79%	165	82%
No GED/Diploma	30	80%	11	100%	7	86%	20	70%	42	91%	75	92%
Unknown	396	89%	498	92%	633	90%	779	91%	855	88%	1,067	90%
Intent/Goal												
Degree	517	79%	475	77%	486	79%	622	82%	610	76%	829	83%
Certificate	45	84%	42	86%	40	75%	32	75%	40	63%	32	63%
Transfer	3,115	85%	3,070	86%	3,488	87%	3,971	87%	3,763	87%	3,638	87%
Degree + Transfer	833	84%	808	83%	825	83%	826	82%	834	83%	969	87%
Certificate + Transfer	22	82%	25	84%	12	100%	19	95%	22	86%	17	82%
Workforce	389	77%	426	85%	375	83%	410	82%	383	84%	364	82%
Personal Interest	379	88%	364	85%	428	84%	445	87%	402	86%	418	85%
Unknown	743	86%	829	85%	777	87%	937	85%	999	85%	1,102	84%
Enrollment Status												
Full-time	3,959	86%	4,005	87%	4,271	88%	4,790	88%	4,954	87%	5,145	89%
Part-time	2,084	79%	2,034	80%	2,160	80%	2,472	80%	2,099	79%	2,224	79%

Baccalaureate Degree Attainment

n - This column shows the number of new transfer students to Arizona public universities with 12 or more hours from an MCCCDC college.

% - This column shows the percent who received a bachelor's degree by Fall 2005.

	FY 1999-00		FY 2000-01		FY 2001-02		FY 2002-03		FY 2003-04		FY 2004-05	
	6 years to complete		5 years to complete		4 years to complete		3 years to complete		2 years to complete		1 year to complete	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	6,043	68%	6,039	67%	6,431	62%	7,262	49%	7,053	30%	7,369	3%
Race/Ethnic Background												
American Indian	107	54%	107	46%	149	52%	156	37%	160	26%	179	3%
Asian/Pacific Islander	247	67%	262	71%	267	56%	264	39%	288	23%	280	3%
Black	212	50%	198	53%	224	48%	275	36%	279	19%	261	1%
Hispanic	760	63%	799	66%	853	59%	1,034	49%	1,088	26%	1,115	3%
White	4,387	69%	4,398	68%	4,624	63%	5,144	51%	4,823	31%	5,063	3%
Other	92	86%	89	82%	116	72%	120	68%	91	57%	67	10%
Unknown	238	66%	186	62%	198	59%	269	41%	324	33%	404	4%
Gender												
Female	3,470	70%	3,521	71%	3,684	64%	4,067	54%	4,023	34%	4,247	4%
Male	2,573	64%	2,518	62%	2,747	58%	3,195	43%	3,030	25%	3,122	3%
Unknown	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Age												
Less than 25	4,114	69%	4,205	68%	4,550	62%	4,979	48%	4,861	28%	5,124	2%
25 or Older	1,929	65%	1,834	64%	1,881	60%	2,283	51%	2,192	34%	2,245	5%
Unknown	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
High School Status												
HS Diploma	5,465	67%	5,383	67%	5,647	62%	6,269	52%	5,967	33%	6,062	4%
GED	152	52%	147	61%	144	49%	194	51%	189	28%	165	2%
No GED/Diploma	30	67%	11	100%	7	86%	20	35%	42	10%	75	0%
Unknown	396	79%	498	74%	633	59%	779	29%	855	9%	1,067	1%
Intent/Goal												
Degree	517	58%	475	60%	486	57%	622	49%	610	30%	829	3%
Certificate	45	76%	42	60%	40	53%	32	44%	40	23%	32	0%
Transfer	3,115	68%	3,070	69%	3,488	64%	3,971	52%	3,763	31%	3,638	3%
Degree + Transfer	833	68%	808	66%	825	61%	826	52%	834	35%	969	3%
Certificate + Transfer	22	64%	25	32%	12	58%	19	42%	22	32%	17	12%
Workforce	389	67%	426	68%	375	58%	410	46%	383	32%	364	6%
Personal Interest	379	74%	364	69%	428	61%	445	41%	402	24%	418	3%
Unknown	743	69%	829	67%	777	56%	937	41%	999	24%	1,102	3%
Enrollment Status												
Full-time	3,959	71%	4,005	71%	4,271	65%	4,790	53%	4,954	34%	5,145	4%
Part-time	2,084	62%	2,034	61%	2,160	54%	2,472	42%	2,099	20%	2,224	2%